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Council on Undergraduate Education 2020-2021

February 12th, 2020
Meeting hosted via
Zoom 1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Carrie Pickworth
- Remarks and Updates from OUCCAS
- Presentation from Assessment
- Approval of CUE 29th January, 2021 Minutes

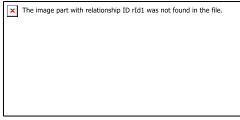
New Business

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Lee, Orcutt, Jordan	IP, USD	IPUS 295 Abolitionist Futures	2 nd Offering Eff Fall 2021

Discussion: US Diversity

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

January 29th, 2020
Zoom Hosted
Call to Order: 1:35 PM

Members Present: Chair Carrie Pickworth, Kimberly Bush, Qiuyun (Jenny) Xiang, David Gilmartin, Jillian Haeseler, Carolina Gill, Steven Miller, Nancy Moore, Tamah Morant, Herle McGowan, Alice Lee, Katherine Annett-Hitchcock, Autumn Mist Belk, Peggy Domingue, Darby Orcutt, Chad Jordan, Etienne Ouellet, Helmut Hergeth

Members Absent:

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

Guests: Charles Ludington, Katherine McKee, Nathaniel Isaacson, Ken Johnson

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Carrie Pickworth** – Welcomed the proxy and members and had them introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** – Lexi Presented the Fall 2020 report. Li Marcus thanked the committee and guests, she also informed everyone of the upcoming training opportunities for
- **Approval of the Minutes from November 13th, 2020** – Approved
Discussion: Motion to approve by Travis Park.

Old Business: Members discussed the preliminary questions about US Diversity. The college of Engineering and PCOM provided their feedback via google doc.

The college of education provided an oral feedback report. The college of Education is in support of the move forward for outcomes that are more direct in an effort to be an anti-racist college. The college recognizes the tremendous planning and effort it takes to make a change at the level it needs to be.

The College of Natural Resources is still in discussion but the information has been brought to the college meeting. The unofficial feedback thus far has been in support, however there are no details to share as of yet.

Li reminded the members of the importance of each college providing their insight.

The college of Science hasn't had a chance to reflect on this collectively, but we plan on having a more focused discussion in our upcoming meetings.

Members and XONV members discussed the both the final goal and course goals should be worked on in unison.

Members asked what the next steps are once the questions were answered, this will move forward to Bret. There is an official step process, however we will give this to multiple groups including OIED, the associate deans, and faculty senate.

The College of Agriculture and Life Sciences will have this on the next college agenda, the questions have been sent to the CALS diversity office and at least one department.

The Wilson College of Textiles will also have this information on their next college agenda.

The College of Design is having difficulty getting on the college agenda, and will work with XONV members after the meeting. The College of Humanities and Social Sciences will put this on the next available college agenda.

NEW BUSINESS

Courses New to GEP

- **AEE 350 Personal Leadership Development in Agriculture and Life Sciences (SS)** – Approved
Discussion: This course was presented by Travis Park who introduced the guest Katherine McKee. Reviewer provided feedback that the course is a good example of alignment between the objectives, outcomes, and measures. Reviewer also indicated this could potentially go out for USD with future adjustments.
- **FL 210 Global Literature and Culture (HUM, GK)** – Approved
Discussion: This new course was presented by David Gilmartin. Reviewer indicated the outcomes and objectives aligned nicely. Other reviewers complimented the course as well.
- **HI 376 Global Migrations (HUM, GK)** – Approved

Discussion: This new course was presented by Jillian Haeseler. Reviewer complimented the course, and felt the objectives and outcomes were well aligned. Multiple reviewers indicated the course would be interesting to take.

➤ **SOC 320 Survey Design** (SS) – *Approved*

Discussion: This new course was presented by Jillian Haeseler. Reviewers noticed the first measure is only an example, but this provides enough information about the sample exam question. Reviewer asked if courses with pre-requisites should have any impact on GEP status. Li explained it's less about the pre-requisites and more about the availability of the course.

*Many of the pre-requisites are available to all students which makes the course more widely available even with requisites. There are also courses, such as E 101 that has no requisites, but is limited to specific students. Members discussed transfer course credit and how they fulfill GEPs. Members asked if there is a limit to the number of courses that can have GEP status, there is no limit.

Special Topics/HON Course Offerings

➤ **HON 296 What's the Big Idea? Ideas and Debates in Western Intellectual History Since 1500 (IP)** – *Approved with Suggestions*

Discussion: This course was presented by Autumn Belk. Reviewer brought attention to the measure which indicated the outcome will be met through reading and the other is by understanding the debates. Reviewer asked if 'reading' should be changed to something that better meets the assessment verbiage. The first objective would benefit from a sample prompt with an example of how the outcomes is being measured. The measure could provide more clarity, like the other two outcomes. Guest, Charles Ludington, the instructor indicated the suggestion will be taken. The outcome, which indicates the objective will be met through reading and suggested additional action verbs to clarify, such as engaging.

➤ **HON 296 Zombies, Victims, and Other Corpses: Mediating Death in American Culture (IP)** – *Approved*

Discussion: This course was presented by Autumn Belk.

Meeting adjourned at 2:46 PM

Respectfully submitted by Lexi Hergeth

GEP Interdisciplinary Perspectives & U.S. Diversity Special Topic Shell Offering (IPUS 295)

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

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

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

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

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

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

IPUS 295

Department(s)/Program	Women's and Gender Studies	New GEP Special Topics Offering
Special Topic Title: <small>(30 character limit)</small>	Abolitionist Futures	Review for 2nd Offering <input style="width: 40px; height: 20px; text-align: center;" type="checkbox" value="x"/>
Term to be Offered	Fall 2021	
Instructor Name/Title	Shaefny Greys, RDH, EdD and SJ Taylor, MSc	

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* [\[Click Here\]](#)

Interdisciplinary Perspectives

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?
Women's and Gender Studies and Africana Studies
- 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"?
- The course will be co-taught by two instructors in the Interdisciplinary Studies unit of Humanities & Social Sciences; one is a Black woman and the other a white, queer, gender-nonconforming person, and each brings their respective background at the intersection of gender and racial diversity/inclusion to the class. Using a combination of readings, videos, and directed discussion, students are exposed to key factors of abolitionist movements such as policing, incarceration, mutual aid, and transformative justice. The instructors will provide lectures and directed discussions that support the integration of the Africana Studies and Women's and Gender Studies approaches to abolitionism. The material will include sources from within and beyond academia and will use a variety of pedagogies, including workshops and critical dialogue, allowing students to see themselves as agents of change and understand the material as relevant to their lives and the world they (want to) live in.

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.

Describe the different approaches that Africana Studies and Women's & Gender Studies scholars take to analyzing domination and subordination.

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.

Short Responses: Example Prompts –

After reading the Pelot-Hobbs article on anti-carceral feminism, describe two feminist approaches to sexual violence and how those approaches address (or fail to address) state violence. Give an example of how sexual violence and state violence may overlap. (Women's & Gender Studies)

After watching the documentary on the 13th amendment, describe how critical race theory scholars frame state violence as it pertains to policing and incarceration of Black men in the US. (Africana Studies)

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.*

Identify the impact of colonization on the social construction of gender and race.

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.

Reading Response Essay question: How does the legacy of colonization continue to impact how gender and race are done today?

(In the course, students are introduced to the performative expectations that US society has of people as a result of the construction of gender and race. The use of the phrase "are done" is normative in these disciplinary areas.)

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.*

Critically evaluate the problem of systemic oppression in the US and identify the role of transformative justice and mutual aid in achieving liberation.

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.

Final Project (Manifesto) – In the final project, students are asked to address the question of how we achieve liberation in the US today at the intersection of race and gender. In 1500-2000 words, students are expected to address the impact of oppression (e.g., hardships, living conditions, etc.) on marginalized populations in the US and to provide solutions to dismantle oppressive structures. This project will require students to think about which parts of our current social/economic/political systems disappear when oppressive structures become obsolete.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *U.S. Diversity* Objective 1, 2, 3, or 4:
USD Obj. 2) Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structure inequalities in the U.S.

Identify and describe capitalism and neoliberalism and how they relate to abolitionist movements.

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 written assignments - Students will write a short response in the last 10 minutes of class that identify their key understandings of capitalist activities/enterprises that have aided or undermined abolitionist movements.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *U.S. Diversity* Objective 1, 2, 3, or 4
USD Obj. 3) Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.;

Identify and analyze insurrections significant to abolitionist and labor movements in the US.

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 written assignment: Example prompt – In preparation for your development of a protest sign, choose one of the revolts that you have learned about and identify key issues that led to the insurrection and analyze the effectiveness of the methods used in the revolt.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): **T/R 10:15am-1pm**
 - Seat count: **35 (combined total across the two listings)**
 - Room assigned or room preference including needed classroom technology/seat type: **F2F, Room TBD**
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. **WGS 293**

What percentage of the seats offered will be open to all students? 100 %

- a. If seats are restricted, describe the restriction being applied.
- b. Is this restriction listed in the course catalog description for the course?

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

Davis, A. Y. (2010). *Are Prisons Obsolete?* (Open Media Book). New York, NY: Seven Stories Press.
Stafford, N. S. (2015). *Dixie Be Damned: 300 Years of Insurrection in the American South*. New York, United States, NY: AK Press.

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

See course schedule in attached syllabus

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

N/A

Interdisciplinary Perspectives and U.S. Diversity Special Topics
Abolitionist Futures
IPUS 295 Course Syllabus Draft
3 Credit Hour – Spring 2021
Online Meeting: T/TH 11:45 PM - 1:00 PM

CONTACT INFORMATION :

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Office: 2022

Biltmore

Hall

Office Hours: TBA

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Email: sjtaylo2@ncsu.edu

Phone:

919.515.7248

Office: Lee Hall, WISE

Office 105H

Office Hours: TBA

Course website:

Zoom Link for Class:

Course Moodle:

Course description:

Colonization and white supremacy have shaped our material realities and our imaginations in ways that can make change seem impossible. In *Abolitionist Futures*, we will review histories of domination, oppression, and exploitation in the U.S., critically frame the legacies which remain, interrogate tools of the state that are/uphold these legacies, and learn about forms of resistance, subversion, insurrection, and revolutionary spirit. We will engage with texts and other media about abolitionist histories and strategies, transformative justice, industrial complexes, the morality and ethics of capitalism, the morality and ethics of violence, and ways that queer theory opens up new possibilities and paradigms for (re)imagining a future beyond policing and incarceration. Our explorations will be consistently feminist and intersectional; we will use critical queer theory to examine circulations of power, dominance, and oppression and (re)turn to queer Black feminism to ground our analyses in complexity and wholeness. Together we will seek to make significant progress towards decolonizing our heads and our hearts. Your work for this class will culminate in a manifesto describing changes you see as crucial to liberation. To meet these goals, we will engage with texts and other media from within and beyond academic ways of knowing.

Required Textbooks:

Dixie Be Damned—300 Years of Insurrection in the American South by Neal Shirley and Saralee Stafford, 2015 (available from [AK Press](#) for \$10, paperback or e-book).

Are Prisons Obsolete? by Angela Davis, 2003

(available from [Seven Stories Press](#) for \$12-16, paperback or ebook)

All other course materials will be provided on Moodle.

Course Prerequisites and GEP Category Fulfillments:

There are no prerequisites for this course. This 3-credit-hour course satisfies the U.S. Diversity corequisite and partially fulfills the (5-hour) GEP Interdisciplinary Perspectives requirement. The GEP Student Learning Outcomes are as follows:

1. Describe the different approaches that Africana Studies and Women's & Gender Studies scholars take to analyzing domination and subordination. (GEP-IP Objective 1)

2. Identify the impact of colonization on the social construction of gender and race. (GEP-IP Objective 2)
3. Critically evaluate the problem of systemic oppression in the US and identify the role of transformative justice and mutual aid in achieving liberation. (GEP-IP Objective 3)
4. Identify and describe capitalism and neoliberalism and how they relate to abolitionist movements. (GEP-USD Objective 2)
5. Identify and analyze insurrections significant to abolitionist and labor movements in the US. (GEP-USD Objective 3)

Overview of Learning Goals:

The main goals for this course are to explore the histories and impact of colonization and white supremacy on the U.S. Students will review and examine how the histories of domination and exploitation ignited revolts and insurrection in oppressed communities in the U.S. Students will interact with the instructors and each other to engage in critical conversations around these issues and integrate an understanding of how their personal experiences are tied to the material in the course. Consequently, there are four other learning goals for the course in addition to the GEP learning outcomes stated above:

1. Describe imperialism, colonization, chattel slavery and their legacies in the U.S.
2. Identify and assess different forms of state surveillance and state violence.
3. Explore and define Black queer feminism, and other feminist theories.
4. Identify how personal beliefs, thought processes, along with social/economic/psychological paradigms, have been shaped by colonization.

Overview of Course Objectives:

To accomplish these learning goals, course participants will be guided toward achieving the following objectives:

1. Develop an awareness of the role white supremacy and colonization has played throughout U.S. history as well as its role in present day systems of oppression.
2. Recognize how one's own values, culture, ideology, and worldview influence one's views toward revolt and liberation.
3. Categorize and compare the ways that slavery, imperialism, capitalism, policing and incarceration have produced and reproduced racial and class inequalities.
4. Integrate learning around social, economic, and systemic practices and enhance one's ability to challenge existing paradigms.
5. Interpret and evaluate social actions, such as revolts, strikes, and insurrections, by people who were enslaved, indigenous people, abolitionists, labor unionizers, and workers.
6. Develop a manifesto to express your thoughts on liberation.

Teaching and Learning Practices:

This course is designed to foster respectful dialogue about how a wide array of exclusionary practices promote social inequalities. This can include practices based on gender, race, class, sexuality, ethnic or religious background, and disabilities. Full participation in this course requires your willingness to (1) read the material, (2) share your reactions and experiences, (3) show respect for others' perspectives and experiences and (4) challenge your current ways of thinking. This class will focus on active learning rather than passivity and thus you should plan to be fully present during class and engaged during course assignments. Engagement includes

things such as, but not limited to, participating in discussions and assignments and completing the final project. Students may be required to disclose personal identifiable information to other students in the course when relevant to the course. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Course participants are expected to take responsibility for their own learning and for integrating course material into their understanding of colonization and liberation and how it applies to their lives. As instructors, we see our main roles as being guides and facilitators in the learning process, responsible for fostering an inclusive learning environment where each person feels safe to share their thoughts and experiences and to learn from others. Please alert us if you have concerns about the course content, class culture, or to report inappropriate behavior by another student as the semester progresses.

Grading:

This section provides you with an overview of the assignments (individual and group). Full course assignments and assessment of assignments are listed in detail on the course website. Your course grade will be calculated based on a total of 400 points, allocated as follows:

In-Class Activities (100 points) To help facilitate learning of course material you will have in-class discussions and assignments. This will provide a space for you to process your own thoughts and hear the experiences of others. To be able to complete these assignments you will need to be present for class.

Town of Abundance	20
Industrial Complexes List	10
Capitalism and Abolition	10
Analyze a Revolt	10
Design a Protest Sign	10
Justice in the Towns of Abundance	20
(Choose one of the following two)	
Make Organization Infographic	20
Create a 1960 - 2080 timeline	20

Reading Responses (40 points) There will be reading and additional assignments given to support the learning of course materials. The required reading and assignments provide foundation for being able to complete the course project.

Reading Response A (short)	10
Reading Response B (short)	10
Reading Response C (long)	20

Group Presentations (60 points) These assignments must be completed in a group and may require coordination with classmates outside of the class meeting time. Working in groups provides the space to exchange ideas, thoughts and experiences around the course material.

Abolition Table Talks	30
Mutual Aid Efforts	30

Final Project Components (100 points) These assignments are designed to provide space to synthesize course material to help create the final project.

Final Project Benchmark 1	20
Final Project Benchmark 2	20
Final Project Benchmark 3	40

Final Project (100 points) You will create a manifesto to communicate your visions for a liberatory future.

Letter Grade:

Grades will be based on five areas listed above. This will result in a total of 100% with letter grades as follows (no rounding up):

Grade	Range	Grade	Range
A+	98-100	C+	78-80
A	94-97	C	74-77
A-	>90-93	C-	>70-73
B+	88-90	D+	68-70
B	84-87	D	64-67
B-	>80-83	D-	>60-63
		F	Below 60

Electronically-hosted Course Components:

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

Internet Access:

This course requires access to a reliable Internet connection for the entire semester. The course will require you to use Zoom for class and Moodle to access information/updates for the course, view assignment requirements, submit assignments, and send/receive course communications (i.e. Announcements). In addition, some of the course assignments will require you to view videos, documentaries, etc. and you will need access to the internet to do so. If you do not have access to reliable internet and/or a computer personally, then you can access them through NC State campus and/or libraries.

Other Expenses:

Depending on the media sources you may need to complete your final project selected, you may need to pay a small fee to view a documentary, video or have access to a textbook/book. Please note, there are no cost options for each assignment. In addition, review resources available through NC State Libraries before making a purchase.

Late Assignments:

Assignments are due via Moodle as stated on the course website. Late assignments will be accepted with a deduction of one letter grade for each day late. Late assignments will not be accepted after 4 days late. Other circumstances will be considered as covered by University policy when appropriate. Please note documentation may be required for late assignments to be permissible.

Attendance:

The university's definition of excused absences will be applied in cases where work could not be submitted on time. Excuses for unanticipated absences must be reported to the instructors no more than 5 business days after you return to class. Certain absences may be excused but should be arranged ahead of time with one of the

instructors. For additional clarification on Attendance Regulations (REG02.20.3) is available at <http://policies.ncsu.edu/regulation/reg-02-20-03>

Academic Integrity

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 11.35.02). 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 Code of Student Conduct Policy (POL11.35.01) available at <https://policies.ncsu.edu/policy/pol-11-35-01/>

NC State University Anti-Discrimination Policies:

NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <https://policies.ncsu.edu/policy/pol-04-25-05/> Any person who feels that they have been the subject of prohibited discrimination, harassment, or retaliation should contact the Office of Institutional Equity and Diversity (OIED) at 515-1151.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01). <https://policies.ncsu.edu/regulation/reg-02-20-01>.

Trans-Inclusive Statement: In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact us if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory. Information on how to change your name and/or pronouns in the student directory is available at <https://studentservices.ncsu.edu/your-resources/privacy/pronouns-and-gender-identity/>; additionally, a GLBT center staff member can assist you at 919.513.9742 or via gltcenter@ncsu.edu

Online Course Evaluations: Students will be able to complete an online evaluation of this course towards the end of the spring term. You will receive an email message directing you to a website where you can login with your UnityID and complete the evaluation. These evaluations are completely confidential and we will not have access to the evaluations until after the end of the semester, that is, after your final course grades have been submitted to Records & Registration. Visit this site for more information: <https://oirp.ncsu.edu/classeval/about-classeval>

Syllabus Modification Statement: Our syllabus represents a flexible agreement. It outlines the topics we will cover and the order we will cover them. Dates for assignments represent the earliest possible time they would be due. However, minor changes in the syllabus can occur if there is a disruption in university services.

NC State Policies, Regulations, and Rules (PRR): Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include:

<http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-discrimination Policy Statement),
<https://oied.ncsu.edu/divweb/policies/> (Office for Institutional Equity and Diversity),
<http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct),
<http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average),
<https://policies.ncsu.edu/regulation/reg-02-20-04> (Audits), and
<https://policies.ncsu.edu/regulation/reg-02-50-03> (Incompletes).

Course Schedule:

(subject to change with appropriate notice to students)

	Topic	Text/Media	Assignment
Week 1	Intro to Feminist Theory and Queer Theory	Stafford & Shirley (2015) Dixie Be Damned Intro; Pelot-Hobbs (2019) Anti-Carceral Feminism	Short Reading Response A
Week 2	Intro to Manifestos	Haraway (1985) A Cyborg Manifesto; Cox (2018) Decolonial Queer Feminism in Donna Haraway's A Cyborg Manifesto	Activity: Town of Abundance
Chattel Slavery & Legacies of White Supremacist Terrorism			
Week 3	Chattel slavery in the U.S.	Stafford & Shirley (2015) Dixie Be Damned, CH 1 (p14-51); 13th documentary	Short Reading Response B
Week 4	Origins of policing and prisons	Roberts (2012) Race, Gender, and the Political Conflation of Biological and Social Issues; Throughline podcast episodes on American Police(64mins) and Mass Incarceration(50mins)	
Week 5	Prison industrial complex (and others)	Davis (2003) Are prisons obsolete? CH 5 ; 2020 NY Times article: Greed is Good. Except When It's Bad.	Activity: Industrial Complexes; Final Project Benchmark #1
Week 6	Insurrection and revolt in the American south	Dixie Be Damned, CH 3 (p87-119) and CH 7 (p216-251)	Activity: Analyze a Revolt; Activity: Design a Protest Sign
Week 7	Indigenous environmental justice	Chapter 2 of As Long as Grass Grows Watch: Indigenous Rights, Environmental Justice, and the Atlantic Coast Pipeline (Dr. Ryan Emanuel)	Final Project Benchmark #2
Abolition			
Week 8	Theories of policing and incarceration	Intro of Captivating Technology - Race, Carceral Technoscience and liberatory imagination; Are prisons obsolete? CH 2; Intro of Decarcerating Disability: Deinstitutionalization and Prison Abolition.	
Week 9	Which systems/entities to abolish?	Rise & Resist article; Mariame Kaba's NY Times article; Dorothy Roberts's 2020 CPS article; Guinea Pig Kids documentary (25mins)	
Week 10	<i>Spring Break 3/15 - 19</i>		

Week 11	Why? How? When?	Policing in America: The Road to Reconciliation Danielle Outlaw TEDxPortland ; Are prisons obsolete? CH 3, 4 & 6	Activity: (Choose ONE) Strategies & Tactics brainstorm - create a timeline 1960 - 2080; Research a radical organization and make an infographic for it
Week 12	Abolition review	No Additional Readings, use this week to catch up on any readings you've missed	Group presentations; Final Project Benchmark #3
Queering Justice			
Week 13	Transformative justice	Sultan (2020) How Transformative Justice Responds to Violence without the Carceral System; Briond (2017) Navigating Justice for Sexual Abuse Survivors, When You're a Prison Abolitionist and a Survivor	Activity: Revisit Towns of Abundance - How Does Your Town Address Justice?
Week 14	Mutual aid	Hwang (2019) Deviant Care for Deviant Futures - QTBIPOC Radical Relationism as Mutual Aid against Carceral Care	Group Presentations: Mutual Aid Efforts
Week 15	Decolonize your head & your heart	Lugones (2008) The Coloniality of Gender; Rojas (2009) Are the cops in our heads and our hearts?	Reading Response C; Activity: Share your manifesto in small groups
Week 16	Complete and present Manifesto	No assigned readings	Final Project due 4/29

(subject to change with appropriate notice to students)

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RECOMMENDED BY:

Blakely

1/26/2021

HEAD, DEPARTMENT/PROGRAM

DATE

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

ENDORSED BY:

not required in our college

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

[Signature]

COLLEGE DEAN

DATE

1/26/2021

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____