­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

Course Number: COUN 2023-001

Course Title: Introduction to LGBTQ Studies

Credit Hours: 3 semester hours credits/Graded

Instructor Information: Dwayne White (He/Him/His)

Graduate Teaching Assistant

dmw0050@auburn.edu

Student Hours: By appointment

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary in order to meet the needs of the class and any such deviations will be communicated to the class in a timely manner.*  ***REVISED – August 2020*** |

**Required Reading**

**Textbook**

Alexander, J., Meem, D. T., & Gibson, M.A. (2018). *Finding Out: An Introduction to LGBT Studies* (3rd ed.). Thousand Oaks, CA: Sage.

**Articles and Other Resources**

American Psychological Association (1991). Avoiding heterosexual bias in language. *American Psychologist, 46*(9). Retrieved from: <http://www.apa.org/pi/lgbt/resources/language.aspx>

Eaklor, V. L. (2008). *Queer America: A GLBT History of the 20th Century* (pp. 2-11). Westport, CT: Greenwood Press.

Shively, C. (1990, July 1). Was the father of our country a queen? Bringing new meaning to the phrase "George Washington slept here". *Gay Community News*, *17*(49), pp. 1-3.

Duggan, L. (1993). The trials of Alice Mitchell: Sensationalism, sexology, and the lesbian subject in turn-of-the-century America. *Signs*, *18*(4), 791-814.

Ward, J. & Schneider, B. (2009). The reaches of heteronormativity. *Gender & Society, 23*(4), 433-439. doi: 10.1177/0891243209340903

Wortham, J. (2016, July 12). When everyone can be ‘queer,’ is anyone? *The New York Times Magazine.* Retrieved from: <https://www.nytimes.com/2016/07/17/magazine/when-everyone-can-be-queer-is-anyone.html>

Sedgwick, E. (1993). *Tendencies*. Durham, NC: Duke University Press, pp. 1-20.

Bailey, J. M., Vasey, P. L., Diamond, L. M., Breedlove, S. M., Vilain, E., & Epprecht, M. (2016). Sexual orientation, controversy, and science. *Psychological Science in the Public Interest, 17*(2), 45-101. doi: 10.1177/1529100616637616

Bruni, F. (2012, January 28). Genetic or not, gay won’t go away. *The New York Times*. Retrieved from: <http://www.nytimes.com/2012/01/29/opinion/sunday/bruni-gay-wont-go-away-genetic-or-not.html>

Human Rights Campaign Foundation (2009). At the intersection: Race, sexuality, and gender. Retrieved from <http://www.hrc.org/files/documents/HRC_Equality_Forward_2009.pdf>

Parks, C., Hughes, T. L., Matthews, A. K. (2004). Race/ethnicity and sexual orientation: Intersecting identities. *Cultural Diversity and Ethnic Minority Psychology, 10*(3), 241-254. doi:10.1037/1099-9809.10.3.241

Center for Disease Control (2016) HIV and AIDS in America: A snapshot. Retrieved from: <https://www.cdc.gov/nchhstp/newsroom/docs/factsheets/hiv-and-aids-in-america-a-snapshot-508.pdf>

American Psychological Association. (2016). *Resolution Opposing HIV Criminalization*. Retrieved from: http://www.apa.org/about/policy/hiv­criminalization.aspx

Buchanan, M., Dzelme, K., Harris, D., & Hecker, L. (2001). Challenges of being simultaneously gay or lesbian and spiritual and/or religious: A narrative perspective. *The American Journal of Family Therapy, 29*(5), 435-449. doi: 10.1080/01926180127629

Rodriguez, E. M., & Ouellette, S. C. (2000). Gay and lesbian Christians: Homosexual and religious identity integration in the members and participants of a gay‐positive church. *Journal for the Scientific Study of Religion*, *39*(3), 333-347. doi: 10.1111/0021-8294.00028

Hillman, J., Hinrichsen, G. A. (2014). Promoting an affirming, competent practice with older lesbian and gay adults. *Professional Psychology: Research and Practice, 45*(4), 269-277. doi: 10.1037/a0037172

American Psychology Association (2011). Resolution on marriage equality for same-sex couples. *American Psychologist*. Retrieved from: <https://www.apa.org/about/policy/same-sex.aspx>

Corvino, J. (2017, November, 27). Drawing a line in the ‘gay wedding cake’ case. *The New York Times*. Retrieved from: <https://www.nytimes.com/2017/11/27/opinion/gay-wedding-cake.html>

Borden, K. A. (2014). When family members identify as lesbian, gay, or bisexual: Parent-child relationships. *Professional Psychology: Research and Practice, 45*(4), 219-220. doi: 10.1037/a0037612

Patterson, C. J. (2013). Children of lesbian and gay parents: Psychology, law, and practice. *Psychology of Sexual Orientation and Gender Diversity 64,*(8), 727-736. doi: 10.1037/2329-0382.1.S.27

Mallon, G. P. (2013). Lesbian, gay, bisexual, and transgender (LGBT) families and parenting. *Encyclopedia of Social Work.* doi: 10.1093/acrefore/9780199975839.013.158

Testa, R. J., Sciacca, L. M., Wang, F., Hendricks, M. L., Goldblum, P., Bradford, J., & Bongar, B. (2012). Effects of violence on transgender people. *Professional Psychology: Research and Practice*, *43*(5), 452–459.

Wise, J. E. (2019). Loss of moral high-ground: The transgender ban, a military psychiatrist’s perspective and call to action. *Journal of Gay & Lesbian Mental Health*, *23*(2), 114–116.

**Message from Your Instructor:**

Welcome to our class! I am elated to share this learning space with you this semester. As an educator, I value collaborating and building professional relationships with students to create a learning environment that supports their development and growth. I facilitate this by being respectful, authentic, flexible, and supportive. Thus, I expect you all to engage in this course because we co-create the learning environment together. Moreover, it is my goal to encourage, motivate, and challenge you to be the highest version of yourself in all dimensions of your being- affective, cognitive, and behavioral; so that you can get the most out of this course. I am also aware that we are living in a double pandemic (Covid-19/racial injustices) and will be sensitive to your needs. Should you have any questions, concerns, or suggestions at any time during the semester regarding course work, please feel free to contact me by email or schedule a time to meet. War Eagle!!!!!!!

**Course Description:**

The class focuses on content addressing and introduces lesbian, gay, bisexual, and transgender studies. The course will examine the historical, scientific, psychological, and cultural contexts of relationships, issues and trends in a diverse society related to sexual orientation. Because successful living in a diverse society requires successful communicating, the course also focuses on communication around difficult topics (often referred to as difficult dialogues). The course includes all of the following objectives:

**Student Learning Outcomes**:

1. Knowledge of LGBTQ history and understanding how key historical events and culture have influenced how we view LGBTQ individuals
2. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities
3. Issues related to heterosexism in today’s society
4. Developing self-awareness; understanding the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
5. Awareness of the scientific progress made in studying sexuality and current controversies/debates
6. Developing knowledge of the complicated intersection of cultural identities (e.g., ethnicity, SES, gender, religious background, region, etc.) and how they affect LGBTQ individuals
7. Understanding of contemporary issues facing LGBTQ individuals, including marriage equality, parenting and legal issues, and the unique concerns facing older LGBTQ individuals
8. Ability to engage in conversations about sexual orientation and culture in ways that are respectful, increase understanding among participants in the conversation, and support intergroup and intragroup cohesion to work toward common solutions.

**Course Philosophy:**

As individuals living in a diverse society, there is value in understanding the culture of those around us. This course will expose students to opportunities to learn about other sexual orientations, challenge beliefs they may hold, provide opportunities to learn about history from a subordinate perspective, and gain awareness about the challenges LGBTQ individuals face in today’s society. The class will blend the tradition of knowledge acquisition with experiential learning and self-exploration/reflection. It is critical in classes such as this that the environment is one of respect and sensitivity and is a safe environment for people to speak and share. As such, I expect that you will approach the content of this course as a student and good citizen who values others people as human beings. This means that you are expected to make a distinction between your ideas/beliefs that reflect your worldview and those that reflect the body of knowledge. Finally, this also means that hateful speech and actions will not be tolerated in the class. Each of us has cultural beliefs and a worldview that shapes how we see the world, what we value, and biases we hold. I ask that you develop an awareness of when your ideas and views reflect your culture and worldview rather than an absolute of what is right or wrong or good or bad. A fundamental part of this class is to identify ways in which the diversity of values and worldviews adds to the society in which we live.

**Respect for Diversity:**It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your advisor, a trusted faculty member, or a peer. If you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

*Diversity Statement Adapted from Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University*

## Grading:

All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

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| **Exams/Assessments**  Midterm |  | 24 |
| Final |  | 30 |
| **Class Assignments**  Group Presentation |  | 10 |
| Book Review Paper |  | 15 |
| Move Review Response  **Class Activities**  Syllabus Quiz  Experiential Activities/Discussion/Quizzes |  | 15  1  10 |
| Readers Reflections |  | 15 |
| **TOTAL** |  | **120** |

**Grade Criteria** (grades will be rounded to nearest whole number)**:**

A 108 - 120 points

B 96 – 107 points

C 84 – 95 points

D 72 – 83 points

F < 71 points

**Assignments/Projects:**

Assignments are due on the date listed on the syllabus. Canvas is considered the official time-stamp for assignments. Those assignments turned in after the indicated time on Canvas are subject to point deduction. Late papers/assignments will receive a 25% deduction in grade for each day they are late.

**Midterm**

(20 pts.) – The mid-term will be a multiple choice and short answer test requiring students to demonstrate their knowledge of material covered the first half of the term.

**Final**

(25 pts.) – The final will be a comprehensive multiple choice and short answer exam requiring students to demonstrate their knowledge of material covered in the course.

**Group Presentations**

(15 pts) – In groups, you will present on one of the following identities: **lesbian, gay, bisexual, pansexual, asexual, transgender, or intersex**. Only one group can present on each topic. Your group will bring in **at least 5 outside scholarly sources**. You will submit a reference list to me the day the presentations are due. Presentations will be **20-25 minutes** and will address:

* The history of oppression faced by selected group
* The key historical events
* The development of identity
* The specific issues facing the group
* Possible conflict between other groups
* Political, social, and economic issues relevant in today’s society.

The grade for this will be a product of **group-member effort ratings** and the **grade assigned for the presentation by the instructor** (so to get the grade the instructor assigned, one would need to have high effort ratings from peers and low effort grading from peers will proportionately reduce your individual grade from that assigned by the instructor of the group).

**Reader’s Reflections**

(5pts x 3 = 15 pts total) – The reading for this class is not casual. To demonstrate that you have read, and engaged with the course readings, a weekly reflection is due, based on the assigned readings, at 11:59 pm on Sunday midnight they are due.

**Reflection Rubric**

1. Unpacks at least 2 specific concepts or points from the readings (with in-text citations). (1point)
2. Relation of new information to old information learned in the course to date or in previous related coursework. (1point)
3. Relation of information in article or reading to personal experiences. (1point)
4. Discussion at a critical level, not just recitation and summary, from all of the readings and/or videos. (1point)
5. Length of posting: **1 full page, 12 Times New Romans font, double-space, word-document.** (1point)

**Note:** Discussion at a critical level means discussing the concepts and ideas raised by the readings. You should synthesize the main ideas or themes across the readings, rather than respond to each reading in a laundry list. What are the cohesive ideas/patterns that go across the readings? Or, where do the readings seem to disagree? What questions do you have, after unpacking the readings? A "critical" discussion would NOT include your feelings about the author's writing style (e.g. “I like this article” or "This article is boring") but aim for an intellectual/academic treatment of the ideas. **Do not just tell me what the article or reading states...I already know this. I want to gain an understanding of your thoughts.**

**LGBTQ Book Review Paper**

(15 pts) –You will write a **3-4 page paper (title page and references not included)** after reading a book written by an LGBTQ author whose content relates to the course. You must have your book be approved by the instructor no later than the third week. Your paper should **summarize the book** (1 page) and **discuss how the book relates to the topics discussed in the course** (1 page). In addition, you **should identify issues that have been briefly or not explored in class** (1-2 pages). Examples of approved books include: *Fun Home: A Family Tragicomic* by Alison Blechel, *What Belongs to You* by Garth Greenwell, *Odd Girl Out* by Ann Bannon, and *Giovanni’s Room* by James Baldwin.

**Experiential Activities/Discussion/Quizzes**

(15 pts total) – It is expected that you will be present and be an active participant in this course. As a part of this, you will need to share your thoughts during discussions and activities. Part of the value of this course is to learn from peers (in addition to peer-based learning that will occur during presentations). Exercises will occur across the semester. *Exercises can include quizzes, discussion questions, and experiential activities.*

**LGBTQ Movie Review Response**

(15 pts) – You will write a **3 page (title page and references not included)** response on a movie that relates to the course and is about an individual identifying as lesbian, gay, bisexual, pansexual, asexual, transgender, or intersex. You must have your movie approved by the instructor no later than the third week. Your paper should **summarize the movie** (1 page). In addition, you will include your **reactions to the movie (feelings/thoughts/body sensation) and compare and contrast the movie with material covered in the course** (2 pages). Examples of approved movies include: *Moonlight,* *But I’m a Cheerleader*, *Brokeback Mountain*, *Angels in America* and *The Children’s Hour*.

**Class Calendar and Topics**

*\*Subject to change. Any changes will be communicated, and syllabus will be updated as necessary.* ***Synchronous class meetings are not mandatory but I highly recommend attending.***

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| **Week and Date** | **Topics** | **Reading** | **Assignments Due**  **Sunday’s by 11:59pm** |
| **1. 8/17**  **Synchronous Class Meeting on 8/21** | Introduction to the Course  Review Syllabus | Syllabus | **Syllabus Quiz Due**  **Introduce Yourself Discussion Due** |
| **2. 8/24** | Discussion of Terms: Why Language Matters //LGBTQ History: What Exactly Is It? | **Article(s):**  Eaklor (2008) pp. 2-11  Shively (1990) pp. 1-3  APA: Avoiding Heterosexual Bias  **Textbook:**  Ch.1 | **Experiential Activity #1**  **(tentative)** |
| **3. 8/31**  **Synchronous Class Meeting on 9/4** | LGBTQ History: Stonewall and Modern Times //  Queer Theory: An Introduction | **Article(s):**  Duggan (1993)  Wortham (2016)    **Textbook:**  Ch. 3 (55-92)  Ch. 4 (93-125) | **Choice for LGBTQ Book & Movie Due**  **Readers Reflection #1** |
| **4. 9/7** | Heteronormativity  Discuss special issue of *Gender & Society* | **Article(s)**  Ward & Schneider (2009)  **Textbook:**  Ch. 2 (28-54) | **Experiential Activity #2**  **(tentative)** |
| **5. 9/14** | Science and Sex: Sexology // Science and Sex: Kinsey, Klein and Storms Sexuality Axis | **Textbook:**  Ch. 5 (128-156) | **Readers Reflection #2** |
| **6. 9/21**  **Synchronous Class Meeting on 9/25** | Science and Sex: Current Debates //  Intersectionalities | **Article(s):**  Bailey et al (2016) (45-87)  Bruni (2012)  **Textbook:**  Ch. 7 (187-218)  **Review for Mid-Term** | **Bring in questions for review** |
| **7. 9/28** | Identity Development // HIV/AIDS  Watch *My Generation: Reuben & 6 Months Later* | **Article(s):**  Lev (2004) Model  Cass (1979) Model | **MIDTERM** |
| **8. 10/5** | Film and Television//  **HIV/AIDS**  Watch *Deep South* Documentary | **Article(s):**  CDC Fact Sheet  **Textbook:**  Ch.10 (292- 323) | **DUE:**  **Movie Review Response** |
| **9. 10/12** | HIV/AIDS  LGBTQ and Religion: Watch *For the Bible Tells Me So* Documentary | **Article(s):**  APA Resolution  Buchanan et al (2001)  *Optional:* Rodriguez & Ouellette (2000)  **Textbook:**  Review Ch. 4 | **DUE:**  **Discussion Board**  **(tentative)** |
| **10. 10/19** | LGBTQ and Religion: Conflict and Resolution  Contemporary Issues: Youth & Older Adults | **Article(s):**  Hillman & Hinrichsen (2014) | **Readers Reflection #3** |
| **11. 10/26** | Contemporary Issues: Marriage Equality/ Parenting  Watch/Discuss *We Will* | **Article(s):**  APA Resolution on Same-Sex Marriage  Corvino (2017)  Borden (2014)  *Optional:*  Patterson(2013)  Mallon (2013) | **DUE:**  **Discussion Board**  **(tentative)** |
| **12. 11/2** | Contemporary Issues: The “T” in LGBTQ  Contemporary Issues: Violence Against Trans Individuals; Bathroom Bills & Trans Military Ban  Queer Literatures | **Article(s):**  Testa et al. (2012)  Wise (2019)  **Textbook:**  Ch. 8 (220-264) | **DUE:**  **LGBTQ Book Review Paper** |
| **13. 11/9** | Queer Cultures; Queer Diversities | **Textbook:**  Ch. 6 (157-186)  Ch.12 (348-376) | **Experiential Activity #3**  **(tentative)** |
| **14. 11/16**  **Synchronous Class Meeting on 11/20** | Student Presentations  **Review for final** |  | **DUE:**  **Group Presentations** |
| **15. 11/23** | Final Exam Review/  Classes End 11/24 |  |  |
| **16. Final Exam**  **12/2-12/8** | **FINAL EXAM WEEK** |  |  |

**Course Policy Statements:**

**Name/Pronoun Statemen**t: Please change your name in Zoom to include your pronouns in parenthesis [e.g., Dwayne White (he/him/his)]. You can also communicate this information to me via email or Canvas mail.

**Attendance**: Students are expected to participate in class lectures and activities. All lectures are pre- recorded and uploaded on Canvas for students to view in the assigned week.

**Excused Absences**: Only university excused absences will be accepted. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.

**Religious/Cultural Observance**: Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) prior to the date of said religious or cultural observance.  I strongly encourage you to honor your cultural and religious holidays!  However, if I do not hear from you, I will assume that you plan to attend all class meetings.

**Technology and Assignments:**

It is the student’s responsibility to attain and maintain the technology necessary to complete this distance education course. **Students are expected to upload course assignments to Canvas by the end of the week in which they are due (by 11:59pm on Sunday). Late papers and assignments will be reduced by 25% for each day they are late.**

**Make-Up Policy**: Late papers, assignments, tests, etc… are not allowed except in the case of excused absences. Arrangement to make up a missed test, in-class activity, or presentation due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

**Academic Honesty**: The University Honesty Code and the university policies, see website at <https://sites.auburn.edu/admin/universitypolicies/default.aspx> for more information, pertaining to cheating will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Much plagiarism occurs as a result of missteps in regard to reading, note taking, and citation practices, or from procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend ***always*** citing sources you have consulted as well as those you borrow from directly. If you are having difficulty with an essay, please contact me right away!

**Educational Accessibility Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Student Mental Health and Well-Being:** If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Student** **Counseling and Psychological Services (SCPS)** at **(334) 844-5123and** <http://wp.auburn.edu/scs> during and after hours, on weekends and holidays, or through its counselors physically located in the Medical Clinical and Haley Center. The East Alabama Mental Health Center has a toll free number that may be called 24 hours a day, 365 days a year for emergencies at **800-815-0630**. The clinician on-call will assist you as needed.

**Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

a. Engage in responsible and ethical professional practices

b. Contribute to collaborative learning communities

c. Demonstrate a commitment to diversity

d. Model and nurture intellectual vitality

**Title 1X:**  Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)

*Course Policies Adapted for Use from CRLT, University of Michigan.*

**COVID-19 Policy Statements**

**Health and Wellbeing Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([ahealthieru.edu (Links to an external site.)](http://www.ahealthieru.edu/))
* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/))
* AU Medical Clinic ([https://cws.auburn.edu/aumc/ (Links to an external site.)](https://cws.auburn.edu/aumc/)

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office ([http://aucares.auburn.edu/ (Links to an external site.)](http://aucares.auburn.edu/))

**A Healthier U Campus Community Expectations**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck ([https://ahealthieru.auburn.edu/ (Links to an external site.)](https://ahealthieru.auburn.edu/)).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**