

## WOS270: LGBTQ SEXUALITIES & ACTIVISM

[this course meets Ethics [ET], Diverse Communities [J], & Humanities Distributive [HD] requirements]

### OVERVIEW

The past several decades have seen an unprecedented shift in attitudes in the United States toward lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals, yet many in LGBTQ communities still face extreme levels of discrimination and oppression. Simultaneously, there have never been more LGBTQ people and issues in the news, movies, books, and on TV. In this class, we will consider how LGBTQ experiences are influenced by these representations, as well as how systems of privilege and oppression shape the experience of LGBTQ people in the U.S. We will question the ethics of various approaches to LGBTQ justice and liberation as we examine both historical and contemporary constructions of gender and sexuality. We will also consider what ethical approaches might look like when engaging with legal, medical, and activist discourses in relation to LGBTQ communities. Throughout this work, we will attend to the ways in which LGBTQ identities exist at the intersections of race, class, citizenship, and disability.

### GOALS/LEARNING OUTCOMES

- To gain an introduction to the study of LGBTQ theory and concepts.
- To understand the links among systems of gender, race, class, sexuality, ability, and ethnicity through analysis of texts and visual culture.
- To distinguish between individual attitudes and institutionalized forms of discrimination and oppression facing LGB, queer, trans\*, and gender non-conforming individuals and communities.
- To understand how seemingly "different" forms of domination interconnect - and to think through various responses to this domination.
- To engage in ethical decision-making processes, identifying better and worse answers to ethical questions, using the NWSA code of ethics and its relationship to broader ethical theories, as these questions relate to LGBTQ sexualities & activism
- To apply the concepts and theories of class topics to lived experience and recognize how these issues touch each of our lives, regardless of identity.

### INCLUSIVITY AND DIFFERENCE

I am committed to making this space a welcoming place for anyone, regardless and because of race, sexuality, dis/ability, religion, gender, gender expression, class, as well as many other factors that shape who we are in the world. We will work collectively to make this classroom a safe space. This means that we will work on valuing a diversity of backgrounds and experiences and will recognize experiences that differ radically from our own are valuable. Creating a safe space does not mean it will always be comfortable: discomfort can often be the most productive place of learning. We will support each other, assume good intentions, and hold each other accountable as we attend to the voices of every person in this class.

### RECOMMENDED TEXTS:

\* V. Eaklor, *Queer America: A People's GLBT History of the United States*, New York: The New Press, 2011.

### REQUIRED TEXTS:

\* None - While we will be reading excerpts from this text throughout the semester, all readings from both will be available on D2L.

## REQUIREMENTS THIS COURSE FULFILLS

**GENERAL EDUCATION:** The course is an approved course in the WCU General Education program. It is designed to help students meet the following general education goals:

General Education Goal	Gen Ed Student Learning Outcome (SLO)	Course Student Learning Outcome (SLO)	Related Assignment(s)
1. <i>Communicate Effectively</i>	c) Express oneself effectively in presentations and common college-level written forms d) Demonstrate comprehension of and ability to explain information and ideas accessed through reading	c) Students will be able to clearly articulate and summarize course readings in their written responses as well as in class discussion with their classmates d) Students will be able to identify and articulate main arguments from course readings as well as connect concepts across various readings	c) 20% of their grade is comprised of reading responses, and this grade is largely assessed based on their ability to effectively communicate their engagement with the readings, as well as to ask meaningful and engaged questions. d) The reading responses as well as the Ethical Praxis responses will demonstrate their ability to identify and articulate main arguments, as well as assess those arguments in relation to an ethical framework.
2. <i>Think Critically and Analytically</i>	a) Use relevant evidence gathered through accepted scholarly methods, and properly acknowledge sources of information, to support an idea b) Construct and/or analyze arguments in terms of their premises, assumptions, contexts, conclusions, and anticipated counterarguments c) Reach sound conclusions based on a logical analysis of evidence	a) Students will be able to identify and locate relevant evidence to support answers to ethical dilemmas using course materials. b) Students will engage in debates and case studies, constructing ethical responses to issues related to LGBTQ sexualities and activism. Using course materials, scholarship, and the NWSA code of ethics, students will create an argument supported by evidence and theory. c) Students will clearly demonstrate the logical of their argument and analysis.	a) Each Ethical Praxis response (totaling 30% of their final grade) asks students to identify and utilize relevant evidence to support their argument regarding the ethics of better and worse answers to debates and case studies. b) Students will have 6 opportunities to engage feminist thinking on ethics as it relates to LGBTQ issues. They will ethical problem-solve in several ways through the Ethical Praxis reflections. c) Through debates in class, based on their application of the 8KW's, students will answer and ethical debate, articulate a thesis, and use evidence from course materials and their own research to supports an ethical response.
5. <i>Respond thoughtfully to diversity</i>	a) Discuss the historical practices leading to the marginalization of diverse groups b) Identify and analyze structural inequalities using a recognized theoretical approach	a) Students will be able to identify how histories of marginalization and oppression have brought us to our current moment where LGBTQ lives are precarious at best and disposable at worst. b) Students will understand and apply theories of intersectionality and a feminist code of ethics as they relate to LGBTQ identities and subjectivities.	a) The reading summaries, and in particular the requirement that students make connections among readings, will require students to identify and engage with what the consequences were for being LGBTQ historically and how this has evolved over time. b) Reading summaries, as well as their ethical praxis reflections, will include a

			discussion of LGBTQ identities and the ways in which association or identification with LGBTQ identities and non-normativity has material consequences because of the ways in which systems of oppression work.
6. Understand varied historical, cultural, and philosophical traditions	<p>a) Analyze, define, and explore what it means to be human (including how language, thought, and creative expression speak to an individual's values, beliefs, and traditions)</p> <p>b) Demonstrate an understanding of varied historical, cultural, and/or philosophical traditions</p>	<p>a) Students will be exposed to various ways people identify in relation to sexuality and gender, thus expanding notions about all the different ways in which humans express desire and build community.</p> <p>b) Students will familiarize themselves with the particularity of queer cultures and sub-cultures, as well as how these cultures have changed over time.</p>	<p>a) Through discussions, films, readings, and written work, students will explore and engage with varied human expressions of identity, especially the ways in which we express sexuality and gender.</p> <p>b) Through their written work and in class discussion/debates, students will be asked to demonstrate an understanding not only have LGBTQ cultures, but how heteronormative culture shapes and has been shaped by the cultures and sub-cultures of LGBTQ individuals and communities. Their engagement with, for example, the marriage debate WITHIN LGBTQ communities is one example of this.</p>
7. <i>Make informed decisions and ethical choices</i>	<p>a) Understanding Different Ethical Perspectives/Concepts: can identify and explain ethically relevant theories, concepts or perspectives</p> <p>b) Ethical Issue Recognition: can identify core ethical issues in scenarios or dilemmas</p> <p>c) Application of Ethical Perspectives/Concepts: can apply relevant ethical theories and/or concepts to fictional or real-world scenarios</p>	<p>a) Students will be exposed to ethical theories broadly, and specifically the NWSA code of ethics as it relates to these broader theories and how it relates or departs from various ethical approaches to decision making.</p> <p>b) Students will be asked to identify, via case study method, debates, and application of the 8KQs, key stakeholders and the ethical epicenter of scenarios and dilemmas related to LGBTQ identities and communities.</p> <p>c) Students will apply these methods throughout the semester to real-world scenarios.</p>	<p>a) Students will be introduced to ethical theories, the NWSA Code of Ethics, and processes of ethical deliberation throughout the semester, beginning in the 2<sup>nd</sup> week of class. They will reflect their understanding and engagement in reading reflections but also in their ethical praxis reflections.</p> <p>b) In several debates and case studies, students will be asked to identify the stakeholders and ethical epicenters (using the 8KQs) in their ethical praxis reflections.</p> <p>c) Students will create an argument using the ethical frameworks introduced to offer responses to ethical dilemmas and during in-class debates using their ethical praxis reflection essays, worth 30% of their total grade.</p>

**HUMANITIES DISTRIBUTIVE REQUIREMENTS:**

This course fulfills the requirements for a Humanities distributive course. This course will help you develop the ability to analyze, define, and explore what it means to be human; including how language, thought, and creative expression speak to an individual's values, beliefs, and traditions. As such, this course attends to Gen Ed goals 1, 2, and 6:

- **Goal #1 Communicate effectively:** Part of this work is also being able to identify and communicate clearly how being LGBTQ is one way among many of expressing human desire and building communities.
  - Achieved through reading responses and ethical praxis responses
- **Goal #2 Think critically and analytically:** In order to prepare you to make informed and ethical choices when engaging with LGBTQ identities, and non-normative sexualities and genders more broadly, we will approach these identities and behaviors not as abnormal, but as identities and behaviors that often have value, that often exist as sites of resistance to systems of oppression in spite of structural exclusions and discrimination.
  - Achieved through reading responses and ethical praxis responses
- **Goal #6 understand varied historical, cultural, and philosophical traditions:** You will not only learn about the myriad ways people identify in relation to sexuality and gender, you will learn and understand the multiple cultures and subcultures that have been formed around these identities, behaviors, and subjectivities.
  - Achieved through readings, reading responses, and in class discussions/debates

**DIVERSE COMMUNITIES "J" REQUIREMENTS:**

This course fulfills the requirements for a "Diverse Communities" course, or "J" Course. As such, this course is intended to help you foster an informed and reasoned openness to, and understanding of difference through attending to Gen Ed goals 1, 2, and 5:

- **Goal #1 Communicate effectively:** Part of this work is also being able to identify and communicate clearly how feminism provides a framework with which to understand how this marginalization and oppression occurs, how it is sustained institutionally and ideologically, as well as how the relationships between individuals and systems of oppression reflect these realities.
  - Achieved through reading responses and ethical praxis responses
- **Goal #2 Think critically and analytically:** In order to prepare you to make informed and ethical choices when engaging with LGBTQ identities, and non-normative sexualities and genders more broadly, we will approach these identities and behaviors not as abnormal, but as identities and behaviors that often have value, that often exist as sites of resistance to systems of oppression in spite of structural exclusions and discrimination. In this vein, I will ask you to carry out and apply a feminist framework to work you do both inside and outside of this course in ways that challenge us to engage in ways that creates a more just and equitable society.
  - Achieved through reading responses and ethical praxis responses
- **Goal #5 Respond thoughtfully to diversity:** Part of responding thoughtfully to diversity, as well as understanding varied historical, cultural, and philosophical approaches to queerness is having the ability to identify how individuals historically deemed to be "non-normative" in relation to sexuality and/or gender have been systematically oppressed based on their identification or affiliation with particular genders and sexualities.
  - Achieved through reading responses and ethical praxis responses, the two exams, and other items (gender and sexuality reflection, etc.)

**ETHICS "ET" REQUIREMENTS:**

This course focuses on ethical problem-seeing, ethical reasoning, and ethical problem-solving in the discipline of feminist studies. We will use the National Women's Studies Code of Ethics as a guiding framework to assess ethical issues, recognizing that there are better and worse answers to the dilemmas we will be discussing.

- **Goal 1 SLOs:** Express oneself effectively in common college-level written forms, as well as demonstrate comprehension of and ability to explain information and ideas accessed through reading
  - Achieved through reading responses and ethical praxis responses
- **Goal 2 SLOs:** Use relevant evidence gathered through accepted scholarly methods, and properly acknowledge sources of information, to support an idea; Construct and/or analyze arguments in terms of their premises, assumptions, contexts, conclusions, and anticipated counterarguments; and reach sound conclusions based on a logical analysis of evidence
  - Achieved through reading responses and ethical praxis responses
- **Goal 7 SLOs:** Understanding Different Ethical Perspectives/Concepts: can identify and explain ethically relevant theories, concepts or perspectives; Ethical Issue Recognition: can identify core ethical issues in scenarios or

dilemmas; and lastly Application of Ethical Perspectives/Concepts: can apply relevant ethical theories and/or concepts to fictional or real-world scenarios

- Achieved through reading responses and ethical praxis responses, and exams

### **WOMEN'S AND GENDER STUDIES REQUIREMENTS**

This course is taught as part of the Women's and Gender Studies program, and this course counts as an elective for both the major and minor in Women's & Gender Studies, and also an elective for the Sexuality Studies minor. As such, the course is intended to help you:

- *Identify women's and feminist activities and accomplishments -- especially those that have been conventionally neglected -- across a variety of cultures and historical contexts.*
  - Achieved through reading responses and ethical praxis responses, other items, and exams
- *Apply feminist theories, including theories of intersectionality, to personal, local, and global contexts.*
  - Achieved through reading responses and ethical praxis responses, other items, and exams
- *Develop information literacy skills (locating, evaluating, and using relevant and appropriate information, i.e., locate, evaluate, and use relevant and appropriate information related to women's and gender studies.*
  - Achieved through reading responses and ethical praxis responses, other items, and exams where they are asked to support their short essay questions using appropriate course material

## **RESEARCH & GRADING!!**

### **ETHICAL PRAXIS REFLECTIONS 300PTS (6 RESPONSES, 50PTS EACH):**

These responses will vary in length and content, but all will require you to assess a particular issue or case study and identify stakeholders, various ways to approach this issue, and a recognition that when using an ethical framework there are better and worse answers. These reflections will range from case studies to in-class debates. You might be asked to make an argument for a perspective you do not agree with - this will help you develop empathy and require that you present charitable arguments that do not reflect your own perspective. You will choose at least ONE of these reflections to upload to your ePortfolio.

### **READING RESPONSES 100 PTS (5 RESPONSES DUE, 20PTS EACH):**

These will be due 5 times throughout the semester. I will provide a set of questions pertaining to a specific reading. There will be 9 opportunities to submit these responses [indicated in the syllabus by **RR**], and you will be responsible for submitting 5 of them before the end of the semester. 3 will be due, however, before the midterm. Be prepared to share your responses with the class.

### **OTHER ITEMS (200PTS):**

These items will be quizzes, worksheets (PISSAR), reflections (*My Gender Workbook*), film sheets, and also includes the sexuality and gender reflections you will write at the beginning and the end of the semester.

### **MID-TERM & FINAL 400PTS (2 EXAMS, 200PTS EACH):**

Not much to explain here. These will be online/take home with multiple choice and short essay questions.

### **EXTRA CREDIT:**

EC1: You may turn in a 1-page summary of an event you attended this semester relevant to the LGBTQ community.

EC2: You may turn in a 1-page summary of films you watched THIS SEMESTER relevant to the LGBTQ community.

These will be worth up to 8pts each. If you take advantage of BOTH opportunities, one must be a community event and the other must be a film. The final day I will accept these assignments is the last day of class before Thanksgiving.

ALL ASSIGNMENTS ADD UP TO A TOTAL OF 1000 POINTS:

A+ = 970-1000 ::: A = 930-969 ::: A- = 900-929

B+ = 870-899 ::: B = 830-869 ::: B- = 800-829

C+ = 770-799 ::: C = 730-769 ::: C- = 700-729

D+ = 670-699 ::: D = 630-669 ::: D- = 600-629

F= 0-599pts

YOU HAVE THE OPPORTUNITY TO **EARN** UP TO 1000 POINTS OVER THE COURSE OF THE SEMESTER.

## COURSE OUTLINE/TENTATIVE SCHEDULE

Our course schedule is liable to change for a number of reasons. It is your responsibility to check your email and to attend class so that you are aware of any changes. I will not answer or send out e-mails about changes to readings/assignments.

You should read and prepare texts BEFORE the day they are listed on the schedule. Bring your readings to class.

### HISTORY, LANGUAGE, & IDENTITY

#### Week 1:

Mon 8.27: Defining LGBTQ  
LGBTQ Culture Quiz

Wed 8.29: Syllabus Quiz & Review  
Definitions Sheet & LGBTQ 101  
Gender Workbook Quiz & Reflection Due

#### Week 2:

Mon 9.3: **ETHICAL FRAMEWORK:** NWSA Code of Ethics: Studying LGBTQ Sexuality & Politics

**RR1**

Wed 9.5: Gayle Rubin's "Thinking Sex"

**SEXUALITY & GENDER REFLECTION DUE**

### BREAKING THE MOLD

#### Week 3:

Mon 9.10: QA Ch5: The Sixties  
Henry Louis Gates, Jr., "[Who Designed the March on Washington?](#)"  
Screening: [Stonewall Uprising](#) PBS Documentary

Wed 9.12: QA Ch6 selections: Cultures and Politics After Stonewall  
Nicole Pasulka, "[Ladies in the Streets: Before Stonewall, Transgender Uprising Changed Lives](#)"  
Finish: *Stonewall Uprising*

Week 4:

- Mon 9.17: *NY Times*, "Rare Cancer Seen in 41 Homosexuals"  
*NY Times*, "New Homosexual Disorder Worries Health Officials"  
["HRC Issues Brief: HIV/AIDS and the LGBT Community"](#)  
 Shrage ["Why are So Many Black Women Dying of AIDS?"](#)  
 Screen: *How To Survive a Plague*  
**IN CLASS:** We will look at ethical reasoning in action. I will introduce you to the 8 Key Questions approach using the 8KQs handbook, available [here](#)
- Wed 9.19: QA Ch8 and Ch9, excerpts: The GLBT Nineties & Into the 21<sup>st</sup> Century  
 Akiba Solomon, ["Supreme Court Fails Black Women"](#)  
**ETHICAL PRACTIS:** What would have been an ethical response to HIV/Aids [Use 8KQs to guide your response]

**POLITICS, IDENTITIES, & ACTIVISM- from LGBT to QUEER**Week 5

- Mon 9.24: D'Emilio, ["Capitalism and Gay Identity"](#)  
**RR2**
- Wed 9.26: Stoddard, "Why Gay People Should Seek the Right To Marry"  
 Ettelbrick, "Since When is Marriage a Path to Liberation?"  
 Hari Ziyad, ["3 Differences Between the Terms 'Gay' and 'Queer' - and Why it Matters"](#)  
**ETHICAL PRACTIS:** In class debate - Marriage as Liberation? [Use the 8KQs again]

Week 6:

- Mon 10.1: Monica Roberts, ["There's No Place Like Home: A History of House Ball Culture"](#)  
 Screen: *Paris is Burning*
- Wed 10.3: Lehr, Introduction to *Queer Family Values*  
 Eugene Wolters, ["What the fuck is Queer Theory"](#)  
 Con't: *Paris is Burning*

**RR3****REDEFINING GENDER & SEXUALITY**Week 7:

- Mon 10.8: Julie Zeilinger, ["6 Actual Facts About What It Means to Be Asexual"](#)  
 Eliel Cruz, ["13 Lies We Have to Stop Telling About Bisexual People"](#)  
 Kaylee Jakubowski, ["Pansexuality 101"](#)  
 Alex Quan-Pham, ["3 Ways Gender & Sexuality are More Fluid than We Think"](#)  
**IN CLASS:** We will review logical fallacies in class and how they relate to ethics

**RR4**

- Wed 10.10: Jane Ward, ["No One is Born Gay \(or Straight\): Here Are 5 Reasons Why"](#) & ["It's Not that 'It Gets Better,' It's that Heterosexuality is Worse"](#)  
 Eaklor, "Is there a Gay Gene?"  
 Brandon Ambrosino, ["I am gay, but I wasn't born this way"](#)  
 Alia Dastagir, ["Born this way? It's Way More Complicated Than That"](#)  
**ETHICAL PRACTIS:** To be born or not to be born?

Week 8:

Mon 10.15: **MID-TERM**

Wed 10.17: Film: *Beautiful Daughters*  
Koyama: "[Transfeminist Manifesto](#)"

Week 9:

Mon 10.22: Koyama: "Whose Feminism Is It Anyway?"  
Treavian Simmons, "[Gender Isn't A Haircut: How Representation of Nonbinary People of Color Requires More Than White Androgyny](#)"  
Daisy Hernandez, "[Becoming a Black Man](#)"

**RR5**

Wed 10.24: Read ONE selection from ColorBLoq's Two-Spirit Collection here:  
<https://www.colorbloq.org/two-spirit-collection>  
**IN CLASS:** We will review and practice in class how to use the Case Study assessment process for ethical decision making.

**RR6**

Week 10:

Mon 10.29: Jeremy W. Peters, "Coming Out: When Love Dares Speak, and Nobody Listen"  
**ETHICAL PRAXIS CASE STUDY 1:**  
What are the ethical implications of "outing" famous people (actors, politicians, etc.,) who are in the closet?

Wed 10.31: Vera Papisova, "[Here's What it Means When You Don't Identify as a Girl or a Boy](#)"  
Suzannah Weiss, "[9 Things People Get Wrong about Being Non-Binary](#)"  
Viewing: [Raised without Gender](#)

**COALITIONAL POLITICS & ACTIVISM**

Week 11:

Mon 11.5: Dean Spade, *Normal Life*, Ch1

**RR7**

Wed 11.7: Dean Spade, *Normal Life*, Ch2 & 3

Week 12:

Mon 11.12: Dastagir, "[The Imaginary Predator in America's Transgender Bathroom War](#)"  
Fitzgerald, "[My Transgender Daughter](#)"  
Sally Kohn, "[I'm Proof Bathroom Bills are Not Just a Transgender Issue](#)"

Wed 11.14: Simone Chess et al., "Calling All Restroom Revolutionaries!"  
PISSAR CHECKLIST  
**IN CLASS:** We will review the Case Study assessment process

Week 13:



Mon 11.19: **ETHICAL PRAXIS CASE STUDY 2:** The Trans Bathroom Debate

Wed 11.21: THANKSGIVING BREAK

### **GENDER, ACTIVISM, & WHAT YOU CAN DO**

#### Week 14:

Mon 11.26: Judith Butler, "[Doing Justice to Someone: Sex Reassignment and Allegories of Transsexuality](#)"

#### **RR8**

Wed 11.28: RuPaul's Drag Race

Jenna Wortham, "[RuPaul's Drag Race' Highlights the Struggle for Acceptance](#)"

Haley Bresnahan, "[5 Reasons Why RuPaul's Drag Race is one of the More Important Show's on TV](#)"

Phillip Henry, "RuPaul needs to take responsibility for the Racism on *Drag Race*"

**ETHICAL PRAXIS:** Does the good outweigh the bad? Or vice-versa?

#### Week 15:

Mon 12.3: Bornstein, *My Gender Workbook* ch1-2

Wed 12.5: Cathy Cohen, "[Punks, Bulldaggers, & Welfare Queens](#)"

#### **RR9**

#### Week 16:

Mon 12.10 Last Day of Classes - Final Exam Prep (Time of EXAM: See final exam schedule)

### **SEXUALITY & GENDER REFLECTION DUE**

#### **NAMES AND E-MAILS OF THREE CLASSMATES**

While I am always available to talk about the course and questions you may have, I expect you to rely on your classmates when questions arise or if you need to miss class. Check in with them to catch up, share notes, etc. It is my hope that this classroom will also be a community where we not only challenge each other intellectually but encourage and support each other as we move through the semester. With that in mind, please ask three of your classmates for their contact info.

- 1.
- 2.
- 3.

### **BUSINESS ITEMS**

#### **CLASSROOM CIVILITY**

While the nature of the material covered in this course means we will discuss controversial materials, you do not have license to be insensitive. No bigotry will be tolerated in this class. That said, at some point in time, any one of us might offend someone else in the classroom. I would ask that you assume good intentions, but that does not mean we should not be held responsible for your words, regardless of intention. If you offend someone in a genuine effort to learn and grow, we have no problem. If, however, you are simply trying to offend or being blatantly insensitive, I will have to speak to you about your behavior. If that type of insensitive behavior continues, I will invoke the Student Code of Conduct on Classroom Behavior.

### **ACCOMMODATIONS & RELIGIOUS OBSERVANCES**

WCU is committed to providing equitable access to learning opportunities for all students. The Office of Service for Students with Disabilities is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact OSSD to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are already registered with OSSD and have a current letter requesting accommodations, please contact me as soon as possible to review how your accommodations will be applied in our course. Remember, accommodations are your legal right! In the same vein as the University's commitment to equal educational access, I am dedicated to cultivating a classroom environment and exercising instruction that is as accessible as possible to all students. I invite you to discuss your unique learning needs with me, regardless of your documentation status with OSSD. If you have recognized religious observances or recognized university obligations or if unforeseen circumstances arise that conflict with course events or requirements you must let me know immediately, so that we can discuss and arrange a reasonable accommodation before the course is underway.

### **ACADEMIC INTEGRITY & MISCONDUCT**

Plagiarism will not be tolerated. The plagiarism policy for this course is that anyone who deliberately commits plagiarism will get an F for the course and will be reported. This includes submitting anything but ORIGINAL work. Instances of unintentional plagiarism will be handled on a case-by-case basis and can result in a reduced or failing grade for that assignment. For more information on the WCU plagiarism policy, please see their website. I recognize as cheating anything that is covered in the university policy on academic honesty.

### **EXCUSED ABSENCES POLICY FOR UNIVERSITY-SANCTIONED EVENTS**

Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

### **EMERGENCY PREPAREDNESS**

All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information and to sign up, visit [www.wcupa.edu/wcualert](http://www.wcupa.edu/wcualert). To report an emergency, call the Department of Public Safety at 610-436-3311.

### **EMAIL POLICY**

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

### **A NOTE ABOUT SEXUAL HARASSMENT & VIOLENCE**

WCU Faculty, Staff, and Students believe in creating a community free from interpersonal violence, including sexual assault, partner violence, and stalking, in which all members feel safe and respected. I believe each student deserves a safe environment to pursue an education and I understand the devastating impact forms of power-based personal violence (i.e. sexual assault, dating/domestic violence, and stalking) may have. I am dedicated to make our campus safe. If you'd like to know more about Green Dot, our campus's bystander intervention program, please ask!

Please know that all faculty on campus are mandatory reporters. This means that if you disclose an experience of sexual misconduct to me outside of a classroom discussion, a writing assignment, or as part of a University-approved research project, I must report the experience to WCU's Title IX Coordinator, Lynn Klingensmith (lklingensmith@wcupa.edu). If you disclose sexual violence or any other abuse that occurred to you while you were a minor, or to someone else while they were a minor, I must report that, too. If you would like to co-report your experience in a way that feels comfortable for you, we can discuss that process.

Filing a sexual misconduct report *does not mean* you will have to get involved with an investigation or go to court. Survivors under the influence of drugs or alcohol will not face disciplinary charges from WCU. Learn more at: [wcupa.edu/sexual misconduct](http://wcupa.edu/sexual%20misconduct)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Diversity, Equity, & Inclusion

If you or someone you know has experienced stalking, partner violence or sexual assault, please know, you are not alone. You can find confidential resources at the following:

- **Sexual Misconduct Advocate:** Housed in the Office of Wellness Promotion, the Advocate is a confidential resource for those who have experienced sexual violence, harassment, intimate partner violence and stalking. *Jayme Trogus: 610-436-0732 | [jtrogus@wcupa.edu](mailto:jtrogus@wcupa.edu) Commonwealth Hall Room 12. Hours: Mon-Fri 8a.m.-3:30p.m.*
- **Counseling Center:** The Counseling Center offers free confidential individual and group counseling and support. *610-436-2301 | Commonwealth Hall–Lower Level to schedule an appointment. Hours: Monday through Friday 8a.m.-4:30 p.m.*
- **Student Health Services:** The Health Centers offers non-emergency medical care for injuries and follow-up appointments. *(610) 436-2509 | Commonwealth Hall–Lower Level. Hours: Monday-Friday, 8a.m. to 6 p.m.; Saturday 10a.m.-6p.m.*
- **Center for Women & Gender Equity:** CWGE is a non-confidential resource offering assistance to survivors, friends, and family members of a recent or past assault. *(610) 436-2122 | Lawrence Room 220. Hours: 8:00-4:00pm.*
- **Crime and Victim's Center of Chester County:** 24-hour hotline for sexual assault and rape in Chester County: 610-692-RAPE (7273).

### **MORE INFO**

For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Undergraduate Catalogue, the Ram's Eye View, and the University website at [www.wcupa.edu](http://www.wcupa.edu).