

# WOS350: QUEER WOMEN & FEMALE SEXUALITIES

[LESBIAN STUDIES]

FALL 2018

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OFFICE HOURS: TUESDAY 11-12, WEDNESDAY 11-1, THURSDAY 11-12 OR BY APPOINTMENT

## OVERVIEW

The past several decades have seen an unprecedented shift in attitudes in the United States regarding gender and sexuality. Activists have worked to redefine womanhood, femininity, who counts and access to the term women, as well as how those assigned female at birth or who identify as women exist in relation to sexuality. Despite these revolutionary changes, many in queer women and individuals assigned female at birth (AFAB) still face extreme levels of discrimination and oppression. Simultaneously, there have never been more representations of women and those AFAB in the news, movies, books, and on TV. In this class, we will consider how the experiences of these folks are influenced by these representations, as well as how systems of privilege and oppression shape their experiences in the U.S. We will examine both historical and contemporary constructions of gender and sexuality, as well as consider what the future might look like for queer women and female sexualities in relation to legal, medical, and activist discourses. Throughout this work, we will attend to the ways in which these identities exist at the intersections of race, class, citizenship, and disability.

## GOALS/LEARNING OUTCOMES

- To gain an introduction to the study of queer women and female sexualities, and to explore what each of these terms mean.
- To understand the links among systems of gender, race, class, sexuality, ability, and ethnicity through analysis of texts and visual culture.
- To distinguish between individual attitudes and institutionalized forms of discrimination and oppression facing queer women and folks assigned female at birth.
- To understand how seemingly "different" forms of domination interconnect – and to think through various responses to this domination.
- To apply the concepts and theories of class topics to lived experience and recognize how these issues touch each of our lives.

## INCLUSIVITY AND DIFFERENCE

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

## REQUIRED TEXTS:

\* None

## WOMEN'S AND GENDER STUDIES REQUIREMENTS

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

- *Identify women's and feminist activities and accomplishments -- especially those that have been conventionally neglected -- across a variety of cultures and historical contexts.*
  - Achieved and assessed through Readings, Reading Quizzes, Research paper
- *Analyze how gender operates historically and in the present.*
  - Achieved and assessed through Readings, Reading Quizzes, and Discussion Participation.
- *Apply feminist theories, including theories of intersectionality, to personal, local, and global contexts.*
  - Achieved and assessed through Discussion Posts, Self-reflection essays, Final Essay, Discussion Participation
- *Locate, evaluate, and use relevant and appropriate information related to WGS.*
  - Achieved and assessed through Discussion Posts, Self-reflection essays, Final Essay, Discussion Participation

## GENERAL EDUCATION

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

- GOAL 2) *Think critically and analytically:* Reading and writing assignments provide opportunities for students to develop critical thinking skills as they engage in analytic writing and discussion.
  - Achieved and assessed through Discussion Posts & Responses, Research Essays
- GOAL 4) *Students will demonstrate the ability to think across and about disciplinary boundaries:* Students will demonstrate that they can integrate at least three disciplines at the same time when researching, writing, and discussing issues regarding queer women and female sexualities.
  - Achieved and assessed through Discussion Posts & Responses, Final Research Essays
- GOAL 7: *Make informed decisions and ethical choices:* Students will consider how our culture has responded to queer women and female sexualities, and will apply the theories and frameworks in the interest of creating a more just world for queer women and various iterations of female sexuality
  - Achieved and assessed through Discussion board posts, self-reflection essays, online discussion, and a Final Paper

## INTERDISCIPLINARY

This course fulfills the Interdisciplinary (I) component of the WCU General Education curriculum. As an interdisciplinary course, it includes readings and viewings from a variety of disciplines, including but not limited to History, Philosophy, Literature, Biology, and Gender and Sexuality Studies. This course will help you meet the following Interdisciplinary course objectives:

- *Express humility and sensitivity to bias regarding diverse sexualities and genders.*
  - Achieved and assessed by Discussion Posts & Responses, Self-Reflection Essays
- *Use critical thinking to understand the past, present, and future of how, as scholars, we engage concepts of gender, sex, and sexuality.*
  - Achieved and assessed by Discussion Posts, Research & Reflection Essays
- *Synthesize and integrate information from a wide variety of disciplines according to the interdisciplinary nature of studying queer women and female sexualities.*
  - Achieved and assessed by Discussion Forum Posts, Final Essay, Last Reflection Essay

## ONLINE COURSE OVERVIEW

The discipline of Women's and Gender Studies has pioneered the use of discussion-based learning environments where students learn from each other as well as the instructor. The virtual classroom provides an interesting and exciting opportunity to re-imagine how discussion and collaborative learning take place without face-to-face interaction. Online classes require much more work than face-to-face classes, despite popular opinion otherwise. This class will make up for the absent face-to-face time with reading and responding on the course website. Expect to read and write at least a couple of hours a week more than you would in the equivalent face-to-face version of this class.

Just as in a traditional Women's and Gender Studies course, your active participation is central to your successful completion of the intended learning outcomes described below. Frequent engagement with the instructor and fellow classmates is encouraged. In fact, you will be required to post responses to course materials on a regular basis.

### COURSE MECHANICS

The course is divided by units according to content and assignments. Within each unit, there are two to four modules in which you will have assigned readings, Powerpoints, and/or videos to complete. Upon completion of that assigned content, you will also be responsible for completing the week's quiz and submitting the week's discussion response to the appropriate discussion board. You will be expected to (and graded on) one original post per week and two replies to other classmates' posts on the week's discussion board.

## FOLLOW THIS SCHEDULE TO SUCCEED IN THIS COURSE!

There are 6 Units in this course, each with two to four modules. Each module takes one week. This is the schedule:

1. Log on to D2L every day.
2. Complete the readings/Powerpoints/videos for the unit.
3. After completing the content, do two things:
  - a. click on the "quizzes" tab and take the module quiz based on the content you just completed by **midnight on Wednesday** each week.
  - b. join in the discussion by posting your original response to the assigned material by **midnight on Wednesday** each week.
4. Check back over the next two days to read posts by your classmates and post replies to your fellow classmates (two replies to other posts by **Friday at noon**).

## TECHNOLOGY REQUIREMENTS

Students enrolled in this course are responsible for access to a computer and the Internet, including access to the most current version of Internet Explorer/Safari/Mozilla. Free wireless Internet service is available in many locations on WCU's campus. Students are expected to be competent in the use of computers, the World Wide Web, and commonly used software programs like Microsoft Word. If you don't have personal access to a computer, there are many Student Technology Labs on WCU's campus where you can use a computer and the Internet for free. Follow this [link](#) for a complete list of locations and hours of operation.

This [link](#) explains the recommended student computer configuration that will provide the most favorable conditions for participation in an online learning environment.

In this course we will be using the D2L Learning Management System. If you are new to D2L please read the support manual explaining the various tools and functions. If you have questions about using D2L please contact me, the WCU technology helpline at 610-436-3350, or [D2L tech support](#), which is open every day, all day.

Students will also need to access email and D2L through a WCU email account. It will be your responsibility to check your email and the class D2L site at least once a day. You will likely need to check more than once a day. Students will not be taught to use technology in this course. However, I will provide some guidance to help students learn how to navigate the course D2L site.

As you begin work on some of your assignments for this course, you may need to access university resources in order to conduct research. The West Chester University library, and most of the electronic resources that it indexes, can be accessed at a distance via this [link](#). If you are off-campus you can access the databases using your WCU ID card barcode number or your WCU username and password.

If you have any technical difficulties with this course, please contact WCU's information technology help desk by calling 610-436-3350 or following this [link](#).

## E-MAIL POLICY

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. I will respond to email messages within 24 hours. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

## NETIQUETTE

The academic study of gender and sexuality often raises issues that are controversial or which evoke strong personal feelings. My goal in this course is to help you to develop the communication and critical thinking skills needed to articulate your own positions. Everyone is expected to make this classroom a space for the honest and open expression of difference. As dictated by the learning

outcomes for “Diverse Communities” courses, students are encouraged to demonstrate a reasoned openness to diversity and examine assigned issues from a diverse communities perspective.

Multiple spaces for dialogue among students are offered, including discussion forums, email, and a chat function. All students are expected to communicate with each other in a respectful manner.

As articulated by the Office of the President of WCU: “We believe that it is incumbent upon all members of our community - staff, students, faculty and administrators - to conduct themselves with civility toward one another at all times. We value the special talents and contributions of each member of our community. We further affirm the worth and dignity of each member and the shared responsibility of all to treat each other as individuals, with respect and courtesy.” For more, visit this [link](#).

The WCU Student Code of Conduct stipulates that disruptive conduct, harassment, and intimidation are violations subject to disciplinary action. Item #14 states: “Disruptive Conduct, Harassment and Intimidation - (a) engaging in conduct that is disorderly, unnecessarily disturbs others, and/or is disruptive to the normal practices, processes, and functions of the University or local municipalities, (b) engaging in conduct that is harassing, intimidating or threatening, or (c) engaging in conduct that constitutes unlawful discrimination based on another person's race, color, sex, sexual orientation, gender identity, religion, creed, age, national or ethnic origin, citizenship, or veteran status, disability or any other legally protected class. **This includes conduct through electronic means.**” For more information, see the [website](#).

Please also read WCU’s statement on technology civility [here](#).

# RESEARCH & GRADING!!

## DISCUSSION BOARD POSTS (350PTS):

Students are required to post three times per module, one original post, and two responses to your classmate's original posts. Sometimes there will be questions you can choose from that will prompt your responses, other times I will be asking you to free-write your responses. You can write posts, leave a voice recording, OR you can leave a video message. Modules are posted each Monday at 12:00 am. Additional posts are appreciated, but not required. Spacing is meant to discourage procrastination and encourage discussion among students through repeated visits to course site over a period of time.

Specifics:

- To be eligible for full credit, originals must be at least 150 words, responses at least 75.
- You will have until **Wednesday at 11:59p** to post your original response.
- You will have until **Friday at NOON** to post two responses

Think of these posts as the equivalent of a traditional classroom discussion where students and the instructor interact, ask questions, decipher meaning, and uncover new insights collectively. Accordingly, it is important that your posts include thoughtful engagement with the instructor's lecture as well as other student responses. There is no rule about whether you need to create your own thread or respond to a post. The discussion forum should be a conversation. Sometimes you may want to respond to what others have said. Sometimes you may want to take the conversation in a new direction. The key is to avoid repetition. Make sure to read what others have posted and jump in with what you have to say and build the conversation from there. What you have to say could be a response or you could say that you want to go in a new direction. *What I'm looking for when I grade are posts that demonstrate engagement in a conversation and/or demonstrate unique contributions. Avoiding repetition is key to getting a good grade on a discussion.*

*To be eligible for full credit, you must read all the previous comments and make a unique contribution to the discussion. A comment that merely agrees or disagrees with a previous post will not receive full credit. Sharing personal experiences or opinions will not receive full credit. Successful posts will offer critical engagement with readings (which means you reference or cite readings) and other course materials, use quotations from materials, ask questions, and/or add new insights.*

Posts will be evaluated according to your:

- 1) contribution of original and creative thought to the conversation,
- 2) level of engagement with course content,
- 3) ability to communicate effectively,
- 4) ability to respond thoughtfully to diversity, and
- 5) ability to articulate how the content for the week relates back to the "why's" of feminist activism as well as in relation to the seven attributes of transformative organizers.

You should also pay attention to the comments I make to you in grading your posts. I will generally not participate in the discussion boards, except to correct egregious and common errors. I will leave videos in response to the entire discussion, however.

**You will receive a grade for each of your 14 posts:**

Original posts (x1) worth 15pts, responses (x2 – one of these responses must reply to an original post WITHOUT a response) worth 5pts each, **for a total of 25pts possible in each module.**

The regular rules of plagiarism apply to your posts in the discussion forum. Do not post material or viewpoints that are not your own; for example, copying a review from amazon.com that you didn't write is plagiarism. Students caught plagiarizing will fail the course.

## MY FAVORITE COLOR IS PURPLE

### READING QUIZZES (150PTS):

Each unit will feature a reading quiz (x14), plus there is a welcome quiz. These quizzes are a mix of multiple choice and open response and will be open note/materials, but you should read the materials prior to taking the quiz for best possible outcome. Quizzes are worth 10 points.

### OTHER POSTS, SURVEYS, & QUIZZES (100PTS):

As you move through the course, there will be short things I ask you to do, like post on a discussion board, write a short response, or complete short quizzes embedded in videos. These tasks will be worth 3-10 points, with the exception of the syllabus quiz, which is worth 20 of these points, and your introductory discussion board post which is worth 25 points.

### EXAMS (MID-TERM & FINAL) (X2, 200 PTS EACH= 400PTS):

These exams will be online, open-book, timed exams that will be mostly multiple choice, but will most likely include at least one essay response.

### EXTRA CREDIT (8pts max each):

*There is extra credit available to you in this course. It is your responsibility to take advantage of these. DO NOT EMAIL ME and ask me to "round up" your grade at the end of the semester. You can earn UP TO a possible 1016 points in this course – work to earn this points.*

EC1: You may turn in a 1-page summary of an event you attended this semester that is relevant to queer women & female sexualities (broadly defined).

EC2: You may turn in a 1-page summary of a film you watched THIS SEMESTER relevant to the queer women & female sexualities (broadly defined).

ALL ASSIGNMENTS ADD UP TO A TOTAL OF 1000 POINTS:

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

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

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

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

F= 0-599pts

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

## COURSE READING SCHEDULE

### UNIT 1: A LITTLE BIT OF HISTORY

#### Week 1, MODULE 1.1

- Leila J. Rupp, "Outing the Past: U.S. Queer History in Global Perspective"
- D'Emilio & Freedman, *Intimate Matters*, ch16
- Faderman, "Who Hid Lesbian History?"
- Riese, [12 Women They Didn't Tell you were Queer in History Class](#)

#### Week 2, MODULE 2.1

- Faderman, excerpts from *Odd Girls & Twilight Lovers*
- Cheryl Clarke, "Lesbianism: An Act of Resistance"
- Charlotte Bunch, "Lesbians in Revolt"
- Joan Nestle, "The Will to Remember: The Lesbian Herstory Archives of New York"

### UNIT 2: MEDICALIZATION & ERASURE OF QUEER WOMEN

#### Week 3, MODULE 2.1

- Siobhan Somerville, "Scientific Racism and the Emergence of the Homosexual Body," *Journal of the History of Sexuality* 5(2): 243-266.
- Fausto-Sterling, "The Five Sexes Revisited"

#### Week 4, MODULE 2.2

- Padawer, "[The Humiliating Practice of Sex-Testing Female Athletes](#)" *NYT*.
- Janell Hobson, "The 'Batty' Politic: Toward an Aesthetic of the Black Female Body" *Hypatia* 18(4): 87-105.

Watch: *Training Rules*

### UNIT 3: THE COMPLEXITIES OF GENDER EXPRESSION & IDENTITY

#### Week 5, MODULE 3.1

- J. Halberstam excerpts from *Female Masculinity*
- Moore, M.R. "Lipstick Or Timberlands? Meanings Of Gender Presentation in Black, Lesbian-Headed Households." *Signs* 32(1): 113-139.

#### Week 6, MODULE 3.2

- Faaderman, L. (1992). "The Return of Butch and Femme: A Phenomenon in Lesbian Sexuality of the 1980s and 1990s." *Journal of the History of Sexuality* 2(4): 578-596.
- Watch: [Summary of Brandon Teena](#)
- Hale, "Consuming the Living, Dis(re)membering the Dead in the Butch/FTM Borderlands"

Watch: *Boy I Am*

### UNIT 4: LESBIANS, DYKES, AND QUEERS, OH MY!

#### Week 7, MODULE 4.1

- Kristin G. Esterberg, *The Bisexual Menace Revisited*

- Andrea Long Chu, "On Liking Women" (you are welcome to read the SCUM Manifesto that Chu references, but it is not required reading)
- Maggie Neslon, *The Argonauts*, Ch1 + Moira Donegan, "Gay as in Happy" [All in one document]

## MID-TERM EXAM ← Online, Friday.

### Week 8

- SPRING BREAK

### Week 9, MODULE 4.2

- Andrew Phillips, "62 Lesbian & Bisexual Female Characters Killed over Past Two Television Seasons"
- Riese, "All 202 Dead Lesbian and Bisexual Characters on TV, and How they Died"
- Lili Owen, "[DAMSEL: The Importance of Lesbian Visibility in Media](#)"
- Sarah Warn, "Introduction" to *Reading the L Word*
- Samuel Chambers, *Heteronormativity and the L Word*

Watch: Pilot Episode of *The L-Word*

## UNIT 5: RENEGOTIATING QUEERNESS: SEXUALITY, RACE, & GENDER

### Week 10, MODULE 5.1

- Ingraham. 2002. "Heterosexuality: It's just not natural"
- Adrienne Rich, Selections from "Compulsory Heterosexuality and Lesbian Existence" (D2L)

### Week 11, MODULE 5.2

- Emi Koyama, "Whose feminism is it anyway? The unspoken racism of the trans inclusion debate." in Stryker S, Whittle S, eds. *The Transgender Studies Reader*
- Daniel Heath Justice, Mark Rifkin, and Bethany Schneider, eds. "Intro," *GLQ: Sexuality, Nationality, Indigeneity*, Volume 16, Number 1-2, 2010.

Watch: *Two Spirits*

### Week 12, MODULE 5.3

- Hammonds, Evelyn. (1997). "Toward a Genealogy of Black Female Sexuality: The Problematic of Silence." in Jaqui Alexander and Chandra Talpade Mohanty (Eds.). *Feminist Genealogies, Colonial Legacies, Democratic Futures*.
- Watch: *Missy Elliot Music Video*
- Nikki Lane, *Black Women Queering the Mic: Missy Elliot Disturbing the Boundaries of Racialized Gender & Sexuality*, *The Journal of Homosexuality* 58(6-7): 775-792.

### Week 13, MODULE 5.4

- Asher, Not Your Mom's Trans 101
- Koyama, Emi. *The Transfeminist Manifesto. Catching a Wave: Reclaiming Feminism for the Twenty- First Century*, Boston, MA: Northwestern University Press, 2003

- Kate Bornstein, "Gender Terror, Gender Rage," *Transgender Studies Reader* 236-243.

WATCH: *Kate Bornstein is a Queer & Please Danger*

## UNIT 6: CRITIQUES OF QUEERNESS & MOVING FORWARD

### Week 14, MODULE 6.1

- Siobhan Somerville, "Queer" in *Keywords for American Cultural Studies*
- E. Patrick Johnson, "'Quare' Studies, or (Almost) Everything I Know About Queer Studies I Learned from My Grandmother," *Text and Performance Quarterly* Vol. 21 Issue 1 (January 2001), 1-25.
- Giffney, "Denormatizing Queer Theory: More Than (Simply) Lesbian and Gay Studies"

### Week 15, MODULE 6.2

- Elena Klesling, "The Missing Colors of the Rainbow: Black Queer Resistance"
- Reagon, Bernice Johnson. "Coalition Politics: Turning the Century", *West Coast Women's Music Festival, Yosemite National Forest, CA (1981)*, in *Home Girls: Home Girls: A Black Feminist Anthology*, Kitchen Table Women of Color Press; Rutgers University Press (1983), 2000.

Watch: *The Same Difference*

**FINAL EXAM** ← During Final Exam Week: TBA.

# BUSINESS ITEMS

## CLASSROOM CIVILITY

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

## ACCOMMODATIONS & RELIGIOUS OBSERVANCES

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

## ACADEMIC INTEGRITY & MISCONDUCT

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

## ATTENDANCE POLICY & EXCUSED ABSENCES POLICY FOR UNIVERSITY-SANCTIONED EVENTS

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

## EMERGENCY PREPAREDNESS

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

# I HAVE A DOG NAMED MAGGIE!

## A NOTE ABOUT SEXUAL HARASSMENT & VIOLENCE

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

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

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

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Social Equity at <http://www.wcupa.edu/admin/social.equity/>.

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

- **Sexual Misconduct Advocate:** Housed in the Office of Wellness Promotion, the Advocate is a confidential resource for those who have experienced sexual violence, harassment, intimate partner violence and stalking. *Sherry Mendez: 610-436-0732 | [smendez@wcupa.edu](mailto:smendez@wcupa.edu) Commonwealth Hall Room 12. Hours: Mon-Fri 8a.m.-3:30p.m.*
- **Counseling Center:** The Counseling Center offers free confidential individual and group counseling and support. *610-436-2301 | Commonwealth Hall—Lower Level to schedule an appointment. Hours: Monday through Friday 8a.m.-4:30 p.m.*
- **Student Health Services:** The Health Centers offers non-emergency medical care for injuries and follow-up appointments. *(610) 436-2509 | Commonwealth Hall—Lower Level. Hours: Monday-Friday, 8a.m. to 6 p.m.; Saturday 10a.m.-6p.m.*
- **Crime and Victim's Center of Chester County:** 24-hour hotline for sexual assault and rape in Chester County: 610-692-RAPE (7273).

## MORE INFO

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