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## Council on Undergraduate Education 2020-2021

October 16<sup>th</sup>, 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/DASA
- Approval of CUE 2 October 2020 Minutes

### Old Business

[USD Lab discussion](#) current parameters, remaining college feedback, and vote.

### New Business

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Domingue	Gill, Moore, Orcutt	HUM, USD	<a href="#">HON 314 Society's Mirror: Literature in 20th-Century America</a>	New Course

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Jordan, Lee, Miller	IP, USD	IPUS 295 Abolitionist Futures	1 <sup>st</sup> Offering, Eff Spring 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.

**Council on Undergraduate Education 2020-2021**October 2, 2020  
Zoom Hosted  
Call to Order: 1:30 PM

**Members Present:** Chair Carrie Pickworth, Peggy Domingue, Carolina Gill, David Gilmartin, Nancy Moore, Jillian Haeseler, Herle McGowan, Alice Lee, Travis Park, Qiuyun Xiang, Tamah Morant, Autumn Belk, Steven Miller, Chad Jordan, Helmut Hergeth (proxy for KAH), Jonathon Casper (proxy for Kim Bush)

**Members Absent:** Past Chair Kim Bush, Katherine Annett-Hitchcock,

**Ex-Officio Members Present:** Lexi Hergeth, Li Marcus, Erin Dixon, Stephany Dunstan, Bret Smith

**Guests:** Tom Koch, Dean Bruno, Jason DeRousie

**WELCOME AND INTRODUCTIONS**

- **Remarks from Chair Carrie Pickworth** – Had the new members, guests, and proxies introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** –
- **Remarks from Autumn Belk** –
- **Approval of the Minutes from September 18<sup>th</sup>, 2020** – Approved
  - Discussion: Motion to approve by Chad Jordan.

**Old Business**

[USD Lab discussion](#) conclusion for first thirty minutes.

Chair called on each college so the representatives could provide any feedback from the colleges.

CALS had a question about structural diversity and needing an explanation for faculty to try to meet that expectation.

CNR no comments.

COS was stuck on the fact that the category needs an over haul, they did ask to provide good examples of what they are looking for. Question if all courses, including previous approvals, or if this is going forward.

The college of Design has not yet had their meeting to provide feedback.

HES requested examples to help define for the college.

Education responded that they haven't had a large group discussion but plan to put it as an agenda item in their next meeting.

Engineering responded that they are awaiting feedback from the dean's office.

CHASS responded that they were pleased with the standard going beyond self-examination, but had reservations that there should be broader discussion about the four parts outlined by Schwab, with associate deans and had the assumption that this could only be a 3 credit hour course.

PCOM responded that there were recommendations within the college, but they are still collecting feedback and will bring back a final report.

WCOT indicated there was no feedback to share at this time.

Multiple colleges requested additional time to bring feedback to their colleges.

Motion to Table to give the colleges additional time to provide feedback from their colleges.

Bret Smith complimented the committee for having these types of discussions that are so helpful and relevant to the university and all its faculty and students. Bret explained that CUE as a committee has the ability to make a recommendation to the provost. In the academy, one of the ways we show value is by the assignment of course credit, there was discussion three years ago that have continued through today. He indicated this is an exceptionally important year to discuss this important topic based on the current events and the university's timeline for updating their ten year plans. As courses come forward for review they will be held to the new standards once they are approved by the committee. He reminded the committee it is within their purview to provide a credit hour assignment and if USD and GK should still be considered as co-requisites, as recommendations to the provost.

**NEW BUSINESS**

Courses New to GEP

- **DAN 261 Hip-Hop Dance II** –(HES,USD) *Approved with Suggestion*  
 Discussion: This new course was presented by Peggy Domingue. Reviewer indicated this course goes beyond the self-reflection and provided insight about the impact of US culture and diversity within Hip-Hop. Member asked if the information from the second outcome would be better fit within the first objective. Member discussed that Hip-Hop is a result of inequalities and produces diversity, or if it is as a result of this. Guest Tom Koch explained that first there was inequality, then there was appropriation and commercialization.  
 Rephrase the outcome in USD obj 2 to focus on the idea that this is leading to the appropriation and culturalization. “Is a result” instead of “results in”.  
 \*Member asked if this points to where the objective needs phrasing and it seems were looking for a direction in the argument and it consider wording in the objections, like “interaction between”.
- **HI 342 Global Environmental History** –(GK, HUM, IP) *Approved with Suggestion*  
 Discussion: This new course was presented by David Gilmartin. Reviewer indicated the measures were very helpful. Member indicated they saw three student learning outcomes, which are not the same with what they identify above, it would’ve been helpful for the three outcomes in the syllabus to be included in the CIM form.  
 CUE’s review should be based on the information provided in the CIM form, not the attached syllabus. The suggestion by the committee is to add the outcomes at the bottom of the CIM form.
- **HI 361 Global History of American Food and Drink** –(GK, HUM, IP) *Approved*  
 Discussion: This new course was presented by David Gilmartin. Reviewer asked, for their own clarification, for the IP category and indicated he expected this category to have further clarification and indicated this course could potentially go out for US Diversity in the future.  
 Under the additional information about how these disciplines will be synthesized, connected, and/or considered in this course, this seems to be a bug, since the bottom of the IP category is History and Anthropology. Li said we will put in a ticket with the vender. Members discussed that we have been able to do this for other, less defined disciplines in the past. Other members discussed that in the past, we’ve asked for clearer definitions of what disciplines are, which is why this field was moved to the top of the form. Li explained both of these are true, and IP has two focuses, a two discipline deep dive or, if a course has multiple disciplines with a shallow overview.
- **PHI 227 Data Ethics** –(HUM, IP) *Approved*  
 Discussion: This new course was presented by David Gilmartin.

Special Topics/HON Course Offerings

- **HUMG/VPGE 295 The Beatles and the British Invasion** (HUM, GK, VPA)– *Approved*  
 Discussion: This course was presented by Autumn Belk. Member found a typo in ‘students’ instead of ‘student’ in the first and third measures of GK. Member asked if this course would strictly be a study abroad course, and for now, this course is being taught specifically as a study abroad course. Member asked if the course will need to be available all the time and if the three credit hours is correctly calculated based on the 8 hour a day schedule.  
 Members discussed that this is a special topics course, which must be approved for each offering and will need to be a study abroad course.
- **HON 297 North American Borderlands** (IP, USD)– *Approved*  
 Discussion: This course was presented by David Gilmartin. Objective four for US diversity and said they would’ve like to see information about native groups or something that might customize this as a suggestion.

Discussion: Autumn Belk presented a six rounds of wellness and asked instructors to fill out a survey to see the courses that meet which of the six rounds of wellness so they can conduct a list. She asked if they could bring this information back to their colleges.

Meeting adjourned at 3:00 PM

*Respectfully submitted by Lexi Hergeth*

**SIGNATURE PAGE  
FOR IPUS 295**

**RECOMMENDED BY:**

*Blackley*

9/18/2020

HEAD, DEPARTMENT/PROGRAM

DATE

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

**ENDORSED BY:**

*not required in our college*

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

*[Signature]*

COLLEGE DEAN

DATE

9/28/2020

**APPROVED BY:**

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE

## 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

<b>Department(s)/Program</b>	Women's and Gender Studies	<b>New GEP Special Topics Offering</b>	
<b>Special Topic Title:</b> <small>(30 character limit)</small>	Abolitionist Futures	<b>Review for 2<sup>nd</sup> Offering</b>	<input type="checkbox"/>
<b>Term to be Offered</b>	Spring 2021		
<b>Instructor Name/Title</b>	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 13<sup>th</sup> 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 11:45am-1pm (OL-SYNC)**
  - Seat count: **35 (combined total across the two listings)**
  - Room assigned or room preference including needed classroom technology/seat type: **OL-SYNC**
- 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

**SIGNATURE PAGE  
FOR IPUS 295**

**RECOMMENDED BY:**

*Blakelley*

9/18/2020

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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:**

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CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

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COLLEGE DEAN

DATE

**APPROVED BY:**

---

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

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DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE

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**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 :**

Shaefny Grays, RDH, EdD

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Phone: 919.513.9627

Office: 2022 Biltmore Hall

Office Hours: TBA

SJ Taylor, MSc

Pronouns: she/they

Email: [sjtaylo2@ncsu.edu](mailto: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 [gbltcenter@ncsu.edu](mailto:gbltcenter@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)

	<b>Topic</b>	<b>Text/Media</b>	<b>Assignment</b>
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
<b>Chattel Slavery &amp; Legacies of White Supremacist Terrorism</b>			
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
<b>Abolition</b>			
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)