



College of Social and Behavioral Sciences

Women's and Gender Studies

WGS 300W: Feminist Theories

Fall 2022

Total Units of Course Credit: 3

Course Pre-requisite(s): WGS/ES 191 and Junior status

Cross-Lists: none

Mode of Instruction: face-to-face, MW 12:45-2, Southwest Forest Sci, Rm 135

Instructor: Dr. Heller

Pronouns: she/her

Contact Information: M.Heller@nau.edu (quickest means of contacting me)

Office: SBS West 272

Student Support Hours: MW 11-12:30 (virtual also available)

Course Purpose and Description: in this course, you'll learn foundational overviews of the history of feminist theory and contemporary ethnic minority and international theorists too. We'll begin by discussing the relevance of feminist theory as well as how to read and break down theoretical arguments. As the semester progress, you'll practice how to talk about theory in high-level ways, including putting texts and ideas into conversation with one another. Finally, you'll produce a series of pieces of writing that help you translate what you have learned in class into skills you can use in other classes and in future work/activist/community work.

WGS 300W is a Liberal Studies course in the Artistic and Humanistic Inquiry block and emphasizes Effective Writing It also fulfills the junior writing requirement. This three-credit course is requirement for WGS majors and one of 3 300-level options for WGS minors. It can also be taken as an elective for students who have taken WGS/ES 191 and have junior status. It fulfills these WGS program learning outcomes:

- A. Identify and explain key topics, concepts, and issues in Women's and Gender or Queer Studies, including intersectionality, reproductive health, sexuality and the body, and power, privilege, and violence.
- B. Interpret and compare key concepts of sex, gender, ethnicity, sexuality, racialization, nation, social construction, hegemony, inequity, discrimination and social justice, and the intersections among them, in a variety of feminist theoretical traditions, texts, and frameworks, and then analyze and critically evaluate their assumptions, insights, oversights, and applicability to other texts, concepts, and real-world situations.
- C. Analyze variations in LGBTQIAP+ people's experiences by using queer and trans theory to identify and describe gender and sexuality assumptions; also be able to articulate the applications, insights and oversights of queer and trans theory.
- D. Think through and apply feminist and queer studies concepts and theories in specific political, historical, geographic, and cultural contexts.
- E. Understand the intersectionality of women's, queer and gendered identities informed by hierarchies of race, ethnicity, ability, class, nation and so forth.
- F. Apply theoretical frameworks of queer studies and feminisms to current issues in local communities, state-wide, and national levels.
- G. Understand the historical and contemporary variations of feminisms/ queer theories in a global context and transnational framework.
- H. Develop skills of leadership, advocacy, organization and community building to bring about social change.

Liberal Studies course—what does that mean? The mission of the Liberal Studies program is to help you gain a deeper understanding of the diversity, experiences, and tensions that shape our world. It also provides a broad range of knowledge to help you explore multiple faucets of the human condition through philosophical inquiry and the analysis of creative expression/endeavors, as well as develop capacities for analysis and ethical reasoning. By engaging in this course, you can develop your own contributions to society from a well-informed base of knowledge.

Learning Outcomes—what does that mean? When we design courses, we create an academically informed list of what we expect you will learn. We also consider what you will need in future courses and, in the case of

Liberal Studies, the context you need for engaging as a global citizen. What that means is that upon completion of this course, you will have:

1. Learned a range of advanced WGS topics and frameworks of argumentation and analysis (**WGS program learning outcome A, B, C, D, E, H; Liberal Studies— Aesthetic and Humanistic Inquiry Distribution Block**)
2. Practiced the critical thinking, analysis, and ethical reasoning that facilitates awareness of multiple viewpoints and facets of the human condition (**WGS program learning outcome A, B, C, D, E, H; Liberal Studies— Aesthetic and Humanistic Inquiry Distribution Block**)
3. Conveyed information or argued points of view using feminist and social sciences organizational structures, supporting materials, and language (**Liberal Studies—Essential Writing Essential Skill**)
4. Developed habits of actively rather than passively interacting with theory (praxis) (**WGS program learning outcome E, H; Liberal Studies— Essential Writing Essential Skill**)

Career Readiness Skills—what does this mean? In every class you take at NAU, you learn professional skills that can support your future career. You probably won't become a WGS Professor but there are tons of ways a WGS and QS education can help you meet and excel at your job goals and life desires. Below is a list of in-demand skills from National Association of Colleges and Employers ([NACE](#)) you earn and practice in this class:

1. Communication: exchange information, ideas, facts, and perspectives in a clear and organized manner that others can effectively understand.
2. Critical Thinking: gather and analyze information from a diverse set of sources and individuals to fully understand a problem.
3. Equity & Inclusion: address systems of privilege that limit opportunities for members of historically marginalized communities.
4. Technology: manage technology to integrate information to support relevant and effective strategic goals.

Assessments of Course Student Learning Outcomes:

What's expected of Dr Heller? I'm responsible for creating and providing access to assignments and lectures, with information to support your learning. I will work hard to create and maintain a classroom atmosphere that's informative, open to discussion, friendly, and humorous. I will review and evaluate your assignments with intention and quickness. I will try to respond to emails within 24 hours and am available if you need support beyond our course (such as other courses to take, degrees, career paths, life concerns). We are committed to your success at NAU.

What's expected of you? You're responsible for completing readings, attending and engaging in class, and practicing or applying knowledge by completing assignments. These are required for every student because they help you scaffold your learning and prepare for tasks and deadlines you'll encounter in other classes and future jobs. I hope you will give yourself a little grace to not always be perfect, and I hope you will reach out if you are struggling with a concept or would thrive with a reasonable accommodation.

Course Assessments:

Entrance/Syllabus Activity: your first activity is a google forms questionnaire that helps me get to know you, your reasons for taking this course, and any academic obstacles. It's also a syllabus check. Once complete, you'll be able to view the content for the course.

Goals/Expectations: we'll talk about learning goals and steps/expectations toward completion. You add individual goals and fill out a worksheet, which will be the first item in your portfolio. (**Assesses outcome 4**)

Attendance and Participation: participation supports learning so attendance is necessary. You track your own attendance (including coming late or leaving early) as well as participation, and then list these numbers as one element in your final portfolio. (**Assesses Outcomes 1, 3, 4**)

What's participation? First, you must be present. Second, you need to be engaged by asking questions, taking notes, talking in groups, stuff like that. You can always use the bathroom, stretch your legs, take an emergency call outside, or play/work with fidget items without needing to ask. Sometimes you might have to arrive late or leave early—that happens! Please try to be on time and stay to the end of each

class. If you have to leave early, I don't need to know because you're an adult and you have a good reason.

Absences and emergencies—I have a “no questions asked” policy, which means you don't have to tell me if or why you won't be in class. You're an adult and I trust you to make the best decision for yourself. If there's something you think I should know because it might impact your ability to come back to class, email me as soon as possible and I'll do my best to help you succeed. Assignment dates don't change if you're absent/have an institutional excuse, it just gets recorded in your portfolio.

Class Bestie—please choose one or two people to become your primary contact when you're absent or otherwise miss parts of class. Your bestie is always your first stop for anything you really need to know like announcements or schedule changes.

Project #1 Text Lesson: select a feminist theory text and become the expert. Texts are first-come-first-serve (you need verbal or written confirmation from me). You learn it, prep materials, teach your lesson to our class, and field questions. Lessons are 20 minutes and delivered in-person.* Your lesson includes a PowerPoint, short article summary, short introduction of the work and author, and parts a-c:

- a) one-page handout that introduces the piece and author, outlines key points/arguments, and briefly explains the context and purpose of the article
- b) a brief interactive warm up activity that demonstrates some key claims/arguments.
- c) a brief interactive theory translator activity with 1 or 2 short theory sections that reflect the key ideas or points of the article. (**Assesses Outcomes 1, 2, 4**)

*last year I had a few students with covid-exacerbated public presentation anxiety. If you think this will be you, talk to me ASAP.

Project #2 Wikipedia Expert: choose a feminist topic to become an expert on. Topics are first-come-first-serve (you need verbal or written confirmation). Research books, scholarly articles, and online materials to develop a holistic understanding, then practice different forms of writing like “objective” summaries, annotated bibs, and a formal lit review. Evaluate your Wikipedia page for accuracies/inaccuracies, areas to expand, and new citations to add. Summarize your assessment and outline your plan, then create a more complete and accurate entry and document all your work. Make sure things are properly formatted and submitted and that you have done due diligence to make sure your entry is not erased, is finished properly, rated appropriately, and accurate. Monitor and interact with feedback for a week. (**Assesses Outcomes 1, 3, 4**)

Project #3 Resume Builder: practice translating the skills we develop in WGS into phrases that employers find valuable. First do an Indeed search for potential jobs, then outline a job add for keywords. As a class we will create a list of skills and you will design/add this content your own resume. (**Assesses Outcomes 2, 3, 4**)

Portfolio Evaluation/Grade Worksheet: at the end of the semester, you'll fill out an essay-style worksheet to self-assess your participation and work. You also suggest/justify a final grade. (**Assesses Outcome 4**)

Grading System:

I can't forgo grades but I can give you some options and control over the final outcome. **Grades are assigned based on portfolio self-evaluation.** (If you're also in WGS 470, this is a slightly different system). *What does that mean?* You and I set goals and expectations at the start of class. At the end of the semester, you holistically evaluate your work and learning growth and suggest your own grade.

Is this a trick? Standard grading systems measure if you're good at school, not if you try and learn/grow. Techniques like these are part of what's called the ungrading movement, which supports student learning by trying to create distance from punitive/disheartening/capitalist systems of

point/letter evaluation. It's backed by literature/evidence (Blum 2020) but it's not perfect and not for everyone.

How does this work? I evaluate if you've completed the skill each assignment measures by giving you a Complete/Incomplete (work not turned in gets a I. You can re-do any work marked I and you can also turn in work late but keep in mind that work is intended to build on each skill learned, so you'll have to factor this lack of scaffolding into your eval). You evaluate your own effort and growth by reflecting on your portfolio of work, attendance, participation, C/I's, scaffolding, then suggesting your grade. If you don't turn in the portfolio eval or its not complete, I'll assign you a letter grade based on my holistic evaluation of your work.

What if I don't like this? If you don't want to do this and you'd just like me to assign you standard points, tell me and I'll make a point breakdown sheet and grade all your work based on that scale (i.e. points corresponding to activities adding up to 100%).

Work to be completed during the semester and the scaffolding order:

Entrance syllabus activity
Attendance and participation
Goals/Expectations worksheet
Project #1 Text Lesson:
Prepped materials (notes, lesson plan, etc)
Handout
Lesson lecture
Student engagement activity
Theory translator activity
Project #2 Wikipedia Expert:
7 references + 3 annotated bibs
"Objective" intro paper
Literature review
Wikipedia assessment and plan
Wikipedia changes/evidence
Follow-up report
Project #3 Resume Builder:
Job search and outline
Resume with skills
End of term portfolio eval/grade worksheet

89.5–100+%	89.5–100+ total points	A
79.5–89.4%	79.5–89.4 total points	B
69.5–79.4%	69.5–79.4 total points	C
59.5–69.4%	59.5–89.4 total points	D
0–59.4%	59.4 or less total points	F

majors/minors must meet this threshold

Readings and Materials: everything is on BB Learn so you don't need to purchase anything, yay! All texts/assignments are due before class begins on the day they're listed. For example, if a reading is listed on Oct 31, it means you read it before class that day. You need to access these texts in class and most assignments will

be uploaded so access to BB Learn and Word is required too. But our university has 5G and, get this, you can download Microsoft Office (Word, Excel, PowerPoint) for FREE through the NAU Student Technology Center [https://in.nau.edu/its/software-students/!](https://in.nau.edu/its/software-students/)

Tentative Schedule—what does this mean? It means there might be changes to the syllabus but most are like extending a due date or cancelling a class. That said, if I had to change anything, you would be made aware of it as quickly as possible and sometimes we would have a class conversation about it.

Week modules	Day	What you need to read beforehand and what we're doing (note that author pronouns are listed here)	Assignment due before class
Unit 1: Introduction to Theory			
1	Aug 29 (M)	<i>Intro to class</i> [nothing to prepare] • <i>explanation of portfolio grading</i>	
	Aug 31 (W)	hooks (s/h) – “Theory as Liberatory Practice” Anzaldúa (s/h) – “To live in the Borderlands means you” • <i>project 2 guidelines</i>	review project 2 guidelines
2	Sept 5 (M)	Labor Day [no class meeting]	
	Sept 7 (W)	Ahmed (s/h) – “A Killjoy Manifesto” (bring tech) • <i>learning goals and expectations activity</i> • <i>attendance begins today</i>	entrance activity
Unit 2: Breaking Down Theory			
3	Sept 12 (M)	Library research methods/resources workshop with Amy Hughes (bring tech)	topic (project 2) and text (project 1)
	Sept 14 (W)	Foucault (h/h) – “The Perverse Implantation” • <i>theory translator activity</i>	goals/expect worksheet
4	Sept 19 (M)	Code (s/h) – “Introduction” to <i>Encyclopedia of Feminist Theories</i>	
	Sept 21 (W)	Wollstonecraft (s/h) – Introduction to “A Vindication of the Rights of Women”	7 sources + 3 annotated bibs
5	Sept 26 (M)*	Thompson (s/h) – “Multiracial Feminism: Recasting the Chronology of Second Wave Feminism”	
	Sept 28 (W)	<i>Always Already Podcast</i> : Interview with Kyla Schuller (s/h) • <i>content warning—discusses historical bio racist ideas</i>	
6	Oct 3 (M)	UNC literature reviews handout 2 Encyclopedia entries: “Adolescent Girls and Feminism” and “French Feminism”	intro paper
	Oct 5 (W)*	Bordo (s/h) – “Feminism, Foucault, and the Politics of the Body”	
7	Oct 10 (M)	Project 1 guidelines and workshop day (bring tech)	review project 1 guidelines
	Oct 12 (W)	Independent workday [no class meeting]	lit review
Unit 3: Feminist Texts			
8	Oct 17 (M)	text lessons (read one of the texts) 1 2 3	
	Oct 19 (W)	text lessons (read one of the texts) 4	

		5 6	
9	Oct 24 (M)	text lessons (read one of the texts) 7 8 9	
	Oct 26 (W)	text lessons (read one of the texts) 10 11 12	
10	Oct 31 (M)	text lessons (read one of the texts) 13 14 15 • <i>we will be eating candy today and I might dress like a banana</i>	
	Nov 2 (W)	text lessons (read one of the texts) 16 17 18	
11	Nov 7 (M)	text lessons (read one of the texts) 19 20 21	
	Nov 9 (W)	text lessons (read one of the texts) 22 22 24	Wikipedia assessment and plan
12	Nov 14 (M)	Text lesson overflow TBA	
	Nov 16 (W)	In-class Wikipedia workshop day (bring tech)	
13	Nov 21 (M)	student Wiki sharing day	Wikipedia changes and evidence
	Nov 23 (W)	Independent workday [no class meeting]	
Unit 4: Resume Building			
14	Nov 28 (M)	Resume/Cover Letter/Careers in the 21st Century workshop with Janelle Siebert (bring tech)	Follow-up report
	Nov 30 (W)	Class activity—skills list (bring tech)	Jobs/outline
Reading Week	Dec 5 (M)	Resume workshop day (bring tech)	
	Dec 7 (W)	TBA	Resume with skills/job language
Finals Week	Check the registrar	No meeting, submit final electronically	Portfolio evaluation

*if these are religious holidays for you, you are excused from class just lmk

Class Policies:

What are Student Support Hours? Throughout the course, there will likely be topics you love and understand, and those that are more challenging. That's normal, which is why I offer Student Support Hours (read as Office Hours in many of your other course syllabi) where I'm available, on a walk-in basis (no appointment necessary)

to support your learning. Come with questions about the class, college, your major, etc. I'm available virtually if you arrange ahead by emailing.

What's the technology policy? This class is technology friendly so you can always use a laptop, tablet, or phone to reference class materials, take notes, search for info, text, check social media, shop—IDGAF. You're an adult and can manage your own attention and devices. You'll need access BB Learn for uploading and downloading, so you need reliable internet at home or time on campus to use the 5G. Hey, did you know you can check out a laptop at the library <https://nau.edu/library/laptops-equipment/>? Finally, you can arrange to have another student zoom you into class on their personal device in an emergency situation.

Can I record lecture? You can record sound (no video please). This recording may only be for your personal educational use as related to this course. We talk about some really personal stuff in class so please don't share, publish, distribute, or otherwise make available any recording of lecture, discussion, or conversations before or after class—this includes posting or sharing to class sites such as Discord.

What should I know about emailing Dr Heller?

- Your email subject line must be WGS 300. Why? Because I get like 100 emails a day and I might know you but likely don't remember which of my many classes you're in. I try to respond to emails within 24 hours but I may not get to it sooner so before emailing me, see if you can find the information on the syllabus, BB Learn, or from your Bestie.
- Please treat me with respect in your emails. That means being semi-professional and calling me "Dr. Heller" rather than my first name because that's my preferred address when I'm at work. I really don't like when you describe your sickness or attach images of medications or you in the hospital. I don't need proof you're ill because I believe you.
- I have a "no questions asked" absence policy (which means you don't have to tell me if or why you won't be in class) so I don't always respond to emails telling me you're ill or are experiencing an emergency/tragedy unless there's a specific reason (for example, you're presenting that day). If you choose to tell me these things, please know that I'm seeing it and thinking about you even if I don't reply or only reply to the scheduling issue. You are important.
- If you email me a picture of a cat, I will probably post it to my cat instagram.

When and what format should I submit assignments? Assignments are due before class and most are uploaded as a Word or PDF to BB Learn (these are the only formats BB Learn can "read" and this is why you need Microsoft Word, which you can download for FREE through the NAU Student Technology Center <https://in.nau.edu/its/software-students/>). Please check after your upload that you can see your assignment. If you can't, you can upload a second attempt.

What if I'm an auditory or oral learner? NAU pays for a program called "Read and Write"—once you download and sign in with your NAU email, it reads PDFs out loud. It's not the most natural sounding but might be useful if you're burned out on reading: <https://in.nau.edu/disability-resources/read-write-gold/> If you have a hard time starting essays, try using the "dictate" button in the upper right of the Word program toolbar—you can draft your written answer by speaking it aloud!

When should I expect my assignments back? I generally return work within one week and I often write a lot of comments because I'm having a conversation with you and want you to get feedback you can use for your next assignment (just fyi I don't give written feedback on finals unless you email me in advance requesting it). Please wait 24 hours before contacting me about any assignment you get back. This gives you the opportunity to read my comments, check guidelines/rubrics, and decide what questions will help you on your next assignment.

What names and pronouns will be used? I use the name you give me on your entrance activity and name card, which will be your preferred address (name you use, want to use, nickname, last name, whatever) and I pair that

to your last name as it shows up on Louie. Hey did you know you can change your legal first name to this preferred address on Louie, BB Learn, and email by filling out a form on the registrar website?

<https://in.nau.edu/registrar/forms-and-policies/> Please always have name cards visible so I can address you with the respect you deserve. You know my pronouns and our authors' pronouns (it's on this syllabus!), but our class is too big to know everyone's pronouns so we're going to practice non-assumptive ways of address such as "that person; that student; that individual." This is actually a great skill to work on because, in life, you won't always know someone's gender! Please don't feel embarrassed if you make a mistake or if I correct you. Also please correct me if I make a mistake, which I do!

Sensitive topics—how do we learn with respect? This course may challenge entrenched ideas you hold and expand them to include other perspectives outside your comfort zone. Remember that a college education is meant to be challenging! Materials in this class are sexually explicit, provocative, and controversial and might be personally upsetting or conflict with your personal views. We must listen, ask questions respectfully, use appropriate language, and discuss in adult ways, generally speaking from textual or lecture sources rather than popular opinions or preconceived notions. Please tell me if there's a topic that's particularly upsetting due to past trauma.

What's academic integrity? cheating, plagiarism, reproduction, fraud, and collusion all fall under the umbrella of academic dishonesty. Here are some examples: failing to place quotations around 4+ words drawn from a text or website, not citing the author and page number, changing some words in another source's sentence or paraphrasing without explicit citation, turning in a paper you wrote for another class or turning in work from another student, soliciting other students for answers or to complete work for you, falsifying data—which includes using data from an event you did not attend or left early from, or writing on a piece of media you did not review explicitly for this assignment. If you aren't sure whether something falls under this umbrella, just ask! A student caught in academic dishonestly will be informed, automatically receive a 0 on the assignment and, depending on the severity of the infraction, fail the course and be reported to the Dean's office. ☹

A word about food insecurity—NAU's on-campus food pantry, Louie's Cupboard, provides free food items every other Friday of the semester to any NAU student (<https://nau.edu/first-generation/louie-s-cupboard/>). Also, Flagstaff Family Food Center provides food boxes at their Food Bank location and their kitchen location provides Sack Lunches and free hot meals (<http://hotfood.org>).

UNIVERSITY SYLLABUS POLICY STATEMENTS

COVID-19 REQUIREMENTS AND INFORMATION Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

ACADEMIC INTEGRITY NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COPYRIGHT INFRINGEMENT All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

COURSE TIME COMMITMENT Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at titleix@nau.edu. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.