

The Ethics of Intimacy



CONTENTS

What are the basic course details?	1	What are my responsibilities?	7
Why should I read all this?	2	How will my grade be determined?	11
Who is my instructor?	3	What is the course schedule?	13
What is this course about?	4	What course policies should I know about?	27
What will I learn in this course?	4-5	What university policies should I know about?	28
What materials do I need to buy?	5	What university resources should I know about?	30
What software will I need to learn?	6		

WHAT ARE THE BASIC COURSE DETAILS?

Title: The Ethics of Intimacy: Sex, Love, and Justice on Campus

Number: FYS 100C

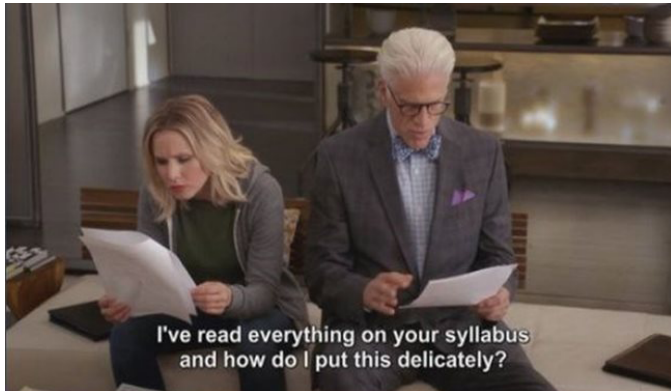
Semester: Spring 2022

Classroom: ZSR 665 ([map](#))

Days: Tuesdays and Thursdays

Time: 5:00PM - 6:15PM

WHY SHOULD I READ ALL THIS?



Perhaps you can empathize with Michael from the *Good Place*, finding syllabi boring and generally unhelpful. I get it. They often read like the terms and conditions fine print most of us click through without reading. But I've done my best to make this one more than stupid garbage and hope I can convince you to read it!

I use my syllabi to paint a detailed picture of the course for prospective students. You will learn more about me, my approach to teaching, the kinds of things we will discuss, the kinds of activities you will complete, and how you will be assessed. And, yes, you will also learn more about my specific expectations for you in this course. All of this should help you get a sense of whether this FYS is a good match for you and, if I'm lucky, may even make you excited about what we'll be doing together this semester!

I don't expect you to memorize all the details of this document and understand that a particular policy may not stick in your mind until you face a situation in which the policy applies. But I do expect you to refer back to this syllabus when those situations arise, and to only ask questions when something is not clearly articulated here. To help make that process less painful, I've included a table of contents to help you find what you need to know when you need it most.

And if all of that isn't motivating enough, perhaps [this message](#) will change your mind?



WHO IS MY INSTRUCTOR?



Name: Dr. Betsy Barre (she/her/hers)

Office: ZSR 663

Office Hours: MW 5:00-6:00 & [By Appointment](#)

Email: barreea@wfu.edu

Office Phone: 336-758-4559

Mobile Phone: 404-313-9062

Best Way to Reach Me: Direct Message on Slack

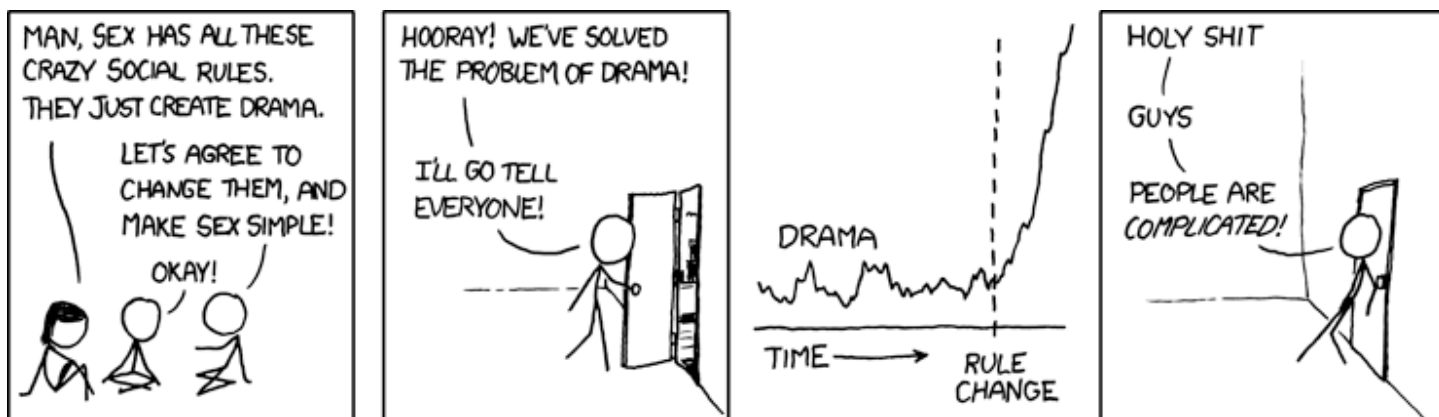
I'm Dr. Betsy Barre (pronounced like "Berry"), and I'm excited you've decided to take your FYS with me this semester! Because I believe great teaching depends on great relationships, I'm looking forward to us getting to know one another over the next few weeks. To get that conversation started, here is some info about me:

I grew up in Southeastern Ohio and both of my parents (as well as both of my siblings and many aunts, uncles, and grandparents) were/are public school teachers. I started college as a music education major, thinking I was going to be the next Will Schuester (though *Glee* didn't exist at that time because I'm also old!). But when I took my first philosophy class my freshman year, my plans began to change. I ended up graduating with a major in philosophy and a minor in history and went to graduate school to study the history of religion and morality. I became a specialist in the histories of Catholic and Islamic ethics, focusing on the way these moral traditions make sense of sexuality, war, political authority, and moral disagreement.

I met my husband while I was an undergrad and we went to graduate school together, though he was pursuing a Ph.D. in Political Science. Since graduating, we've taught at Emory University, Lake Forest College (in Chicago), Marymount Manhattan College, and Rice University. We arrived at Wake Forest from Houston in the summer of 2018 when I accepted a position as the Executive Director of Wake's Center for the Advancement of Teaching. In this role, I lead an office that promotes evidence-informed teaching throughout higher education and works to ensure you experience the best teaching possible during your four years here at Wake Forest. I also have a faculty appointment in the Department for the Study of Religions and do my best to find time to teach an undergraduate course at least once a year.

As is hopefully clear from that short bio, teaching is central to my identity. I love working with students to develop knowledge and skills that help them live examined, purposeful, and fulfilling lives. While the content of my courses is important, I'm most interested in using my courses to help you become the best version of yourself. To make that kind of transformation possible, my courses prioritize your engagement, your autonomy, and your relationships with me and your peers. You will be expected to drive the issues we explore; to debate and question what we discover; and to learn from one another in community. If you'd rather passively participate, staying in the background and doing only what is necessary to earn your desired grade, my courses may not be for you. But if the alternative sounds exciting, we're likely to learn a lot together!

WHAT IS THIS CLASS ABOUT?



"Drama," <https://xkcd.com/592/>

At its most basic level, this course is designed to help you critically reflect on how you and your friends think about sexual relationships and the “rules” that should (or should not!) govern them. We will read about modern relationship practices and how they manifest themselves on college campuses throughout the US. To help us think critically about the implicit and explicit norms that guide this behavior, we will read philosophical debates about the purposes of sex and love and whether we can (or should) have one without the other; about the merits of sexual and romantic exclusivity; about the nature of sexual objectification and consent; and about the additional conditions we might think necessary to secure truly just sexual and romantic relationships. You all will then choose the direction of the final three weeks: spending more time thinking about the ethics of relationships (e.g., unconditional love, ultimatums, and breaking up) or thinking critically about the political and ethical dimensions of our desire (e.g., whether our fantasies and desires might perpetuate inequality).

Throughout the semester you will be encouraged to relate what we are learning to your own experience on campus. I will ask you to reflect on the ways your experience informs your response to the material and, just as importantly, how the material is shaping your response to your experience. By the end of the semester, you will have critically assessed your initial views, developed more complex commitments, and used those commitments to critically evaluate the sexual and romantic culture of Wake Forest. My hope is that this course will help you understand what you and others might need within relationships and prepare you to pursue meaningful sexual and romantic projects throughout your lives.

WHAT ACADEMIC SKILLS WILL I DEVELOP IN THIS COURSE?

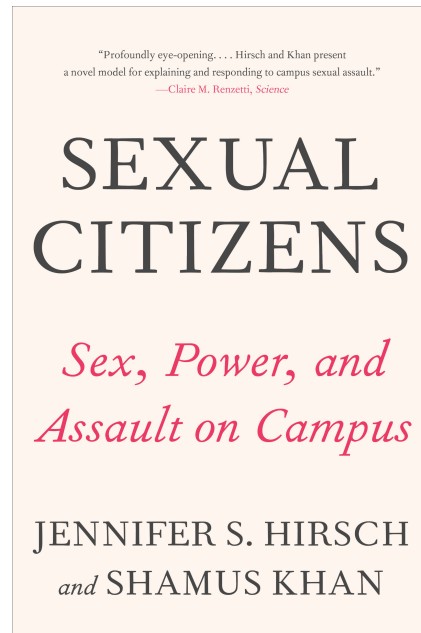
While the broad goals just outlined are important to me (and hopefully you!), I will not be giving you a grade for your moral commitments or your ability to pursue meaningful sexual projects. Instead, our exploration of the material in this course will be a means of developing a number of academic skills that will prepare you for the

rest of your Wake Forest academic career. More specifically, if you take this class and take it seriously, you will develop your abilities to:

- read increasingly sophisticated texts critically;
- pose and respond to complex ideas;
- identify, analyze, interpret, and evaluate different points of view; and
- construct cogent arguments in both written and oral form.

To progress on these outcomes, you will practice deconstructing and explaining arguments; asking relevant questions; collecting and evaluating evidence; considering alternative points of view; developing considered judgments; and defending those judgments in persuasive arguments.

WHAT MATERIALS DO I NEED TO BUY?



Most of the materials you will read in this course will be accessible via Canvas. The three books you are required to purchase will be available at the University Bookstore, but you are encouraged to shop around for the best deals. Detailed information for each required text, including links to used book searches, is below.

1. Ansari, Aziz, and Eric Klinenberg. *Modern Romance* New York: Penguin Press, 2015. [ISBN: 9781594206276]
2. Hirsch, Jennifer S., and Shamus Khan. *Sexual Citizens: a Landmark Study of Sex, Power, and Assault on Campus* First edition. New York, NY: W.W. Norton & Company, 2020. [ISBN: 9781324001706]
3. Srinivasan, Amia. *The Right to Sex: Feminism in the Twenty-First Century* First American edition. New York: Farrar, Straus and Giroux, 2021. [ISBN: 9780374248529]

WHAT SOFTWARE WILL I NEED TO LEARN?

Canvas

This course will make heavy use of Canvas. I have organized the site into modules that will guide you through the course schedule and provide easy access to all requirements each week (e.g., digital texts, assignment descriptions, and submission portals). I will also make use of the Canvas grade book so you can keep track of your progress. You can learn more about Canvas [here](#), and if you ever run into difficulty, use the help button in the left-hand menu to access 24-7 support (phone or chat).

Slack

I have set up a Slack workspace for our use this semester to help us better communicate and continue our classroom conversations (bonus: you will learn a tool used in many industries). To get started, you will need to create an account and join our workspace. You can do both by following this link: https://join.slack.com/t/eoi22/shared_invite/zt-111k8tt0h-2iHDg0FWG5O2lexYuEcPRA. The video below walks you through the process.



You can bookmark that page and continue to access Slack using your browser. However, downloading the Slack app to your [Mac](#), [Windows](#), or [mobile](#) device gives you the option to receive notifications on those devices. You can [modify your notification triggers globally](#) or [per channel](#) to everything, nothing, or just @ mentions, and have a different setting for your mobile devices.

I recommend that you adopt these [Slack etiquette tips](#), particularly the part about replying rather than creating a new post and asking questions in a channel, rather than through a direct message to me. These tips will help keep notifications to a manageable level. If you reduce your notification level, it is still your responsibility to review these channels periodically and respond appropriately.

Here is a list of channels you should see on joining our Slack workspace:

#announcements: A space for all course announcements. If the class agrees, we will use this announcement channel to replace Canvas announcements.

#introductions: A space for us to introduce ourselves (instructions below)

#love-and-sex-in-media: A space for you to share and discuss stories you've seen in the news or on social media that are relevant to our class.

#love-and-sex-on-campus: A space for you to share and discuss relevant campus events/issues.

#questions-for-dr-barre: A space for you to ask me questions. Although you can also send me a direct message, I encourage you to use this channel. Other students will benefit from seeing your questions!

#questions-for-each-other: A space for you to talk with one another. I will not actively monitor this channel. If you want me to see something, use #questions-for-dr-barre

#random: This channel is for... well, everything else. It's a place for class jokes, spur-of-the-moment ideas, and funny GIFs. Go wild!

#resources: a space for me to share additional resources I think you might find interesting.

#group__: a space to communicate with your group.

Hypothesis

Whenever I assign digital texts to be read through Canvas, I will activate the Hypothesis integration. This tool will allow each of us to create digital annotations that are either private or shared with the entire class (you choose). You can use the tool to create private annotations for your notes or to engage in conversations with me and your classmates. I may also use the public annotations to share notes that will help you better understand the text. You can learn more about the tool, and its integration with Canvas, [here](#).

Poll Everywhere

There will be times when our in-class conversations will benefit from anonymity. In those situations, I will ask you all to answer questions anonymously using Poll Everywhere. You can use Poll Everywhere in your browser (pollev.com), but if you want to use your phone, you may find the Poll Everywhere app easier to use.

WHAT ARE MY RESPONSIBILITIES?

To get the most out of this class, you will need to complete a number of activities and assignments throughout the semester. Some of these activities are designed to help you learn, some are designed to assess whether you've learned, and some are designed to do both. Only those assignments that assess your learning will be graded for merit, and those assignments are indicated with an asterisk below. All other assignments will be graded for completion as part of an overall participation grade.

Introduce Yourself

I ask that you introduce yourself to the rest of the class within the first week of the semester. First, find a book in the ZSR stacks that represents one of your favorite things (e.g., the book itself, a topic, a food, or a location). Then take a picture of yourself with the book in the stacks (what I like to call a "shelfie"!) and post it, along with an explanation, to the #introductions channel of our Slack workspace. Have fun with this and be sure to respond to the posts of your colleagues!

Attend an Office Hour

I ask that you sign up to attend one of my office hours within the first three weeks of classes. You don't need to prepare anything for this meeting, we can meet in-person or via Zoom, and I will be happy to set up appointments to accommodate your schedules. You can sign up for an appointment, which should take no longer than 30 minutes, [here](#). I will use this system throughout the semester, and I encourage you to sign up for appointments any time you would like to meet.

Read

The success of this course depends upon you (and your classmates) reading, and reading closely, all that is assigned throughout the semester. To prepare for class discussions, you should take careful notes on what you've read, summarize key points, highlight unclear passages, raise further questions, and note where you agree or disagree. When reading digital texts through Canvas, you will be able to use Hypothesis to create and keep digital versions of these notes.

Organize and Participate in Group Discussions of Reading Questions

At the beginning of the semester, you will be assigned to one of four small groups. These groups will then find a time to meet before each class period to discuss a set of reading questions I will distribute in advance. Each group will work together twice a week, but only one meeting needs to be “live” (i.e., in-person or via Zoom). You can collaborate on the second set of questions in your group Slack channel.

Good faith participation in these discussions will contribute to your overall participation grade and prepare you for the graded pop quizzes you will complete throughout the semester. While I do not expect participation in every group discussion, missing more than 8 will negatively affect your participation grade.

To ensure I have an accurate record of who has participated, I ask that each group record their in-person/Zoom meetings and upload them to their group Slack channel.

Reading Question Pop Quizzes*

At least 12 times throughout the semester, I will begin class with a 10-minute pop “quiz.” In those 10 minutes, you will be asked to hand-write your response to one of the reading questions you discussed with your group before class. I will select the question at random, but you will be permitted to use any and all notes you have prepared. I encourage you to use your group discussions to workshop your answers to each question.

However, *you must write your own response*; a group cannot submit identical responses. Your overall quiz grade will be an average of your 10 highest scores and constitute 15% of your final grade.

Participate in Class Discussions (In-Person and via Slack)

For you to get the most out of this class, it is not enough to show up and take notes. You will learn the most if you actively *participate* in conversations about the ideas we are discussing. While I expect all students to participate in both in-person and Slack discussions, you are free to select the balance that is right for you. In

either case, you can contribute by commenting on the reading, drawing connections to outside texts/ideas/ events, asking questions when perplexed, responding to other students, or constructively disagreeing with a claim we've discussed. For even more ideas about how to participate in a philosophical conversation, check out Dr. Olivia Bailey's "[But How Do I Participate?](#)"

"Levels" Essays*

Except for your final paper, all other essays will be written within a "levels system." Designed by Dr. Dustin Locke, the levels system is modeled on video game mechanics.¹ There will be four levels of papers for you to progress through, and you will be allowed to progress to the next level only after you have completed the previous level. Just as with levels in video games, the idea here is to ensure that you are always working on a task that is challenging enough to be interesting, but not so challenging that it is frustrating.

Your levels grade will constitute 50% of your final grade and will be determined by how far through the levels you progress. You will have seven attempts to progress as far as you are able. Each attempt will be due on a specific day (see schedule) and must be written on one of the readings covered since the last attempt was due (hence, each attempt will be on a new topic—you will not be rewriting the previous attempt).

The complete instructions for each level are as follows:

	Genre	Words	Prompt
Level 1	Expository	200-300 (1 page)	Choose one particular argument from the readings and explain the argument in a very short paper.
Level 2	Comparative	400-600 (2 pages)	This will be just like level 1, except you will choose two arguments with competing views, explain both arguments, and compare them to one another.
Level 3	Evaluative	600-900 (3 pages)	This will also be like level 1, except you will evaluate the strength of the argument, as well. You should raise critical questions about any unstated assumptions, unconvincing evidence, or conclusions that don't follow from the evidence provided. And you should be sure to defend your critique against potential objections.
Level 4	Constructive	800-1200 (4 pages)	This essay will combine levels 1-3 and add your own original argument about the issue discussed. You will explain the arguments of at least two competing views, evaluate those arguments, and then make your own argument on the basis of your own evidence. As with level 3, you will need to defend your argument against potential objections to complete this level.

After attempting a level, you will receive one of three evaluations: "good effort," "almost," or "complete." It is thus possible to progress *within* a level before you progress *between* the levels. Although your letter grade is determined by the last level you attempt, the character of that grade (i.e., "+/-") will be based on your final evaluation within that level, according to the following scale:

¹Dustin Locke, "[Levels System](#)."

	Good Effort	Almost	Complete
Level 1	D-	D	D+
Level 2	C-	C	C+
Level 3	B-	B	B+
Level 4	A-	A	A+

Group Podcast*

Throughout the semester, you will work together with your group (the same you were assigned for reading discussions) to develop a podcast episode about the sexual and romantic culture of Wake Forest. You will select a topic early in the semester and then spend the rest of the term collecting evidence, completing interviews, crafting a story, and editing your audio. We will share the final podcasts with one another during an end-of-semester celebration during our exam period on Monday, May 2nd at 7 PM. This podcast will be worth 15% of your final grade.

Final Paper*

The final paper for this class will be exactly the same as a Level 4 paper, but it will explicitly address the material you uncovered in your podcast. You can either evaluate the informal arguments of your peers *or* evaluate arguments we read in light of what you found. This paper will be graded on a standard A to F scale, and constitute 20% of your final grade, but if you worked hard on your levels papers, you will be prepared to write a successful essay!

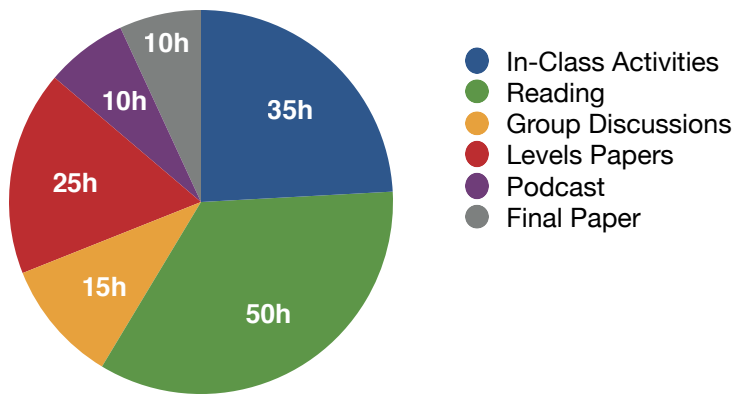
OK, so how much work is this really going to be?

Federal guidelines define a single semester credit hour as “one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks.” Under this definition, a three credit-hour semester course like this will require at least 135 hours of your time. Because this is Wake Forest, I will be requiring slightly more of you than the federal minimum, and you should plan to devote 145 hours to this course over the next 16 and a half weeks. This amounts to 8-10 hours per week, including the 2.5 hours you spend in class.

I’ve done my best to estimate the amount of time it should take the average WFU student to complete the assignments in this course, and I have indicated these estimates in the course schedule below. Variation in prior experience and work habits make it difficult to estimate how long a task will take any individual student, but they should give you a



good target when planning your semester. The chart below will give you a quick sense of how this course distributes the 145 hours of work across various types of activities and assignments:



HOW WILL MY GRADE BE DETERMINED?

How will my final grade be calculated?

Your final grade will be a function of your participation grade and your assessment grade. Rather than averaging these two categories together, each will determine whether you have met the thresholds in the chart below. To earn the grade in the left-hand column, you must earn the grades in that row or higher. A student who wants to earn a B+ must earn a B or higher participation grade and a B+ or higher assessment grade.

Final Grade	Participation Grade	Assessment Grade
A+	A	A+
A	A-	A
A-	B+	A-
B+	B	B+
B	B-	B
B-	C+	B-
C+	C	C+
C	C-	C
C-	D+	C-
D+	D	D+
D	D-	D
D-	D-	D-

How will my participation grade be calculated?

As noted above, your participation grade will be based on the extent to which you completed all ungraded assignments and activities with a good faith effort. This includes attending class, participating in group discussions, and contributing to conversations in class and on our course Slack channel. Given the number of additional ungraded assignments, and the likelihood that you will complete most of them, I will not be keeping track of each completion in the Canvas grade book (though I will keep my own records). To keep you informed of your progress, I will share your tentative participation grade at the mid-semester point. If you keep participating at the same level, you should expect to receive that score at the end of the semester. And if you're dissatisfied with your mid-semester grade, you will have time to change your approach to participation.

How will my assessment grade be calculated?

GRADING SCALE (rounded to the nearest integer)

98%-100%: A+	87%-89%: B+	77%-79%: C+	67%-69%: D+
93%-97%: A	83%-86%: B	73%-76%: C	63%-66%: D
90%-92%: A-	80%-82%: B-	70%-72%: C-	60%-62%: D-

GRADE COMPONENTS

1. Reading Question Quizzes, 150 total points (15%)

- 10/12 Highest Scores, 15 points each

2. Levels Essays, 7 attempts, 500 total points (50%)

- Complete Level 4 = 500 pts (A+)
- Almost Level 4 = 470 pts (A)
- Good Effort Level 4 = 450 pts (A-)
- Complete Level 3 = 440 pts (B+)
- Almost Level 3 = 420 pts (B)
- Good Effort Level 3 = 400 (B-)
- Complete Level 2 = 390 pts (C+)
- Almost Level 2 = 370 pts (C)
- Good Effort Level 2 = 350 pts (C-)
- Complete Level 1 = 340 pts (D+)
- Almost Level 1 = 320 pts (D)
- Good Effort Level 1 = 300 pts (D-)

3. Group Podcast, 150 total points (15%)

4. Final Essay, 200 total points (20%)

How will my graded assignments be assessed?

All graded assignments will assess the extent to which you have progressed on the course learning outcomes highlighted at the beginning of this syllabus. While not all graded assignments will assess all outcomes, all outcomes will be assessed in at least two assignments. The chart on the following page lists all graded assignments and the outcomes each will assess.

Outcome	Reading Question Quizzes	Level 1 Essay	Level 2 Essay	Level 3 Essay	Level 4 Essay	Podcast	Final Essay
Deconstructing and Explaining Arguments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Asking Relevant Questions				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Collecting Evidence					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluating Arguments	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Considering Alternative Points of View	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Constructing Arguments					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Communicating Persuasively		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

WHAT IS THE COURSE SCHEDULE?

SEMESTER SCHEDULE AT A GLANCE

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JAN 9			FIRST DAY OF CLASS		LET'S TALK ABOUT TALKING ABOUT SEX		
JAN 16			MODERN ROMANCE		MODERN ROMANCE		
JAN 23			THE CASE OF AZIZ ANSARI		THE "CAT PERSON" & UNWANTED SEX		

JAN 30	LEVELS ATTEMPT #1		WHAT ARE SEX & LOVE FOR?		HOW ARE SEX & LOVE CONNECTED?		
FEB 6			CAN YOU HAVE ROMANCE WITHOUT SEX?		SHOULD YOU HAVE SEX WITHOUT LOVE?		
FEB 13	LEVELS ATTEMPT #2		DOES SEX REQUIRE EXCLUSIVITY?		DOES LOVE REQUIRE EXCLUSIVITY?		
FEB 20			IS SEXUAL OBJECTIFICATION WRONG?		IS SEXUAL OBJECTIFICATION WRONG?		
FEB 27	LEVELS ATTEMPT #3		SEXUAL ASSAULT		CONSENT		
MAR 6							
MAR 13			RAPE VS. UNJUST SEX		COERCION & DECEPTION		
MAR 20	LEVELS ATTEMPT #4		CULTURE		COMMUNICATION		
MAR 27	LEVELS ATTEMPT #5		THE AFTERMATH		SEX EDUCATION: A PATH FORWARD?		
APR 3			COMMITMENT THE POLITICS OF DESIRE		CONDITIONALITY THE POLITICS OF DESIRE		
APR 10	LEVELS ATTEMPT #6		ULTIMATUMS APPEARANCE & DISABILITY		BREAKING UP RACE & GENDER		
APR 17			OVERLAP DAY				
APR 24	LEVELS ATTEMPT #7		LAST DAY OF CLASS				
MAY 1		PODCAST PREMIERE				FINAL PAPER	

CLASSES
DEADLINES
BREAKS
READING DAYS
EXAMS

Detailed Schedule

Note: This schedule is only a rough guide. Although the deadlines for major assignments will not change without agreement from all students in the class, the topics and readings are very much likely to shift in response to your feedback and interests. Starting in week five, I've listed numerous possible readings from which we will all choose selections together. To ensure you have an up-to-date listing of assignments, use the Canvas modules instead.

Date	Assignment	Est. Time	Due
------	------------	-----------	-----

WEEK 1

	Buy Course Texts	20m	1/13 @ 5PM
1/11	Class: First Day	75m	
	Join Slack Workspace	10m	1/13 @ 5PM
	Introduce Yourself	30m	1/13 @ 5PM
	Read: <ul style="list-style-type: none"> • Syllabus Modules • Callard, "The Devil's Advocate's Advocate" • Barnes, "Arguments That Harm: And Why We Need Them" 	1 hour	1/13 @ 5PM
	Sign Up for/Attend Office Hour		1/28 @ 5PM
1/13	Class: Let's Talk About Talking About Sex	75m	

WEEK 2

	Read: <ul style="list-style-type: none"> • Chapters 1-3, <i>Modern Romance</i> 	3 hours	1/18 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 01 	30m	1/18 @ 5PM
	Sign Up for/Attend Office Hour		1/28 @ 5PM
1/18	Class: Modern Romance	75m	
	Read: <ul style="list-style-type: none"> • Chapters 4-6, <i>Modern Romance</i> 	3 hours	1/20 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 02 	30m	1/20 @ 5PM
	Sign Up for/Attend Office Hour		1/28 @ 5PM
1/20	Class: Modern Romance	75m	

WEEK 3

	Read: <ul style="list-style-type: none"> • Chapter 7 & Conclusion, <i>Modern Romance</i> • Way, "I Went on a Date with Aziz Ansari. It Turned Into the Worst Night of My Life." • Flanagan, "The Humiliation of Aziz Ansari" • North, "The Aziz Ansari Story is Ordinary. That's Why We Have to Talk About It." • NPR, "The Fine Line Between a Bad Date And Sexual Assault: 2 Views on Aziz Ansari" 	2 hours	1/25 @ 5PM
	Optional: <ul style="list-style-type: none"> • Weiss, "Aziz Ansari is Guilty. Of Not Being a Mind Reader." • North, "Aziz Ansari Has Addressed his Sexual Misconduct Allegation. But He Hasn't Publicly Apologized." 		
	Discuss: <ul style="list-style-type: none"> • Reading Questions 03 	30m	1/25 @ 5PM
	Sign Up for/Attend Office Hour		1/28 @ 5PM
	Levels Attempt #1		1/30 @ 11:59
1/25	Class: The Case of Aziz Ansari	75m	
	Last Day to Add Full-Term Classes		
	Read: <ul style="list-style-type: none"> • Roupenian, "Cat Person" • Bennett, "When Saying 'Yes' Is Easier Than Saying 'No'" • Yarmel, "Bad Sex (And What To Do Instead)" • Introduction, <i>Sexual Citizens</i> 	2.5 hours	1/27 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 04 	30m	1/27 @ 5PM
	Sign Up for/Attend Office Hour		1/28 @ 5PM
	Levels Attempt #1		1/30 @ 11:59
1/27	Class: Sexual Agency	75m	
	Sign Up for/Attend Office Hour		1/28 @ 5PM
1/28	Office Hour Deadline	40m	1/28 @ 5PM

WEEK 4

1/30	Levels Attempt #1 Due	90m	1/30 @ 11:59
	Read: <ul style="list-style-type: none"> • “What Is Sex For?” In <i>Sexual Citizens</i> • Jenkins, “Gems at the Garage Sale: Philosophers on Love” in <i>What Love Is</i> • “Breakey, “3 Ways Philosophers Can Help Us Understand Love” • Ebels-Duggan, “Love and Agency” 	2.5 hours	2/1 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 05 	30m	2/1 @ 5PM
	Head Start: Levels Attempt #2		2/13 @11:59PM
2/1	Class: The Nature of Love & Sex	75m	
	Read: <ul style="list-style-type: none"> • Jollimore, “Love, Romance, & Sex” 	1 hour	2/3 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 06 	30m	2/3 @ 5PM
	Head Start: Levels Attempt #2		2/13 @11:59PM
2/3	Class: The Relationship Between Sex & Love	75m	

WEEK 5

	Read Selections From: <ul style="list-style-type: none"> • McKeever, “Love—What’s Sex Got To Do With It?” • Brunning & McKeever, “Asexuality” • Hirji & Krishnamurthy, “What is Romantic Friendship?” 	2 hours	2/8 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 07 	30m	2/8 @ 5PM
	Levels Attempt #2		2/13 @11:59PM
2/8	Class: Can We Have Romantic Love without Sex?		

	Read Selections From: <ul style="list-style-type: none"> • Konnikova, "Casual Sex-Everyone Is Doing It" • Invisibilia, "Friends with Benefits" • Halwani, "Are One Night Stands Morally Problematic?" • Halwani, "Casual Sex, Promiscuity, and Objectification" in <i>The Philosophy of Sex</i> • Rocha, "Respectful, Beneficent, and Trustworthy Hook Ups" in <i>The Ethics of Hooking Up</i> • Wolf, "A Hookup of Her Own" • Katz & Schneider, "Casual Hook Up Sex During The First Year of College" • Helm, "Hook-up Culture Among College Students" • Jenkins Hall & Tanner, "US Black College Women's Sexual Health in Hookup Culture" • Crimp, "How to Have Promiscuity in an Epidemic" 	2 hours	2/10 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 08 	30m	2/10 @ 5PM
	Levels Attempt #2		2/13 @11:59PM
2/10	Class: Should We Have Sex without Romantic Love?		

WEEK 6

2/13	Levels Attempt #2 Due	3 hours	2/13 @11:59PM
	Read Selections From: <ul style="list-style-type: none"> • McKeever, "Is The Requirement of Sexual Exclusivity Consistent with Romantic Love?" • Lockhart, "The Normative Potency of Sexually Exclusive Love" • Greaves, "An Unfortunate State of Affairs" 	2 hours	2/15 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 09 	30m	2/15 @ 5PM
	Head Start: Levels Attempt #3		2/27 @11:59PM
2/15	Class: Does Sex Require Exclusivity?		
	Last Day to Change to Pass/Fail Full-Term Classes Last Day to Drop Full-Term Classes		

	Read Selections From: <ul style="list-style-type: none"> • Jenkins & Jenkins, "On Being the Only Ones" • Wollard, "Why Monogamy is Marvelous: In Defense of Fidelity" • Brunning, "Imagine There's No Jealousy" • Callard, "The Other Woman" • Marino, "Ethical Nonmonogamy" in <i>Philosophy of Sex and Love</i> • Shotwell, "Ethical Polyamory, Responsibility, and Significant Otherness" • Strauss, "Is Polygamy Inherently Unequal?" • Brunning, "The Distinctiveness of Polyamory" 	2 hours	2/17 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 10 	30m	2/17 @ 5PM
	Head Start: Levels Attempt #3		2/27 @11:59PM
2/17	Class: Does Love Require Exclusivity?		

WEEK 7

	Read Selections From: <ul style="list-style-type: none"> • Papadaki, "What is Objectification?" • Marino, "Sex, Respect, and Objectification" in <i>Philosophy of Sex and Love: An Opinionated Introduction</i> • Marino, "The Ethics of Objectification—Autonomy and Consent" • Nussbaum, "Objectification" • Lintott & Irvin, "Sex Objects and Sexy Subjects: A Feminist Reclamation of Sexiness" • Jutten, "Sexual Objectification" • Mappes, "Sexual Morality and the Concept of Using Another Person" • Barnhill, "Bringing the Body Back to Sexual Ethics" 	2 hours	2/22 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 11 	30m	2/22 @ 5PM
	Levels Attempt #3		2/27 @11:59PM
2/22	Class: Is Sexual Objectification Wrong?		

	Read Selections From: <ul style="list-style-type: none"> • “Talking to My Students about Porn,” in <i>The Right to Sex</i> • Marino, “Objectification, Autonomy, and Pornography” in <i>Philosophy of Sex and Love</i> • Goldberg, “Why Sex-Positive Feminism is Falling Out of Fashion” • Srinivasan, “Who Lost the Sex Wars?” • Bazelon, “The Return of the Sex Wars” • Callahan, “Abortion and the Sexual Agenda” 	2 hours	2/24 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 12 	30m	2/24 @ 5PM
	Levels Attempt #3		2/27 @11:59PM
2/24	Class: Is Sexual Objectification Wrong?		

WEEK 8

2/27	Levels Attempt #3 Due	4.5 hours	11:59PM
	Read: <ul style="list-style-type: none"> • “Sexual Assaults” in <i>Sexual Citizens</i> • “The Conspiracy Against Men,” in <i>The Right to Sex</i> 	2 hours	3/1 @5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 13 	30m	3/1 @5PM
	Head Start: Levels Attempt #4		3/20 @11:59PM
3/1	Class: Sexual Assault and Consent		
	Read Selections From <ul style="list-style-type: none"> • “Consent,” in <i>Sexual Citizens</i> • Marino, “Consent and Rape Law,” in <i>Philosophy of Sex and Love</i> • Dougherty, “Affirmative Consent and Due Diligence” • West, “Sex, Law, and Consent” • Fischel, “What Do We Consent To When We Consent To Sex?” • Kleinig, “The Nature of Consent” • Wertheimer, “Consent to Sexual Relations” • Kavanagh, “Juliette—A Model of Sexual Consent” • Tilton & Ichikawa, “Not What I Agreed To: Content and Consent • Eskens, “Is Sex with Robots Rape?” • Singer, “Heavy Petting” 	2 hours	3/3 2 5PM

	Discuss: • Reading Questions 14	30m	3/3 2 5PM
	Head Start: Levels Attempt #4		3/20 @11:59PM
3/3	Class: Sexual Assault and Consent		

SPRING BREAK

3/7	Midterm Grades Due		
-----	---------------------------	--	--

WEEK 9

	Read Selections From • "Under One Roof," in <i>Sexual Citizens</i> • "The Toxic Campus Brew," in <i>Sexual Citizens</i> • Director, "Sober Thoughts on Drunken Consent" • Husak, "Rape without Rapists" • Reitan, "Rape as an Essentially Contested Concept" • Cahill, "Unjust Sex vs. Rape" • Cahill, "Recognition, Desire, and Unjust Sex" • Anderson, "Conceptualizing Rape as Coerced Sex" • Woodward, "Bad Sex and Consent"	2 hours	3/15 @ 5PM
	Discuss: • Reading Questions 15	30m	3/15 @ 5PM
	Levels Attempt #4		3/20 @11:59PM
	Head Start: Levels Attempt #5		3/27 @ 11:59PM
3/15	Class: Sexual Assault and Consent		
	Read Selections From: • Sommers, "You Were Duped Into Saying Yes. Is That Still Consent?" • Adetunji, "Arab Guilty of Rape After Consensual Sex with Jew" • Cave, "Playing Games with Our Hearts? Boorishness and the Practice of Pickup Artistry" • Dougherty, "Sex, Lies, and Consent" • Anderson, "Sex Under Pressure—Jerks, Boorish Behavior, and Gender Hierarchy" • Conly, "Seduction, Rape, and Coercion" • Punik, "The Law of Deception" • Jubb, "Consent and Deception" • O'Neill, "Which Are The Offers You Can't Refuse?" • White, "On the Moral Objection to Coercion"	2 hours	3/17 @ 5PM

	Discuss: • Reading Questions 16	30m	3/17 @ 5PM
	Levels Attempt #4		3/20 @11:59PM
	Head Start: Levels Attempt #5		3/27 @ 11:59PM
3/17	Class: Coercion and Deception		

WEEK 10

3/20	Levels Attempt #4 Due	6 hours	11:59PM
3/21	Last Day to Drop With A Grade of “W”		
	Read Selections From: • “Acts of Entitlement,” in <i>Sexual Citizens</i> • “The Power of the Group” in <i>Sexual Citizens</i> • “The Right to Sex” in <i>The Right to Sex</i>	2 hours	3/22 @ 5PM
	Discuss: • Reading Questions 17	30m	3/22 @ 5PM
	Levels Attempt #5		3/27 @ 11:59PM
	Head Start: Group Podcast		5/2 @ 7PM
3/22	Class: Culture		
	Read Selections From: • Primoratz, “Sexual Morality—Is Consent Enough?” • McPherson, “Consent is Not Enough: A Case Against Liberal Sexual Ethics” • West, “The Harms of Consensual Sex” • Kukla, “Consent and Refusal Are Not the Only Talking Points in Sex” • Kukla, “That’s What She Said—The Language of Sexual Negotiation” • Volger, “Sex and Talk” • Dougherty, “Yes Means Yes—Consent and Communication”	2 hours	3/24 @ 5PM
	Discuss: • Reading Questions 18	30m	3/24 @ 5PM
	Levels Attempt #5		3/27 @ 11:59PM
	Head Start: Group Podcast		5/2 @ 7PM
3/24	Class: Communication		

WEEK 11

3/27	Levels Attempt #5 Due	3.5 hours	11:59PM
	Read Selections From <ul style="list-style-type: none"> • “The Aftermath” in <i>Sexual Citizens</i> • “Gender and Beyond,” in <i>Sexual Citizens</i> • “Sex, Carceralism, and Capitalism” in <i>The Right to Sex</i> • Kukla, Herbert, & Watson, “Sexual Violation and the Language of Repair” • Chotiner, “Marth Nussbaum on #metoo” • Philosophy 24/7 Podcast, “Do Victims Have Obligations, Too?” 	2 hours	3/29 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 19 	30m	3/29 @ 5PM
	Head Start: Levels Attempt #6		4/10 @ 11:59PM
	Head Start: Group Podcast		5/2 @ 7PM
3/29	Class: The Aftermath		
	Read: <ul style="list-style-type: none"> • “Forming Sexual Citizens,” in <i>Sexual Citizens</i> • Slominski, “Sex on the Curriculum” 	2 hours	3/31 @ 5PM
	Discuss: <ul style="list-style-type: none"> • Reading Questions 20 	30m	3/31 @ 5PM
	Head Start: Levels Attempt #6		4/10 @ 11:59PM
	Head Start: Group Podcast		5/2 @ 7PM
3/31	Class Reimagining Sex Education		

WEEK 12

	TRACK A Read/Listen: <ul style="list-style-type: none"> • “Coda: The Politics of Desire,” in <i>The Right to Sex</i> • Klein & Srinivasan, “Can we Change Our Sexual Desires? Should We?” 	2 hours	4/5 @ 5PM
	TRACK B Read Selections from: <ul style="list-style-type: none"> • Merino, “The Problem with ‘We’: Rethinking Joint Identity in Romantic Love” • Liao, “The Idea of a Duty to Love” • Wilson, “Can One Promise to Love Another?” • Kronqvist, “The Promise that Love Will Last” 		

	Discuss: • Reading Questions 21	30m	4/5 @ 5PM
	Levels Attempt #6		4/10 @ 11:59PM
	Head Start: Group Podcast		5/2 @ 7PM
4/5	Track A Class: The Politics of Desire Track B Class: Promise/Commitment		
	TRACK A Read Selections From: • Halwani, "Why Sexual Desire is Objectifying - and Hence Morally Wrong" • McClay, "Pleasure Needs No Politics" • Cahill, "Sexual Desire, Inequality, and the Possibility of Transformation" • Kershner, "The Moral Status of Sexual Fantasies"	2 hours	4/7 @ 5PM
	TRACK B Read: • Dixon, "Romantic Love, Appraisal, and Commitment" • Delaney, "Romantic Love and Loving Commitment: Articulating a Modern Ideal" • Edyvane, "Against Unconditional Love" • Marino, "Love and Marriage," in <i>Philosophy of Sex and Love</i>	2 hours	4/7 @ 5PM
	Discuss: • Reading Questions 22	30m	4/7 @ 5PM
	Levels Attempt #6		4/10 @ 11:59PM
	Head Start: Group Podcast		5/2 @ 7PM
4/7	Track A Class: The Politics of Desire Track B Class: Unconditional Love		

WEEK 13

4/10	Levels Attempt #6 Due	3.5 hours	4/10 @ 11:59PM
------	-----------------------	-----------	----------------

	TRACK A Read Selections From: <ul style="list-style-type: none"> • Rhode, "Appearance as a Feminist Issue" • Cahill, "Unsexed Women" • Eaton, "Taste in Bodies and Fat Oppression" • Schriempf, "(Re)fusing the Amputated Body-An Interactionist Bridge for Feminism and Disability" • Marino, "Sex, Love, and Disability" in <i>Philosophy of Sex and Love</i> 	2 hours	4/12 @ 5PM
	TRACK B Read: <ul style="list-style-type: none"> • Liberto, "Threats, Warnings, and Relationship Ultimatums" • Lopez-Cantero, "The Break-Up Check: Exploring Romantic Love Through Relationship Terminations" 		
	Discuss: <ul style="list-style-type: none"> • Reading Questions 23 	30m	4/12 @ 5PM
	Head Start: Levels Attempt #7		4/24 @ 5PM
	Head Start: Group Podcast		5/2 @ 7PM
4/12	Track A Class: Disability & Appearance Track B Class: Ultimatums & Break-Ups		
	TRACK A Read/Watch Selections From: <ul style="list-style-type: none"> • Mills, "Do Black Men Have a Moral Duty to Marry Black Women?" • Zheng, "Why Yellow Fever Isn't Flattering-A Case Against Racial Fetishes" • Marino, "Sex, Love, and Race" in <i>Philosophy of Sex and Love</i> • Halwani, "Racial Sexual Desires" in <i>The Philosophy of Sex</i> • Higgins, "Sexual Disorientation-Moral Implications of Gender Norms" • Behrens, "Queer Bodies and Queer Love" • Black Mirror, "Striking Vipers" 	2 hours	4/14 @ 5PM
	TRACK B Read: <ul style="list-style-type: none"> • Callard, "Breaking Points" • Stewart, "Breaking Up is Hard to Do: A Philosophical Discussion of the End of Love" • Brake, "Is Divorce Promise-Breaking?" 		

	Discuss: • Reading Questions 24	30m	4/14 @ 5PM
	Head Start: Levels Attempt #7		4/24 @ 5PM
	Head Start: Group Podcast		5/2 @ 7PM
4/14	Track A Class: Race & Gender Track B Class: Break-Ups & Divorce		

WEEK 14 (Half Week)

	Overlap Day (Reading TBD)	2 hours	4/19 @ 5PM
	Discuss: • Reading Questions 25	30m	4/19 @ 5PM
	Levels Attempt #7		4/24 @ 5PM
	Head Start: Group Podcast		5/2 @ 7PM
4/19	Class: Overlap Day (TBD)		
4/21	Wellness Day: No Classes		

WEEK 15 (Half Week)

4/24	Levels Attempt #7 Due	3.5 hours	4/24 @ 11:59PM
	Group Podcast		5/2 @ 7PM
	Head Start: Final Paper		5/6 @ 11:59PM
4/26	Class: Last Day of Class		
	Group Podcast		5/2 @ 7PM
	Head Start: Final Paper		5/6 @ 11:59PM

WEEK 16

	Group Podcast		5/2 @ 7PM
5/2	End-of-Semester Podcast Celebration	10h	5/2 @ 7PM
	Final Paper		5/6 @ 11:59PM
5/6	Final Paper Due @ 11:59PM	10h	5/6 @ 11:59PM

WHAT COURSE POLICIES SHOULD I KNOW ABOUT?

Attendance

While much of your learning will occur while you read, take notes, and complete out-of-class assignments, being present in class is equally important. As a result, attendance is required and will be taken at the beginning of every class period. You are, nevertheless, free to miss up to three class periods with no questions asked (i.e., you don't even need to let me know!). Beyond that, every absence will lower affect your participation grade. Because you're given three "freebies," I rarely excuse further absences. However, I do make exceptions at my discretion. If you wish to receive an excused absence, you must receive approval from me before the missed class period. The only exceptions to this rule are medical emergencies affecting yourself or your family. In all cases, I may ask for supporting documentation for excused absences.

Late Work

If a required assignment or quiz is not submitted by the due date, it will be marked incomplete. Nevertheless, I've designed my course to allow for some missed assignments. You can drop two quiz scores and you have 7 attempts to complete 4 levels essays. Every student is also allotted one levels late pass that will allow them to turn in a levels attempt up to one week late. Because the quizzes take place in class and the final assignments are due at the end of the semester, I cannot provide extensions. Nevertheless, students experiencing emergencies should come to talk with me so we can work out a plan to ensure their success (which may sometimes involve medical withdrawal or an incomplete).

Religious Holidays

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

Source: University of Pittsburgh Faculty Assembly

Civil Discourse

In this course, we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually

reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

Source: California State University course: Race, Racism and Critical Thinking.

Content Warning

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women's Studies Program, course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you'd like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the University Counseling Center.

Source: University of Pittsburgh's Gender, Sexuality, & Women's Studies Program

WHAT UNIVERSITY POLICIES SHOULD I KNOW ABOUT?

Accommodations for Students with Disabilities

As an employee of Wake Forest University, I'm required to provide reasonable accommodations to students with disabilities. As a teacher who cares about creating classroom spaces that are welcoming and supportive of all students, I am *eager* to do so. I've done my best to design a course that is accessible to a diverse set of learners, but I understand that accommodations may still be necessary. So if you have a documented disability and are in need of support, please come see me as soon as possible to work out a plan (in the interest of fairness to other students, we can't provide accommodations after the fact). And If you haven't already done so, you must also register with the Center for Learning, Access, and Student Success in 118 Reynolda Hall (336-758-5929, class.wfu.edu).

Academic Integrity

As with all courses, you will be held to the standards of the WFU Honor Code in this class. If you are unfamiliar with the details of this code and how it is administered, you should consult the [Honor System Handbook](#). This

handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Beyond this university-wide policy, my own policy is the following: You are free to work together on most assignments, but your quiz answers, levels essays, and final paper should be your own. If I detect plagiarism on a levels essay, the assignment will be marked incomplete and you will lose that attempt to progress through the levels. If I detect plagiarism on a quiz response or the final paper, you will be reported to the honor council who will then determine the appropriate punishment. In the case of unintentional citation errors, students will be required to revise their essays to receive credit.

Non-Discrimination

Wake Forest University is committed to diversity, inclusion and the spirit of Pro Humanitate. In adherence with applicable laws and as provided by University policies, the University prohibits discrimination in its employment practices and its educational programs and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status.

Wake Forest also values freedom of expression and the open exchange of ideas. The expression of an idea or point of view some may find offensive or inflammatory is not necessarily a bias-related incident. While this value of openness protects controversial ideas, it does not protect harassment or expressions of bias or hate aimed at individuals.

The University defines a bias incident as any threat or act – verbal, written, or physical – that is directed against or targeted at members of the Wake Forest community or Wake Forest property that is motivated, in whole or in part, because of a bias against race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and/or veteran status. This may include such behavior as nonthreatening name calling, using racial slurs or disseminating racist leaflets. Threatening phone calls, hate mail, physical assaults, and vandalism move beyond bias alone and can meet the legal definition of hate crimes.

All faculty, staff, and students are encouraged to report suspected or actual incidents of bias or hate crimes at reportbias.wfu.edu. The University is committed to protecting individuals from interference with making a good faith report and from retaliation for having made a good faith report or for having refused to engage or participate in wrongful conduct.

Sexual Misconduct

To ensure a safe and productive learning environment, university policies prohibit gender discrimination, sexual assault, sexual harassment, dating violence, and stalking. If you have experienced, or think you may have experienced, gender discrimination or any form of sexual misconduct, I encourage you to talk to someone about your experience so you can get the support you need.

The University Safe Office provides confidential support for sexual assault, interpersonal violence and any other form of sexual harassment or misconduct. They can provide assistance with academic accommodation

requests, space to discuss options if you are considering making a report, counseling, and more. Their 24-hour crisis line is 336-758-5285. You may find information about the Safe Office online at safeoffice.wfu.edu.

Alleged sexual misconduct can also be reported to the Title IX Office (a non-confidential resource) by emailing titleixcoordinator@wfu.edu or calling 336-758-7258. The Student Sexual Misconduct Policy may be reviewed by visiting the Title IX [website](#). Alleged criminal conduct may also be reported to law enforcement by calling University Police at 336-758-5911 or by submitting a [silent witness report](#).

WHAT UNIVERSITY RESOURCES SHOULD I KNOW ABOUT?

Center for Learning, Access, and Student Success (CLASS)

The Center for Learning, Access, and Student Success (CLASS) provides study skills training and counseling. Students can learn to read critically, take notes effectively, manage their time, improve their motivation, increase their reading speed, and prepare for tests. Students with a wide range of learning and other documented disabilities may also receive academic support, training, and advocacy through the CLASS.

Peer Tutoring Program, CLASS

CLASS also offers individual and group tutoring services. Peer tutors are chosen based upon personal interviews, faculty recommendations, and grades. Tutoring is certified by the College Reading and Learning Association (CRLA), and all tutors must successfully complete training towards certification by the CRLA.

Writing Center

Offers students a relaxed and welcoming place to discuss writing and the writing process with trained peer tutors. The Center is staffed by friendly and knowledgeable Wake Forest undergraduate and graduate students who act as an audience for students' writing.

Z. Smith Reynolds Library

Supports instruction and research at the undergraduate level and in the graduate accounting program, the Graduate School of Arts and Sciences, and the School of Divinity. Easily accessible from the residence halls and classroom buildings, the library offers abundant study space for both individuals and groups. The entire library is equipped for wireless internet access.

University Counseling Center

Provides a broad range of psychological, counseling and educational services to deal with personal, interpersonal, vocational and academic issues. The Counseling Center also provides outreach programs and consultation services to students, faculty and staff; classroom teaching; and training for graduate students in

counseling. The UCC can be reached Monday-Friday, 8:30 AM to 5:00 PM in Reynolda 117 (336.758.5273 or counselingcenter.wfu.edu). Crisis support is also available after-hours by calling 336.758.5273 and pressing 1 to speak to a crisis counselor.

Student Health Services

The mission of the Student Health Service is to promote and maintain the health of students attending the University by modifying or removing health-related barriers to learning (336.758.5218 or shs.wfu.edu).

CHOICES

WFU CHOICES (Cultivating Healthier Opinions In Challenging Everyday Situations) is the Wake Forest University substance abuse prevention, education, and intervention program. Services offered include, alcohol and other drug workshops and educational programs, individual assessment and counseling as it relates to alcohol and other drug misuse, referrals to community support services, and support for students in recovery.

International Student Services

International Student and Scholar Services (ISSS) is a valuable resource for international students. They provide guidance on immigration matters, but also lead programming to support academic, social, and professional adjustment to life in the United States.

Intercultural Center

Strives to foster an inclusive and welcoming campus environment marked by an appreciation of diversity. Toward this end, they work to recruit and retain students of color, and engage members of the University community in meaningful cross cultural interactions.

LGBTQ+ Center

Provides support and advocacy to Wake Forest University's lesbian, gay, bisexual, transgender, queer and questioning students, and faculty and staff. We also provide education to the entire campus community about issues of gender identity and sexual orientation. The Center is a welcoming, safe place for students to discuss issues and to find support.

Women's Center

The Women's Center provides a lounge for students to hang out, do homework, and learn together about important issues of gender equity. The Center also hosts events and workshops, and provides mentoring, to help students build life skills and consider future career paths.

Office of the Chaplain

Encourages students, faculty, administrators, and staff to “explore the spiritual dimensions to human existence in ways that prompt examination of self and perceptions of the world” (336.758.5210 or chaplain.wfu.edu).

SAFE Office/PREPARE

The SAFE Office provides counseling to students 24/7 year-round. This office is completely confidential and provides support in areas ranging from sexual assault to adjusting to the social scene of college. In addition, PREPARE (Policy Group on Rape Education, Prevention and Response) is made up of approximately 60 undergraduate students from across campus who are dedicated to promoting healthy relationships and sexual assault prevention at Wake Forest.

Important information for students who may be victims of sexual misconduct: If you or someone you know may have been a victim of sexual assault or any other type of sexual misconduct prohibited under the Wake Forest University Sexual Misconduct Policy, you are strongly encouraged to seek immediate assistance. Assistance can be obtained 24 hours a day, 7 days a week, from the Safe Office, 336.758.5285.