**Introduction to LGBTQ+ Studies**

**Spring 2023 Syllabus**

Course Number: COUN 2020-001

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: Monday, Wednesday, Friday 11:00 – 11:50 AM

Class Location: Haley Center, Room 1435

Office: Haley Center 1232A

Instructor: Rachael Estes, M.Ed., M.S., NCC, LPC

 Graduate Teaching Assistant / PhD Student

 rfe0001@auburn.edu

 Preferred Salutations: Rachael (she/her pronouns)

Office Hours: **TBA**

|  |
| --- |
| *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 Spring 2023*** |

**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 on total point accumulation in the course:

**Class Activities**

Synchronous Meetings & Class Activities 10 points

**Review Papers**

 LGBTQ Book Review 15 points

 LGBTQ Movie Review 10 points

**Creative Project** 15 points

**Assessments**

 Midterm Exam 25 points

 Final Exam 25 points

**Total 100 points**

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

A 90 - 100 points

 B 80 – 89 points

 C 70 – 79 points

 D 60 – 69 points

 F < 60 points

**Assignments/Projects:**

Assignments are due at 11:59 PM on the date listed on the syllabus and Canvas. Canvas is considered the official time stamp for assignments. Assignments turned in after the indicated time on Canvas are subject to point deduction. Late papers/assignments will receive a 10% deduction in grade for each business day they are late.

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment Submission | Point Reduction | Assignment Submission | Point Reduction |
| 0-24 hours late (1 day) | 10% | 72-96 hours late (4 days) | 40% |
| 24-48 hours late (2 days) | 20% | 96-120 hours (5 days) | 50% |
| 48-72 hours late (3 days) | 30% |  |

**CLASS ACTIVITIES**

**Attendance**

(10 points) Attendance is required and expected for this class. You are responsible for all class material covered in your absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby, your overall grade can be affected by an absence. Only individuals with university-approved absences will be allowed to make up missed in-class assignments/activities. In addition to attendance, I expect that when you do come to class, you will be in class. I understand that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period during class are similar to an absence. When feasible, students should notify the instructor prior to the occurrence of any excused absences. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences

Ways in which attendance may be collected is through roll call during class, email, participation in class, or any other means dictated by the instructor. The instructor reserves the right to take attendance at any point during the class time (not always at the beginning of class). Attendance participation will be monitored via Canvas throughout the semester. Attendance points will be earned through in-class lectures as appropriate.

Students are allowed **1 unexcused absence without penalty**. All other absences are to be university approved outline below in class policy section.

**LGBTQ Book Review**

(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 and/or about an LGBTQ character whose content relates to the course. You must have your book be approved by the instructor no later than the third week (Jan 29th the latest). 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. A rubric will be provided.

**LGBTQ Movie Review**

(10 pts) – You will write a **2-3 page (title page and references not included)** response on a movie that relates to the course and is about an individual who is lesbian, gay, bisexual, pansexual, asexual, transgender, and/or intersex. You must have your movie approved by the instructor no later than the third week (Jan 29th the latest). Your paper should **summarize the movie** (1 page). In addition, you will include your **reactions to the movie and compare and contrast the movie with material covered in the course** (1-2 pages). Examples of approved movies include: But I’m a Cheerleader, Moonlight, Brokeback Mountain, Angels in America and The Children’s Hour. A rubric will be provided.

**Creative Project**

(15 pts) – In order to demonstrate your understanding of the course material, you will create a project. You will have two options regarding this project:

Option 1 - Select one of the following identities (**lesbian, gay, bisexual, pansexual, asexual, transgender,** or **intersex**), select one of the formats below, and address the 6 bullet points of information that must be included in the project.

Option 2 - Choose a specific topic and/or group related to the LGBTQ community, investigate the current state of knowledge about this topic, select one of the formats below, and address the 6 bullet points of information that must be included in the project. For example, the intersection of race and gender for trans women of color or houseless LGBTQ teenagers.

The project can be formatted in one of the following ways:

* A brochure or pamphlet
* A PowerPoint or Prezi
* A zine
* A website
* A podcast (10 minutes minimum and 20 minutes maximum)
* A short film or video (10 minutes minimum and 20 minutes maximum)

Projects must address:

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

You must use **at least 7 outside sources (NOT including the course textbook or readings)** of which you will turn in separately on Canvas. Your project topic and formatting option will be due on Canvas no later than the fifth week (February 5th the latest) for approval. A rubric will be provided.

**Midterm Exam**

(25 pts) – The Midterm will be a multiple choice, short answer, and/or essay exam requiring students to demonstrate their knowledge of material covered the first half of the term.

**Final Exam**

(25 pts) – The Final will be a multiple choice, short answer, and/or essay exam requiring students to demonstrate their knowledge of material covered the second half of the term.

**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.

**Additional 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>

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.

**COURSE CALENDAR**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TOPICS** | **READINGS** | **DUE** |
| **Week 1** |  |  |  |
| **W** | Review of Syllabus  |  |  |
| **F** | Dopamine Hijacking  |  |  |
| **Week 2** |  |  |  |
| **M** 01/15 | No Class |  |  |
| **W** 01/17 | Discussion of Terms: Why Language Matters | APA: AvoidingHeterosexual Bias |  |
| **F** 01/19 | Discussion of Terms: Identities | Alexander Ch.1 |  |
| **Week 3** |  |  |  |
| **M** 01/22 | LGBTQ History: What Exactly Is It? | Alexander Ch. 3 & 4 |  |
| **W** 01/24 | LGBTQ History: Before & After Stonewall | Eaklor (2008)  |  |
| **F** 01/26 | LGBTQ History: Stonewall and Modern Times | Duggan (1993) Shively (1990) | DUE:Choice for LGBTQ Book & Movie |
| **Week 4** |  |  |  |
| **M** 01/29 | Heteronormativity | Ward & Schneider (2009)  |  |
| **W** 01/31 | Cissexism | Alexander Ch. 2 |  |
| **F** 02/02 | Heteronormativity & Cissexism cont. |  |  |
| **Week** **5** |  |  |  |
| **M** 02/05 | Queer Theory: An Introduction | Alexander: Ch.5 |  |
| **W** 02/07 | Science and Sex: Sexology | Bailey (2016) |  |
| **F** 02/09 | Science and Sex: Kinsey, Klein, & Storms Sexuality Analysis | Wortham (2016)Bruni (2012) |  |
| **Week 6** |  |  |  |
| **M** 02/12 | Science and Sex: Current Debates | Bailey et al, 2016, p. 45-87 |  |
| **W** 02/14 | Intersectionality | Alexander Ch. 7 |  |
| **F** 02/16 | Intersectionality | Parks, Hughes, Mathews (2004) | **Movie Review Due 02/18/24 @ 11:59 PM** |
| **Week** **7** |  |  |  |
| **M** 02/19 | Identity Development | Cass (1979) Model |  |
| **W** 02/21 | Identity Development | Lev (2004) Model |  |
| **F** 02/23 | Midterm Review |  |  |
| **Week 8** | **Midterm** |  |  |
| **M** 02/26 |  |  |  |
| **W** 02/28 | MIDTERM |  |  |
| **F** 03/01 | MIDTERM |  |  |
| **Week 9** | Spring Break  |  |  |
| **M** 03/04 | No Class |  |  |
| **W** 03/06 | No Class |  |  |
| **F** 03/08 | No Class |  |  |
| **Week 10** |  |  |  |
| **M** 03/11 | Film | Alexander: Ch. 10 |  |
| **W** 03/13 | Television |  |  |
| **F** 03/15 | Film/Television Cont. |  |  |
| **Week 11** |  |  |  |
| **M** 03/18 | HIV/AIDS | CDC Fact Sheet |  |
| **W** 03/20 | HIV/AIDS | APA Resolution |  |
| **F** 03/22 | LGBTQ and Religion: Conflict and Resolution | Alexander: Ch. 4 |  |
| **Week 12** |  |  |  |
| **M** 03/25 | LGBTQ and Religion: Watch For the BibleTells Me So Documentary | Buchanan et al(2001) |  |
| **W** 03/27 | Finish/Discuss For the Bible Tells Me So | Rodriguez &Ouellette (2000) |  |
| **F** 03/29 | Contemporary Issues: Youth & Older Adults |  |  |
| **Week 13** |  |  |  |
| **M** 04/01 | Contemporary Issues: Marriage Equality | APA Resolution on Same-SexMarriage |  |
| **W** 04/03 | Contemporary Issues: Marriage EqualityWatch/Discuss We Wil | Corvino (2017) |  |
| **F** 04/05 | Contemporary Issues: Parenting | Borden (2014) | **Book Review Due 04/07/24 @ 11:59 PM** |
| **Week 14** |  |  |  |
| **M** 04/08 | Contemporary Issues: The “T” in LGBTQ | Testa et al. (2012) |  |
| **W** 04/10 | Contemporary Issues: Violence Against Trans Individuals | Wise (2019) |  |
| **F** 04/12 | Contemporary Issues: Bathroom Bills & Trans Military Ban |  |  |
| **Week 15** |  |  |  |
| **M** 04/15 | Queer Cultures | Alexander: Ch. 6, 8, & 12 |  |
| **W** 04/17 | Queer Diversities |  |  |
| **F** 04/19 | Creative Projects Workday  |  |  |
| **Week 16** |  |  |  |
| **M** 04/22 | Creative Projects |  | **Creative Projects Due** |
| **W** 04/24 | Creative Projects |  |  |
| **F** 04/26 | Final Exam Review |  |  |
| **Week 17**  | Final Exam Week  |  |  |
| **04/29/24**  | Final ExamMonday, April 29th @ 10:30 AM – 12:30 PM |  |  |

**Class Policy Statements**

**Forms of Address - Names and Pronouns**: Our institution's non-discrimination policy includes gender, gender identity, gender expression, sexual orientation, and sexual identity, and requires all Auburn-affiliated personnel to take reasonable steps to ensure equitable experiences.

One way we can support self-identification is by honoring the name and pronouns that each of us go by. Many people (e.g. international students, trans people, and others) might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by.

Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

**Attendance:** Attendance is required and expected for this class. You are responsible for all class material covered in your absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby, your overall grade can be affected by an absence. Only individuals with university-approved absences will be allowed to make up missed in-class assignments/activities. In addition to attendance, I expect that when you do come to class, you will be in class. I understand that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period during class are similar to an absence. When feasible, students should notify the instructor prior to the occurrence of any excused absences. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences

Ways in which attendance may be collected is through roll call during class, email, participation in class, or any other means dictated by the instructor. The instructor reserves the right to take attendance at any point during the class time (not always at the beginning of class). Attendance participation will be monitored via Canvas throughout the semester. Attendance points will be earned through in-class lectures as appropriate.

Students are allowed 1 unexcused absence without penalty. All other absences are to be university approved outline below.

**University Approved Excuses**

According to the Auburn University Student eHandbook, instructors will excuse absences for the following reasons:

1. Illness of the student or serious illness of a member of the student’s immediate family.
2. The death of a member of the student’s immediate family.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. For this course, the student must notify the instructor in writing at least one week prior to the absence for such events.
4. Religious holidays. For this course, students are responsible for notifying the instructor in writing at least one week prior to anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Military Orders
7. Any other reason the instructor deems appropriate.

The full Auburn University Attendance policy can be found at the following link: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

**Excused Absences**: 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 university policies for additional information on absences.

**Religious/Cultural Observance**: Persons with religious or cultural observances that coincide with this class should let me know in writing before 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.

**Personal Technology**: The use of a laptop, tablet or any other device for taking notes or otherwise participating in class is permitted. However, please do not use a personal device for any purpose unrelated to our class. All devices should be silenced. Cell phones should be put away, except in the rare instance that I ask you to use them for an activity. If there is a serious need to leave your cell phone on, such as a family emergency, please let me know.

**Email**: Outside of class, I will communicate primarily through Email/Canvas. Therefore, all students are expected to regularly check their Canvas inbox and announcement section for class updates. Additionally, if you have any questions regarding class material, feel free to email me using your official Auburn email. If you do not receive a response from me within 24 to 48 hours of sending an email, please be sure to follow up with me.

**Office Hours**: I am available during my office hours and by appointment via Zoom. My office hours are an opportunity for you to connect with me, a chance to ask clarifying questions about content, explore what you many want to do after you graduate and find support. Campus email is the best way to reach your instructor to schedule an appointment. I encourage you to make an appointment with your instructor if you have any questions or concerns about the course or your performance in it. I am happy to meet with you via Zoom at any time throughout the semester.

**Recording**: To create a safe classroom and learning environment and to respect students’ rights to privacy, recording of class is prohibited. This includes audio and video recordings.

**Class Cancellation**: If a class is canceled or the university closes, I will post the planned class activities on canvas, and students are responsible for completing these assignments.

**Make-Up Policy**: Arrangements to make up a missed 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).**

**Late Assignments**

Assignments are due at 11:59 PM on the day on which they are due. Should technological issues arise through the submission of assignments on Canvas, you are expected to submit the assignment by the due date and time to me by email (but be sure they go through). Unexcused late papers/assignments will be accepted up to 5 days past the due date, resulting in a significant grade reduction for each day past the date due.

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment Submission | Point Reduction | Assignment Submission | Point Reduction |
| 0-24 hours late (1 day) | 10% | 72-96 hours late (4 days) | 40% |
| 24-48 hours late (2 days) | 20% | 96-120 hours (5 days) | 50% |
| 48-72 hours late (3 days) | 30% |  |

**Academic Honesty**: The University Honesty Code and the university policies, see the website at https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information, pertaining to cheating will apply to this class. Much plagiarism occurs because of missteps in regard to reading, note-taking, and citation practices, procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether 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 have difficulty with an essay, please contact me immediately!

**Disability 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 **800-815-0630**.

**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 IX:**  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.*