

Feminist Theory: Gender Justice
POLS 3770-01, WGST 3775-01, PHIL 4800-01
Fall 2020

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Office hours
Via Zoom appointment:
W 3:30-5:30 pm &
other times as arranged

Class meets TR 12:45-2pm



At its height, the National Welfare Rights Organization had more than 25,000 dues-paying members. Some people have called it "the largest black feminist organization in American history."
JACK ROTTIER COLLECTION/GEORGE MASON UNIVERSITY LIBRARIES

This class considers:

- What problems of social justice have worried feminist thinkers historically?
- Over time, how have women, LGBTQ, and marginalized race and ethnic groups experienced subordination through institutions, laws, cultural practices, and ideas--in the U.S. and elsewhere?
- How have feminist thinkers and social movements tried to change institutions and practices that subordinate women and other groups ?

Our class will examine these questions through historical and contemporary feminist writings and debates, with a focus on the intersection of gender and race, primarily in the U.S; since this course satisfies an Arts and Sciences core curriculum requirement for Diversity in the U.S. The history of feminist political thought in the West helps us to understand how U.S. institutions, laws, and practices have evolved in ways that subordinate women, particularly black women, as well as other women of color. We will conclude the course by situating U.S. feminisms within a global context through selected transnational feminist writings and videos. Ultimately, the goal of this course is to assess the potential of different approaches to feminism for illuminating injustices and shaping possibilities for justice—in public and private spaces, and across differences of gender, race, sexuality, and class.

The first half of the course addresses important concepts in feminist theory, placing each one in particular historical examples of oppression. These concepts are tools that you will use to analyze feminist theories and policies, plan feminist political action, and reflect on your own actions.

- Testimonial injustice
- Intersectionality
- Feminist standpoint(s)

The second half of the course emphasizes the evolution of feminist thought through selected historical moments. This allows us to see how different feminist theories arise in response to different historical circumstances and how each generation of thinkers builds on the work of previous generations:

- Feminist theory during the rise of the modern social contract
- Feminist pragmatist theory during the Progressive Era and Jim Crow
- Feminist theory about civil rights, women's rights, and race
- Feminist theory in recent decades

As we read each feminist thinker, we consider these questions:

- To what pressing problem(s) does the author respond?
- What remedies does the author suggest?
- What epistemology, or way of knowing truth, does the author assume?
- What early versions of contemporary feminist concepts such as testimonial injustice, intersectionality, and feminist standpoint do you see in historical writings?

Learning Outcomes. By the end of the course, you should be able to

- Explain how feminist writers in different social groups have experienced and tried to address subordination
- Critically analyze and apply key feminist concepts in political, social, and cultural analyses
- Compare and draw insights from the historical and contemporary thinkers we study
- Evaluate written and oral arguments and your own actions and choices from a feminist perspective
- Construct persuasive theoretical arguments, supported with evidence from the texts, in both written work and oral presentations.

This course satisfies several requirements:

- political theory requirement for the major in Political Science
- feminist theory requirement for the major in Women's and Gender Studies
- Arts & Sciences core requirements for diversity in the U.S., upper division philosophy, & social science

Social science core student outcomes: Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

Format

The class format and requirements are intended to serve the learning outcomes above. Because our purpose is to understand and apply critically the concepts gleaned from political thinkers and activists, assignments are designed to offer students multiple opportunities to practice reading, discussing, and writing about these ideas. The general format is a structured discussion that combines short, problem-oriented mini lectures with small group discussions. You are expected to read primary sources for yourself, critically analyze their implications for democracy and justice, and ferret out the ways in which they leave room for, or perhaps even foster, injustice. No memorization is required; repeated discussion and writing about particular authors will make their ideas familiar to you. Texts are always available so that you can become accustomed to reading carefully to understand an author's purpose and underlying assumptions about what counts as knowledge. This class format places a great deal of responsibility on individual students. You will get much more out of the course if you commit to completing weekly reading assignments and journal posts on time (see requirements). Otherwise you will not be able to understand the lectures or participate competently in discussion. Through timely preparation of assignments, you can supply yourself with the skills and analytical tools you will need to write good essays.

For most weeks, Tuesday will be devoted primarily to in-person mini lectures, and Thursday will be devoted to small break-out discussions on Zoom. Covid conditions and social distancing preclude small group discussions in our classroom. Changes from this schedule are noted on the syllabus and in weekly assignments. These are times when we will have extra in-class lecture sessions or small group tutorials or oral exams that can be conducted in person, depending on whether the students involved want to do that. In-class mini lectures will be short problem-oriented talks about specific issues from assigned readings; each mini lecture will be followed by a period for Q and A in which you will have an opportunity to ask questions and also to introduce questions or issues that interest you. In Zoom break-out sessions, you will collaborate in groups of 5 or 6 to respond to study questions I provide with each week's reading assignment, or to topics chosen by the group. After the breakout discussion, a student from your group will report the group's perspectives to the whole class and also post it on Blackboard for all students and the instructor to read. In your breakout group, students will rotate as a coordinator and reporter who is responsible for leading discussions and posting the group's responses. For now, given social distancing requirements, virtual breakout sessions are the only way students can participate in the kinds of student discussion and collaboration this class normally affords.

Students who have registered to attend the class entirely online are expected to participate in synchronous Zoom sessions; the same expectation applies to a student who is temporarily unable to attend for some reason. If you are too ill to attend a synchronous Zoom session, it is imperative to notify me before class so that I can record the class for you. Otherwise the class will not be recorded. Breakout sessions will not be recorded. Students who cannot participate in any those are expected to respond in writing to group posts on the class discussion board; they may also have occasional Zoom meetings with me to help them catch up.

Required texts. The only **required text for this course** is *The Essential Feminist Reader*, edited by Estelle B. Freedman (New York: Modern Library, 2007). It is available in the campus bookstore

Other reading assignments listed on the schedule below are available online and/or on electronic reserve in Pius Library (ERes). **The password for Feminist Theory electronic reserve is *feminist*** (case sensitive). Here is the link, https://libguides.slu.edu/er.php?course_id=62506.

Requirements

- 1) You are expected to complete the entire reading and writing assignment for each week by Monday at 9 pm CDT.** Use study questions (provided for every reading as a guide to important points) to reflect on reading and other assigned materials. By Monday at 9 pm, post responses to study questions in your Blackboard journal. Formulate your own thoughts to contribute to class discussion. Normally, I will post assignments for each week on Blackboard two weeks in advance. **You are responsible for checking Blackboard for assignments.**

Think of the assigned reading as a “lecture” that everyone in the class has attended. Responding to study questions will help you understand and retain key points of the “lecture.” The purpose of my short problem-oriented mini lectures on Tuesday is not to repeat or summarize reading material. These mini lectures assume you have done the reading. Their purpose is to delve into selected aspects of the reading assignment in greater depth. If you have not completed the assignment by Monday evening, you will not understand the mini lectures on Tuesday.

Students who are unable to attend the mini lectures via zoom are still expected to complete all reading and writing assignments by Monday at 9 pm CDT. Any students who cannot attend, even via zoom, are expected to respond in writing to all study questions by the same time. Any student who cannot attend a Zoom discussion group is required to respond to the Blackboard post for each of Thursday’s discussion groups by Friday at 6 pm CDT.

Weekly readings will average 65-70 pages. It’s important to read philosophical texts more than once to understand the author’s point. Please check to make sure you can access the assignment well before it is due. If you have difficulty locating a particular reading, it is your responsibility to let me know. It is not acceptable to announce on Monday at 9 pm, or on Tuesday as you arrive for class, that you could not find, or could not access, the assigned reading.

2) Participation

- **Participate regularly** in Q and A during Tuesday’s mini lectures. Sometimes I may ask for your opinion about a study question.
- **Participate collaboratively in your zoom discussion group.** The purpose of the break-out discussion groups is to process the ideas of different authors with your peers so that you understand them better and have the opportunity to consider their ramifications. Naturally, you cannot expect to get much out of either the mini lectures or the discussion group if you haven’t read the assignment carefully. I will rotate among the Zoom discussion groups to answer questions and see how the group is doing. Guidelines for Zoom discussion groups are posted on Blackboard,
- **Take your turn summarizing and reporting your discussion group’s perspectives** to the whole class and posting it on Blackboard. A rubric for guiding and evaluating group posts is posted on Blackboard.

- Always **bring a copy of the assigned text(s) to class and also have it handy during Zoom discussion groups**. Either print or electronic versions of assigned readings are acceptable.
- There may be **occasional pop quizzes** over the readings to encourage you to pay close attention to them. Pop quizzes count toward your class participation grade.

- 3) **Write three essays.** Essays will be evaluated according to criteria explained on the assessment/grading rubric posted on Blackboard. The goal is to improve your analytical and writing skills **over** the course of the semester.

The first essay will be very short (700 word limit) so that we have time to go over your draft carefully in a tutorial session before you turn in a final version. Your draft will be shared in a tutorial group of 3 students; each group will meet with me in person or via zoom to review the drafts. Guided by the assessment rubric, we will suggest ways to improve each essay. Each of you will have a turn as an author and as a helpful critic, so that you gain experience listening to others and learning from their perspectives. This is the only essay assignment for which we will take class time for tutorial groups; it is important to pay close attention to the rubric and the feedback you receive so that your future essays show improvement.

The remaining essays will vary in length and topics, but assessment/grading criteria will be based on the same rubric. Again, to improve, it is always important to reflect on the rubric and feedback on your previous essays. For each of the first two essays, I will ask you post a response in your journal to my feedback on your essay; I will be interested in how you think you can improve on the next essay. **Essay #2** (1200 word limit) will be on a topic of your choice that is approved by me in advance. One Zoom class session will be devoted to peer review of your paper, but there will be no tutorial session and no opportunity to get my feedback on your essay before it is graded. **Essay #3** (1200 word limit) will require you to respond to a question I provide that asks you to reflect primarily on readings assigned during the second half of the semester. Students who earn a B+ or higher on Essay #2 will have the option to develop and extend that essay instead of writing Essay #3.

- 4) **Participate in two small group oral exams** over questions about assigned readings—one exam at midsemester and one exam at the end of the semester. The questions will be provided in advance. This will give you an opportunity to see how well you can use ideas from our readings in conversation.
- 5) **Attendance at every class is required**, because discussing assigned readings and considering the perspectives of others is essential for processing our theoretical readings—that is, for absorbing, understanding, and learning to apply them. **If you have registered to attend in person, university policy is that you must attend in person unless you are ill. Conversely, if you have registered to attend on line, university policy says that you are expected to attend online. Students are not allowed to switch registration categories after classes begin.**

If you have symptoms or do not feel well enough attend in person, it is import for you to let me know that you will be attending via Zoom that day. Absences are excused only if you provide a good reason--e.g. illness, required university activity--preferably in advance and also post written responses to all study questions for that reading assignment within one week after your absence (unless you make a different arrangement with me). You are allowed one unexcused absence with no penalty. Each additional unexcused absence will lower your class discussion grade by a half letter.

- 6) **Computers and tablets are to be used in class only to access assigned readings or communicate over zoom.**

7) All students are required to **fill out a course evaluation** at the end of the semester.

Instructor feedback and evaluation. Normally, I will respond to individual journal entries during the week they are submitted, *if* they are submitted on time. I will respond to weekly discussion board posts from zoom breakout groups before the lecture for the next week. Graded essay assignments will be returned within two weeks. **Rubrics for evaluating all written and oral assignments are posted on Blackboard; these rubrics are for your own self-evaluation of the quality of your work, as well as for grading.**

Grading. Grades will be determined as follows:

Essays – 30%

Journal entries – 20%

Participation, including attendance, participation in discussion groups, participation in lecture Q and A - 20%

Discussion group coordination – 10%

Peer reviews of 1st and 2nd essays – 10%

Group oral exams – 10%

Midterm and final grades will be reported in terms of the College of Arts and Sciences grading scale: A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D=1.0, F=0.0. However, grades given on assignments are up to individual professors; e.g. in this class, it is possible to receive a D+ or D- on a given assignment.

Communication. The easiest way to reach me is by email, wynne.moskop@slu.edu. Do not hesitate to email with questions and concerns. I will answer within 24 to 48 hours. It will be helpful if you reserve email for questions about you and your own work, as opposed to general questions about the class or particular assignments. Please post general questions on the Blackboard Students' Q and A discussion board (see below). All meetings with me will need to be on Zoom, since my office isn't large enough to socially distance. If you pass by my office, McGannon 136, when the door is open, I hope you will wave and say hello. Like most teachers, I appreciate direct contact with students.

Blackboard Student-to Student Q and A Discussion Board. If you have a general question about instructions for a particular assignment, due dates, or anything else that may be important for other students to know, please submit that on the Blackboard Students' Q and A discussion board, so that everyone can benefit from seeing the question and answer. Always check that board before emailing me. Your question may have already been asked.

Office hours. I will hold office hours by appointment via Zoom. Please email me to schedule an appointment. I will reserve Wednesdays 3:30-5:30 for office hours, but you should feel free to request other times that may work better with your schedule. Usually, I prefer to meet in the late afternoon, when that is convenient for you.

Guidelines for online communications. In your journal and discussion board communications, it will be important and helpful to observe these guidelines:*

- Be scholarly. Use proper language, grammar and spelling. Be explanatory and justify your opinions. Avoid misinforming others when you may not know the answer. If you are guessing

about something, clearly state that you do not know the answer. Credit the ideas of others through citing and linking to scholarly resources.

- Be respectful. Respect privacy, diversity and opinions of others. Communicate tactfully and base disagreements on scholarly ideas or research evidence. Avoid sharing another person's professional or personal information.
- Be professional and polite. Represent yourself well at all times. Be truthful, accurate, and courteous. Address others by name or appropriate title and be mindful of your tone. Treat people as if you were in a face-to-face situation. Avoid using sarcasm, being rude or writing in all capital letters. Written words can be easily misinterpreted as they lack nonverbals.

*Adapted from Arizona State University online learning tips, <https://asuonline.asu.edu/newsroom/online-learning-tips/netiquette-online-students/>

The following university policy statements can be found at the end of this syllabus:

- Facemasks Policy – *Please pay particular attention to this one.*
- Attendance
- Student Success Center
- University Writing Services
- Academic Integrity
- Basic Needs Services
- Disability Accommodations
- Title IX

Tentative Schedule

The schedule below may vary to accommodate needs and interests of the class. You are responsible for checking Blackboard for each week's study questions and other details of the assignment. Normally, detailed assignments for each week will be posted two weeks in advance. **All assigned reading and related journal posts or other assignments for each week should be completed by Monday at 9 p.m.** so that you will be prepared to understand Tuesday's class.

Zoom links for class sessions will be posted on Blackboard.

Part I. Key concepts in feminist theory: testimonial injustice, intersectionality, feminist standpoint(s)

8/18, 20 Overview and introduction to *testimonial injustice* in a racial context

- Purpose & requirements
- Approaching feminism as “a movement to end sexism, sexist exploitation, and oppression” (bell hooks, *Feminism is for Everybody: Passionate Politics*, 2014).
- Introduction to testimonial injustice: Who has credibility? Who does not? Why?

Testimonial injustice is a kind of epistemic injustice, a “wrong done to someone as a knower” (Miranda Fricker, *Epistemic Injustice*, 2007). We will begin to discuss testimonial injustice in the context of systemic sexism and racism in a particular historical moment—the 1991 Supreme Court confirmation hearings of Clarence Thomas to replace the venerable Thurgood Marshall, the first African American to serve on the Supreme Court. Thomas had been accused of sexual harassment by Anita Hill. In class on Tuesday, we will view two short videos from the hearings:

- [Senators question Anita Hill](#)
- [Clarence Thomas responds to Anita Hill](#)
- For Thursday's Zoom break-out discussion groups, read:
 - Chaya Crowder, "From race to #MeToo, what's changed between Anita Hill and Christine Blasey Ford – and what hasn't?," *The Washington Post Blogs, The Monkey Cage*, 9/28/2018.
 - Miranda Fricker, "Testimonial Injustice," from *Epistemic Justice*, 17-29
 - Guidelines for Journals and Guidelines for Zoom Discussion, both on Blackboard

- 8/25, 27 Testimonial injustice from sexism and racism: how systems of oppression interact
 - About Hill/Thomas hearings - Wahneema Lubiano, "Black Ladies, Welfare Queens, and State Minstrels: Ideological Warfare by Narrative Means," in *Race-ing Justice, Engendering Power*, ed. Toni Morrison
 - Patricia Hill Collins, "The Matrix of Domination," in *Black Feminist Thought*
 - About sexism and racism in the U.S. social contract
 - Elizabeth Cady Stanton, "Seneca Falls Resolutions," in Freedman
 - 3 short videos on racism in the social contract
 - Trevor Noah Explains [How Society has broken its Social Contract on Black America](#), June 3, 2020
 - Kimberly Jones, [How can we win](#) (June 2020)
 - Kimberly Jones, with Trevor Noah - [Speaking Out About Black Experiences in America](#), The Daily Show, June 2020

- 9/1, 3 Historical perspective on testimonial injustice and its parent "politics of ignorance"
 - Christine de Pizan, *The Book of the City of Ladies* (France 1405), two excerpts, one in Freedman & another on [Eres](#).
 - Penny Weiss, "The Politics of Ignorance," in *Canon Fodder*. [ERes](#).
 - View [A Jury of Her Peers](#), Hitchcock video based on Susan Glaspell's 1917 short story. (*A Jury of Her Peers* starts about 2 minutes into the video.) The full text of *Jury* can be found [here](#).

- 9/8, 10 Tutorials to review draft of Paper #1. No regular class this week. Students will meet with me in person or in Zoom tutorial groups of 2-3. **Paper #1 is due 48 hours after your tutorial session.**

- 9/15, 17 Intersectionality
 - Anna Julia Cooper, *A Voice from the South* (U.S. 1892), in Freedman
 - Kimberly Crenshaw, "[The Urgency of Intersectionality](#)," Ted Talk, October 2016
 - Kimberle Crenshaw, "[Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color](#)" (1991)
 - Gloria Anzaldúa, "La Conciencia de la Mestiza: Toward a New Consciousness" (U.S. 1987) in Freedman

- 9/22, 24 Feminist Standpoint(s)
 - Nancy Hartsock, "The Feminist Standpoint: Toward a Specifically Feminist Historical Materialism" (1983), [Eres](#).

- Patricia Hill Collins, Ch. 11 “Black Feminist Epistemology,” pp. 251-272, in [Black Feminist Thought](#) (1990)
- Kristen Intemann, “Feminist Standpoint,” excerpt, in *Oxford Handbook of Feminist Theory* (2016). Eres.

Part II. History of Feminist Political Thought (in the West)

9/29, 10/1 Social construction of gender and race in the modern social contract

Sally Haslanger, “Gender and Social Construction” (2006), Eres.
Simone de Beauvoir, *The Second Sex* (France 1949), in Freedman

What can we learn from the texts below about social construction of gender, race, and class in the early modern period? What “rights” do women want or need? What obstacles do they encounter?

Mary Astell (England 1694), *A Serious Proposal to the Ladies*, in Freedman

Mary Astell, *Some Reflections on Marriage* (1700),

<http://digital.library.upenn.edu/women/astell/marriage/marriage.html>.

Mary Wollstonecraft, *A Vindication of the Rights of Woman* (England 1792), excerpts in Freedman and online, <http://www.bartleby.com/144/>.

Sarah Grimke, “Letters on the Equality of the Sexes” (US. 1837), in Freedman

Sojourner Truth, Two Speeches (U.S. 1851, 1867), in Freedman

10/6, 8 **Feminist pragmatist theory during the Progressive Era and Jim Crow.** This Thursday will be for lecture instead of zoom breakout discussions. We will meet in our classroom. The reading assignment is shorter than usual. Journal posts are due Thursday by 10 am.

Jane Addams, “The Subtle Problems of Charity,” *The Atlantic* (February 1899),

<https://www.theatlantic.com/magazine/archive/1899/02/the-subtle-problems-of-charity/306217/>

Ida B. Wells-Barnett, *A Red Record* (U.S. 1895), excerpts, Freedman & ERes

The National Colored Women’s Congress and the National Association of Colored Women’s Clubs, “Resolutions and Objectives” (1896), from *Feminist Manifestos: A Global Documentary Reader*, ed. Penny Weiss, ERes.

Video, Charles Mills, “The Racist Roots of Liberalism,”

https://www.youtube.com/watch?v=GEr-xXHVjKk&list=PLrrl1LJdY005XMKOYh_2qJ_KMawkHAbg9&index=3&t=0s

10/13, 15 Midterm group oral exams

10/20 Fall Break

10/22 Progressive Era and Jim Crow continued

Charlotte Perkins Gilman, “The Yellow Wallpaper” (U.S. 1892), in Freedman

W.E.B. DuBois, “The Damnation of Women” (U.S. 1919), in Freedman

Margaret Sanger, "Woman and the New Race" (U.S. 1920), in Freedman
Jane Addams, excerpt from *The Second Twenty Years at Hull House (1930)*, Eres.

10/27, 29 **Civil Rights, Women's Rights, and Race**

Betty Friedan, *The Feminine Mystique* (U.S., 1963), in Freedman
Combahee River Collective: A Black Feminist Statement (U.S. 1977), in Freedman
Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House" (U.S. 1979), in
Freedman

Alice Walker's definition of a womanist,

<http://noteasybeingred.tumblr.com/post/206038114/alice-walkers-definition-of-a-womanist-from-in>

Alice Walker, "In search of our Mothers' Gardens" (1972), http://l-adam-mekler.com/walker_in_search.pdf

11/3, 5 **Rights and Race continued**

Paula Gunn Allen, "Who is your Mother" Red Roots of White Feminism' (1986),

<https://www.historyisaweapon.com/defcon1/allenredrootsofwhitefeminism.html>

Angela Davis, "I used to be your sweet mama," Ch 1. in *Blues Legacies and Black Feminism*
Gertude "Ma" Rainey, Bessie Smith, and Billie Holiday (1998),

<http://movies2.nytimes.com/books/first/d/davis-blues.html>

11/5 **Draft of Essay #2 due in class.** 30 minutes of our normal discussion time will be devoted to peer review of this essay. The rest will be devoted discussion of our readings.

11/6 **Final Version of Essay #2 due Friday, 11/6 by 10 pm**

11/10, 12 **Recent history of feminist theory: LGBTQ issues**

Marilyn Frye, "Willful Virgin, or Do You Have to be a Lesbian to be a Feminist?" (1990) ERes.

Judith Butler, "Beside Oneself: On the Limits of Sexual Autonomy," from *Undoing Gender*
(2004). Eres.

Julia Serano, "Trans Woman Manifesto" (2007), Eres.

Julia Serano, "Lies about Transgender people and the Vagina Monologues,"

<http://juliaserano.blogspot.com/2017/07/lies-about-transgender-people-and.html> (2017)

Dean Spade, *Trans students and womens colleges* (2014),

<http://bcrw.barnard.edu/videos/dean-spade-trans-students-and-womens-colleges/>

11/17, 19 **Recent history of feminist theory: Transnational Feminisms**

Zoom discussion groups will meet on Tuesday this week, and the lecture will be on Thursday, 11/19, which is the last day for this class.

"The West Believe They Taught Us Feminism: Feminism around the World" (2019)

<https://www.theguardian.com/global/video/2019/mar/11/what-people-get-wrong-about-feminism-video> (3 min)

Feminism in Asia (2017), <https://www.youtube.com/watch?v=6w0kG7Z3Lvl> (7 min)

Una Narayan, "Crosscultural connections, border crossings, and 'death by culture': Thinking About Dowry-Murders in India and Domestic-Violence Murders in the United States"

(1997), <https://hamtramckfreeschool.files.wordpress.com/2014/05/narayan-uma-crosscultural-connections-bordercrossings-and-death-by-culture.pdf>

African Women's Rights and Resilience panel (2014), listen to remarks of Nobel Peace Prize laureate and African peace activist Leymah Gbowee, starting 9 minutes into this 15 min. video, the first one in a Barnard symposium, <https://bcrw.barnard.edu/projects/critical-inquiry-labs/african-womens-rights-and-resilience/#videos>

Women's Rights and Transnational Feminisms panel (2014), the second panel in the Barnard symposium, <https://bcrw.barnard.edu/projects/critical-inquiry-labs/african-womens-rights-and-resilience/#videos> (1 hr 16 min)

Essay #3 due December 3rd.

The University Registrar has set the final exam time for our class (Tuesday 12:45 pm classes) on Friday, December 4, noon-1:50 pm. Group oral exams for this class will be held on Zoom mostly during this time slot.

POLICY STATEMENTS

University Statement on Face Masks (Fall 2020)

The University's [Interim Policy on Face Masks](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquires or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)

- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

Attendance

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available. The Student Success Center utilizes Zoom to assist students with academic-related services. Students can visit the Student Success Center website to learn more about Tutoring Services, University Writing Services,

Disability Services, and Academic Coaching.

Link: <https://www.slu.edu/life-at-slu/student-success-center/index.php>

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. Students have the option to complete an online submission (for asynchronous feedback) or to schedule a live video conference. Both can be scheduled through EAB Navigate. For more information, visit the Student Success Center or email writing@slu.edu.

Link: <https://www.slu.edu/life-at-slu/student-success-center/academic-support/universitywriting-services/index.php>

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at:

https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

The College of Arts and Sciences academic honesty policy can be found here, <https://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at

314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.