

# **INTS 310/WMST 320/SOCI 395: Violence, Gender, and Sexuality**

Day/Time: Thursdays 4:30pm-7:10pm (in person)

Room: Horizon Hall 4001

Instructor: Dr. David Powers Corwin

Email: [dcorwin@gmu.edu](mailto:dcorwin@gmu.edu)

Office Location: Enterprise Hall 439

Office Hours: Tuesdays and Thursday 11am-1pm or by appointment on Zoom or in person.

*“As educators, one of the best things that we can do for our students is not to force them into holding theories and solid concepts, but rather to actually encourage the process, the inquiry involved, and the times of not knowing—with all of the uncertainties that go along with that.”  
(qtd. in bell hooks’s Teaching Community: A Pedagogy of Hope)*

## **School of Integrative Studies Commitment to Diversity Statement**

The School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age and disability.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, aware of their biases and how they affect their interactions with others and the world.

## **Women and Gender Studies Commitment to Diversity Statement**

*Women and Gender Studies seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.*

**Course Description:** Using nonfiction, documentaries, oral histories, case studies, literature, and feature films, the course examines the dynamics of violence through different cultural lenses as they relate to gender identity, sexuality and socioeconomic status.

### **Learning Outcomes:**

- Students will gain an understanding of the concepts related to the study of gender-based violence, intimate partner violence, and child abuse
- Students will be exposed to various types of gender-based violence including individual experiences of violence, collective and fictional stories of violence, and institutional implications of violence.
- Students will gain critical analysis skills through instruction and research on media coverage and representation of violence through a media case research project.
- Students will apply the theoretical concepts learned in the course through a proposal for change related to violence education in a context they choose related to their chosen profession and/or personal activism.
- Students will be given opportunities to explore gender-based violence through feminist, intersectional, and interdisciplinary lenses with an emphasis on a critical analysis of societal, personal, and cultural norms around violence.

Shoutout to Drs. Kim Eby and Paula Gilbert for creating this course and making it part of the fabric of New Century College for many years. I also want to make a shoutout to Dr. Angie Hattery who taught this course and courses like these for years at Mason and has been a sounding board for me as I've developed the course. I appreciate everyone's encouragement and trust that I could take this very important topic on for the next generation.

### **Course Policies**

#### **1. Required Texts**

- a. *The Social Dynamics of Family Violence* 3rd edition (MUST BE THIRD EDITION) by Angela Hattery and Earl Smith
- b. *LGBTQ Intimate Partner Violence: Lessons for Policy, Practice, and Research* by Adam M. Messinger (Ebook through library or paper copy through bookstore or Amazon)-University of California Press
- c. *In the Dream House*-Carmen Maria Machado-Graywolf Press
- d. *The Bell* by Iris Murdoch-Penguin Books
- e. All other readings and films are accessible on Blackboard

2. **Communication:** I prefer communication via email at [dcorwin@gmu.edu](mailto:dcorwin@gmu.edu). Due to university policy, I am required to communicate with you through your Mason outlook email. Please send me emails through this account and check your email regularly (at least once a day) for class notifications. I am also happy to meet with you in person or online during office hours. If those times do not work for you, I can set up a separate appointment. To brainstorm research topics or to discuss grades, I require in-

person/Zoom communication. I will not discuss grades via email or without a scheduled appointment. I will respond within 24 hours of receiving an email Monday-Thursdays. Emails sent Friday-Sunday will be responded to by Monday evening as this is the time that I am doing my own work/research/self-care.

3. **Paper Policy:** All papers are to be written in MLA or APA Style. Papers will be assessed on cohesion of the argument, critical analysis of texts, following the directions of the assignment, syntax and sentence structure, grammar construction, and use of scholarly sources. A half letter grade will be deducted for each page less than the minimum requirement. If the assignment is four pages, and three are turned in, I will begin the grade at an A-. **All papers should be submitted as a doc. or docx. Pdfs, pages, or other formats will not be accepted.**
  - a. I don't have a late policy for the course, which means I don't accept late work without prior approval. However, in most circumstances, I am happy to provide an extension on most assignments when consulted BEFORE the deadline. When you turn in work after the deadline without prior approval, you are assuming I have time to assess and provide feedback on the work at that point. I teach other courses and schedule my time to make sure I am giving the appropriate attention to all assignments. I also feel strongly that everyone knows at least 24 hours in advance if they aren't going to finish an assignment (we also need to be realistic with ourselves as we are all human) and we shouldn't be waiting until the evening of the due date to begin an assignment as emergencies may come up.
  - b. See the last page of the syllabus for the University's policy on **academic integrity**. All written assignments for this course must be in MLA or APA format. If you are unsure about a citation, ASK! Plagiarism is much more than submitting a paper you found online. If you do not include a works cited page or fail to follow MLA or APA correctly in your papers, you will not receive a passing grade for the assignment and I am obligated as an instructor to report your case to the Honor Committee. Please see the University Catalog for a full description of the code and the honor committee process or visit [oai.gmu.edu](http://oai.gmu.edu), the Office of Academic Integrity's website.
    - i. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form.
    - i. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions
    - ii. Chat GPT and AI software is also strictly prohibited in this class. Any suspicions of its use will be referred to the Office of Academic Integrity.
4. **A note on the course text choices for class:** I choose the texts I choose based on my expertise and what I feel is important for the canon of this area. I also feel that it is important to discuss the voices at the margins that may not be seen as "canonical," which we will unpack in class. While I am always open to suggestions for things to read on my own time, I have made the choices I have made for this semester for a variety of reasons

and do not welcome conversations about making changes to the texts or workload mid semester. The syllabus and all it encompasses stands from Day 1. You don't have to love every text that we read to learn something from it; I certainly have not loved everything I have read for the 25 years I was in school, but I can always say I learned something from them particularly when I put them in conversation with other texts. Just because a text may be long and complicated or short and less complicated doesn't mean that one is more valuable than another. 😊

5. **Online Class Policy:** If I need to move class online due to an emergency, it will be a last resort, but that is the only time we will meet online or that students can join online.
6. **Instructions via email and Blackboard are the same as instructions in the syllabus.**
7. **Technology policy:** Some of the readings will be on Blackboard and I understand many people take notes electronically. However, I do ask that people keep other distractions on laptops and ipads to a minimum and I do reserve the right to ask you to close your laptop if I see you engaging in non-course related things. Also, no cell phones are permitted in this course. If you know you will need to make a phone call or answer texts in a particular class, just let me know at the start and go in and out as you need. Regular cell phone use will result in a reduction in participation grade.
8. **Policy on Incompletes:** I rarely give incompletes. The only circumstances that I will give one is a death/illness of a close loved one at the end of the semester or a severe illness or injury where a doctor says that due to these issues you cannot complete the course on time. You have to have at least 75% of the coursework completed as well in order to qualify for an incomplete and be passing the class without the final assignments submitted. No exceptions to this policy.

### **How to Be Successful in This Course (in addition to following directions and meeting course requirements)**

#### **1. Class Climate Rules:**

- For this class, we are moving through some really hard topics. Some of us may have personal experience with gender, sexuality, and violence, and some may not. Sometimes, we may need to engage in self care in the moment and take what I'll call a "time out" in class and step out for a bit. Regardless, it's important to remember who may be in the room with our comments, but also allow space for genuine curiosity and dialogue.
- Open, frank discussion without referring to groups in a derogatory manner, that is, the use of terms that are or have been used to describe groups of people in a demeaning way will NOT be used in class.
- Confront ideas, concepts, theories.
- Do NOT confront/attack individuals.
- Emotion is great, but so is cognition.
- To make this course work we'll all need to:
  - Afford each other mutual respect
  - Confidentiality with regard to discussions in class
  - Agree to disagree, agreeably!
  - Examine self/explore
  - Be honest with self and others

- Show humility and keep an open mind
- Use appropriate humor
- Listen constructively
- Question and participate

## 2. A Note on When Life Happens....

- As someone that strives for social justice, identifies as a feminist, and whose research is within trauma rhetoric, I understand that life gets out of our control more often than not. Since we are discussing emotionally charged issues, there may be discussions or readings that trigger particular past experiences that you or someone else has had. Please consult with me if you find yourself in this situation and we can figure out how to best support you through a reconfiguration of your engagement with that text and/or on campus resources. **Any text in this course has the potential to be triggering to some folks.**
  - Many of you have competing responsibilities in addition to school and I want to be supportive of those. While I hold high standards and all work has to be completed in the course, I am happy on a case-by-case basis to make adjustments to due dates when needed. I just ask for at least 24 hours' notice and for a meeting to discuss how to best move forward if you regularly find that you can't meet requirements/due dates in the course. I do not, however, change the workload mid- semester and won't make adjustments after a due date.
- Asking For Help:** Asking for help is really hard and most college students struggle with it. We are told that we need to socially "do it all well" with no guidance, so when we struggle, we often become angry with ourselves and others. Please ask for help when you don't understand an assignment, or you are struggling to come up with a topic. Also, please reach out if you receive a grade that doesn't meet your expectations and you want to know how to do better. Most folks who ask for help and integrate feedback achieve so much better in both their academic and professional experiences and most students who get frustrated never asked once for help or even engaged with the instructor once outside of class. It's hard for me to know what to do to help if you don't communicate to me you are struggling. When you don't ask for help, you do set yourself up for frustration. Also, please read all assignment sheets and rubrics before getting started on them. Please let's work on this issue together this semester. I'm here to help. ☺
  - See the attachment in Blackboard for my teaching values and my "when working with me statement."**
  - In Person Community Norms:** Post-2020, we now have the opportunity to learn in a variety of formats (online, synchronous; online, asynchronous; fully in-person; hybrid; and hyperflex). Now that we have these options, I feel it's important to note what an in-person course is and what's expected. An in person course is a commitment just like any other and has the following expectations and opportunities:
    - While there are certainly pieces of in person learning that are very individual (grades, readings, assignments, etc), this is a learning community. In person learning is more than just about your own success; your presence and engagement affects everyone's learning experience. Sure, you may have to miss for emergency reasons, but when you miss class, are tardy, or leave early regularly, you are causing the whole group to derail as they aren't benefiting from your ideas and vice versa. Furthermore, the entire class has prepared for everyone to be

there through lecture, small group, and large group discussion activities. This course is a discussion-based course with some lectures from time to time. I rarely speak for the entire (or even half of) the class. We ALL have to generate class conversation and questions.

- b. Certainly, life happens, and we might very occasionally get behind on the reading, but when you regularly don't do the reading, you aren't engaging in the learning community and are making it difficult for those that do, particularly in small group exercises.
- c. When instructors develop in person courses, they develop readings and exercises with the intent that the in class learning experience will clarify concepts, scaffold important points, and ultimately create better dialogue. Otherwise, there would be no point in having the in-class meetings. This is why you need to do the readings, attend class, and ultimately trust the experience. It's ok if you don't fully understand every single reading all of the time upon a first read. Come with questions; that's what your instructor and peers are here for. :)
- d. Note taking is going to be really helpful for your in-class participation, but also your out of class assignments. Also, take this time to write down contact information for a peer who you can contact for their notes if you need to miss class. All class material is important; however, I can't take the time in office hours to meet individually with people each time they miss class.
- e. Come to class with connections AMONG texts ACROSS THE SEMESTER. Think outside of the day we are in class. You will be asked to make these connections both through in class and outside of class writing assignments. I will also ask you to make connections between our class conversations and what is going on in the world as we speak.
- f. ANALYZE don't summarize. We all know what the text says, but we don't know what YOU have to say about the text and that's what we want to hear during our in class sessions.
- g. Some other specific examples of excellent in-class preparation:
  - You should come to class with specific observations rather than "I found this text interesting."
  - "I don't understand this particular concept, does anyone have anything they can add?" rather than "I don't understand any of this text" or remaining silent.
  - "What can I say in class that would be helpful to me and my peers?" rather than "I don't have anything to say in class or I usually don't participate"
  - "How can my instructor and peers help me with the course load and concepts?" Rather than "This class is too much work."

## **Paper rubric:**

**A level:** The paper demonstrates careful attention to critical analysis and expresses original, clearly put together points about the texts and addresses topics that were not solely what was discussed in class. The paper demonstrates concise organization with specific topic sentences and transitions between points. The paper is virtually free of grammatical and sentence errors and is free from word repetition and awkwardness. When the paper is an argumentative, thesis-driven essay, the paper has an original succinct thesis with evidence to support the thesis and deep analysis of the points being made and the writer's evidence. When sources are asked for, the

paper demonstrates careful attention to the citation format used and cites all of their sources correctly and effectively. When the paper is driven by a prompt or has specific directions as to format and content, the directions are followed seamlessly and there is clear evidence that follows the criteria explicitly. The paper meets the page requirement.

**B level:** The paper demonstrates careful attention to critical analysis and expresses some original insight into the texts, but may rely mostly on discussions from class without integrating original ideas. The paper demonstrates solid organization with some transitions between points, but has some awkwardness. The paper has a few sentence-level errors, but these errors only minimally take away from the writer's main points. When the paper is an argumentative, thesis-driven essay, the paper has an original succinct thesis with some evidence, but needs more proof from other sources. When sources are asked for, the paper demonstrates careful attention to the citation format used and cites all of their sources correctly and effectively, but may have some minor issues. The paper is less than or two pages more than the page minimum or maximum.

**C level:** The paper does not meet the page length requirements by more than one page. The paper engages in little to no critical analysis of the texts and only summarizes texts and ideas. The paper is poorly organized with ineffective topic sentences. The paper has many sentence-level errors and many awkward word choices and sentence structures and loses the reader in this awkwardness. If the assignment involves a prompt, the prompt is not answered, and the paper only minimally refers to the prompt. When the paper is an argumentative, thesis-driven essay, the paper has several arguments in one paper with little or no connections. The paper reads as a review of facts rather than an argumentative essay. When sources are asked for, the paper uses the correct amount of sources, and but does not follow MLA or APA style correctly.

**D level:** The paper does not meet the page length requirements by several pages. The paper does not minimally answer the prompt or follow directions (source count, page count, which texts to use) or engage in any critical analysis and only summary. The paper has sentence-level errors in virtually every sentence and there is no attention to proofreading. When the paper is an argumentative, thesis-driven essay, the paper has no thesis and only a series of observations with no connections. When sources are asked for, the paper does not have the correct amount of sources or does not cite them in MLA or APA correctly (i.e. in-text citations are not done correctly, sources are left out in the works cited or added and not used).

**F level:** The paper is not submitted or is an off-topic paper.

### **Grade Breakdown**

**Participation** (reading, watching films, in-class writing, discussion, attendance, evidence of having read the text): **30%** (Learning Outcomes 1, 2, 3, and 5)

- Due to the substantial amount of reading for the class, 30% of your grade is participation and engaging with the texts.
- Participation is NOT just attending class, but it is difficult to participate without attending class. It is engaging with the text through class discussion and showing evidence of having read the text (leadership in large and small group discussion). Also, showing proof that you are paying attention to your classmates and the instructor contributes to my

assessment of participation. There is no specific attendance policy in class (i.e. one class isn't a certain amount of points off), but again, you can't earn points if you aren't present and/or if you are present and don't participate.

- We also do a variety of small group work that involves technology, but also the whiteboards that factor into your participation grade. I look for leadership through organization, report out, and idea brainstorming in these moments.
- Frequent tardiness, leaving early, and cell phone or other non-course related electronic use will result in a reduction of your participation grade.
- If I see that the class as a whole is falling behind in the readings/media texts, I will give reading quizzes. These quizzes will count toward your participation grade. These quizzes cannot be made up without a doctor's excuse.
- I calculate a grade out of 15 points for your participation grade after the midterm and another one at the end of the semester with feedback on your participation.

**Media Case Paper 6-8 pages 25%(20% paper; 5% proposal)** (Learning Outcomes 1, 2, 3, and 5)

**Proposal for Change 5-8 pages 25% (20% paper; 5% proposal)** (Learning Outcomes 1, 2 and 3)

**Conference of your Choice 5%** (Learning Outcome 3, 4, and 5)

**Presentation on Non-western Issue 5-8 minutes 15%** (Learning Outcomes 1, 2, and 5)

**\*Assignment sheets are on Blackboard**

## **Course Schedule**

**\*All content is to be read/viewed before class on the day it is assigned.**

### **Week 1 1/18**

Introductions

Historical Perspectives on Family Violence

What is Gender? What is Sexuality?

**Read:** Hattery/Smith-Chapters 1 and 2

### **Week 2 1/25**

The Economy and Family Violence

Race, Class, Gender and Family Violence

Guest Speaker: Courtney Diener

**Read:** Hattery/Smith Chapters 9 and 10

**Watch:** *Lalee's Kin*

[https://www.youtube.com/watch?v=Y\\_w9ALgaPc8](https://www.youtube.com/watch?v=Y_w9ALgaPc8)

**Week 3 2/1**

Religion and Family Violence

The Early Warning Signs

Criminal Justice Response to Family Violence

**Read:** Hattery/ Smith Chapters 11, 14, and 15

**Week 4 2/8**

Child Abuse

Sibling Abuse

**Read:** Hattery/Smith Chapters 6, 7, and 8

**Week 5 2/15**

Child Sex Abuse and The Catholic Church

**Read:** Hattery/Smith-*Gender Power-Violence* Chapter 7 “The Catholic Church” (Blackboard)

**Watch:** *The Silence*; *Spotlight* (Both films are available through Mason libraries)

**Spotlight:** <https://lumiere.berkeley.edu/students/items/66509>

*The Silence:* <https://www.pbs.org/video/frontline-the-silence-1/>

**Week 6- 2/22 No Class-Read Murdoch- *The Bell*****Week 7 2/29**

Gender, Sexuality, and Intentional Religious Communities

**Read:** Murdoch-*The Bell*

**Midterm Participation Grades Uploaded After Class**

**Conferences of your Choice Begin**

**Week 8-3/7 Spring Break****Week 9 3/14**

LGBTQ Intimate Partner Violence

**Read:** Messinger *LGBTQ Intimate Partner Violence*-Introduction; Chapters 1-4

**Proposal for Proposal for Change Due Saturday 3/16 at 11:59pm**

**Week 10 3/21**

LGBTQ Intimate Partner Violence

Messinger *LGBTQ Intimate Partner Violence*-Finish

Guadalupe-Diaz- *Transgressed: Intimate Partner Violence in Transgender Lives* Chapters 1 and 4 (Blackboard)

**Week 11 3/28**

LGBTQ Intimate Partner Violence

Machado-*In The Dream House*

**\*You are reading a whole memoir for this class**

**Week 12 4/4**

Media Representation and Child Abuse

Elizabeth Smart and JonBenet Ramsey Cases

**Read:** Hillsburg” Antipolygamy Narratives after 9/11: Writing and Rewriting the Abduction of Elizabeth Smart”

Talbot-”Gone Girl: The extraordinary response of Elizabeth Smart”

Conrad “Lost Innocent and Sacrificial Delegate: The JonBenet Ramsay Murder”

(All on Blackboard)

**Media Case Analysis Paper Proposal Due by Saturday 4/6 at 11:59pm**

**Week 13 4/11**

Media Representation and Child Abuse

Mary Kay Leternou and Linda Lusk Cases

**Read:** Grimm and Harp “Happily Ever After: Myth, Rape, and Romance in Magazine Coverage of the Mary Kay Letourneau Case”

Harp, Grim, and Loke “Rape, storytelling and social media: how Twitter interrupted the news media’s ability to construct collective memory”

(Both on Blackboard)

**Watch:** Mary Kay Leternou 20/20 interview <https://www.dailymotion.com/video/x5agtql>

Linda Lusk 20/20 interview <https://www.youtube.com/watch?v=bSrpTuxd5D8>

**Proposal for Change Due by Friday 4/12 11:59pm**

**Week 14 4/18**

Race and Institutional Violence

School to Prison Pipeline

Hattery Smith in *Gender, Power, and Violence* Chapter 5 “Prisons”

Sheth: “ Violence, Democracy, and Selective Recognition”

Watch: *Prison Song* (Available on Tubi)

[https://tubitv.com/movies/641216/prison-song?start=true&tracking=google-feed&utm\\_source=google-feed](https://tubitv.com/movies/641216/prison-song?start=true&tracking=google-feed&utm_source=google-feed)

**Week 15 4/25**

Rhetoric and Violence

Where do we Go From Here?

**Read:** Hattery/Smith Chapter 16

Stone Watt: "Rape Is a Four-Letter Word": Psychosis, Sexual Assault, and Abortion in the 2012 U.S. Election"

St. Onge "On Radical Friendliness: Productive Citizenship in an Age of Division"

(Both on Blackboard)

**Media Case Project Due by Sunday 4/28 at the end of the day**

**Conferences of Choice end 4/26**

**Thursday 5/2 Final Exam Period**

**Class Meets from 4:30-7:15pm**

**Non Western Issue Presentations; Handouts Due Electronically and Print at class time**

**Final Course Reflections**

**Final Participation Grades Uploaded After Class**

### **Grading Scale**

A+: 97-100%

A: 93-96%

A-: 90-92%

B+: 87-89%

B: 83-86%

B-: 80-82%

C+: 77-79%

C: 73-76%

C-: 70-72%

D: 60-69%

F: 59% or below

### **Campus Policies**

#### **Sexual Misconduct and Interpersonal Violence**

George Mason University is committed to providing a learning, living and working environment that is free from discrimination, and we are committed to a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. [University Policy 1202 Sexual Harassment and Misconduct](http://universitypolicy.gmu.edu/policies/sexual-harassment-policy/) (<http://universitypolicy.gmu.edu/policies/sexual-harassment-policy/>) speaks to the specifics of our process, our resources, and the options available to you.

Confidential student resources are available on campus at the Student Support and Advocacy Center (<http://ssac.gmu.edu/>), Counseling and Psychological Services (<http://caps.gmu.edu/>), and Student Health Services (<http://shs.gmu.edu/>).

All other members of the University community (including faculty, except those noted above) are **not** considered confidential resources and are **required** to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact the Title IX Coordinator, at <http://diversity.gmu.edu/title-ix>, at 703-993-8730, or in the Diversity, Equity, and Inclusion office in the Aquia Building, Suite 373.

## **Student and Faculty Names and Pronouns**

Having a *name and pronouns statement* helps foster a community of learners of all genders and gender expressions. It promotes gender inclusivity and supports an understanding of a student's name and pronouns that originates with the learner. In addition, it discourages incorrect assumptions and harmful misgendering, encourages dialogue as befits the learner's comfort, demonstrates respect, and fosters an LGBTQIA+ inclusive environment at Mason. This statement also benefits folks who have experienced traumatic pasts or in general go by a name that is different than the one that is listed in Patriot Web. This name and pronouns statement was co-authored in 2014 by students in TQ Mason (Mason's trans-inclusive student support / action group) and Film and Video Studies faculty (and edited by faculty teams since then). We will take time to introduce our pronouns and names in the course, but if you're more comfortable discussing this with me 1:1, please see the language below and/or set up a time to meet with me.

*Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use they/them for myself and you may address me as "David" "Dr. David" or "Dr. Powers Corwin" in email and verbally. I do prefer to be addressed by my first name, but I know that is hard for some folks until they get to know me a bit more.*

## **OFFICE OF DISABILITY SERVICES<sup>[1]</sup><sub>[SEP]</sub>**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474.

All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

**WRITING CENTER:** Johnson Center Room 227E; (703) 993-1200; <http://writingcenter.gmu.edu>

The University Writing Center provides free tutorial sessions for all students needing help with any writing project from freshman essays to scholarly publications. It is best to make an appointment; walk-ins are accepted if there are openings at that time. Assistance is also offered online. You are highly encouraged to take advantage of this free service!

**UNIVERSITY LIBRARIES** "Ask a Librarian"<sup>[1]</sup><sub>[SEP]</sub> <http://library.gmu.edu/mudge/IM/IMRef.html>

**COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):** (703) 993-2380;<sup>[1]</sup><sub>[SEP]</sub> <http://caps.gmu.edu>

**WOMEN AND GENDER STUDIES CENTER; JC 240K** (703) 993-2986; <http://wmst.gmu.edu/center/>

The Women and Gender Studies Center sponsors programs and events that are relevant to this

course. It has a library of material that may be checked out. We support several student organizations and provide internship opportunities. We also offer free printing to all of our enrolled students and minors. Hours: Mondays-Thursdays 9-6 and Fridays from 9-5.

**Lesbian, Gay, Bisexual, Queer, and Questioning (LGBTQ+) Resources Center:**

SUB I, Room 2200 703-993-2702 [lgbtq.gmu.edu](http://lgbtq.gmu.edu)

**Center for Culture, Equity, and Empowerment (CCEE)**

SUB I, Room 2400 703-993-2700 [ccee.gmu.edu](http://ccee.gmu.edu)

**Student Support and Advocacy Center**

SUB I, Room 3200 703-993-3686 [ssac.gmu.edu](http://ssac.gmu.edu)

24 hr Sexual and Interpersonal Violence Crisis Line: 703-380-1434