

Seminar in American Political Thought: Meanings of Citizenship

POLS 4750/5750, WGST 4750/6700, PHIL 4360, ASTD 6020
Spring 2021

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Office hours on Zoom
Email for appointment
Best times: T 11am-1pm,
R 11am-12pm



The Verdict of the People (George Caleb Bingham, 1854), Saint Louis Art Museum

Bingham's painting depicts a frontier town as election results are read—during the decade before the Civil War. Bingham meant to provide “an art record” of his time. The painting maps in physical space the relation of the voters—white male citizens of all classes, some sober, some drunk—to people in the margins of the painting: in the lower left a black man mostly in shadow pushes a wheel barrow amidst the revelry; and in the upper right, a small group of women gather on a hotel balcony high above the raucous crowd in the street.

Similar to Bingham's painting, this course questions what citizenship means, and how it looks, to people in different social groups.

Course Description:

We study ideas, issues, and social and political institutions that have been central to the theory and practice of American constitutionalism from the founding era to the present. Readings are taken from primary sources; they include both well-known works by framers and presidents, such as Thomas Jefferson, Federalist and Antifederalist writers, and Abraham Lincoln, and works by those who testify when citizenship is not inclusive, such as Frederick Douglass, Elizabeth Cady Stanton, W.E.B. DuBois, Anna Julia Cooper, and Jane Addams. Primary sources are supplemented by contemporary theoretical analyses, literature, and court cases.

Goals:

1. To understand how citizenship looks through from the perspective of particular thinkers and different marginalized groups. For each perspective, we ask:
 - Who are citizens?
 - What entitles them to citizenship?
 - What persons are not considered citizens? Why not?
 - How do laws, policies, and social practices differentiate noncitizens from citizens?
2. To draw on primary sources in American political thought to construct coherent, well-supported oral and written arguments.
3. To produce research papers that persuasively investigate some aspect of how different meanings of U.S. citizenship work to the advantage and disadvantage of different groups of people.

Learning Outcomes

At the end of the semester, students demonstrate how well they have met these goals by designing their own research projects that investigate some aspect of American political thought and by offering helpful critiques of their classmates' projects. Thus, in addition to the substantive goals above, the course aims to enhance particular skills. Students are expected to:

1. develop their own research projects
2. present coherent, well-supported arguments—in oral and written form
3. assess the advantages and disadvantages of different scholarly arguments and evidence.

Requirements

Class participation: Discussion is the primary means through which we understand, analyze, critique, and compare arguments in diverse primary sources. All students are expected to complete reading assignments prior to the class for which they are assigned, post weekly reflections on assigned readings in their Blackboard journal, contribute periodically to the class discussion board on Blackboard, participate regularly and vigorously in class discussions, and present 2-3 individual or group oral reports on extra

readings. (Graduate students will have more responsibility than undergraduate students for these reports.) It is essential to have copies of assigned readings to refer to in class. At the end of the semester, everyone will present their final project to the class, and everyone will serve as a discussant/peer reviewer for another student's project. This follows the format of academic conferences.

Attendance: Because the success of this class depends heavily on students taking responsibility for discussion, and because the seminar meets only once a week, attendance is necessary at every class session. If you have to miss a class, it is your responsibility to let me know in advance and arrange to make up the work missed. In most cases, this will mean turning in written responses to the study questions assigned for the missed class. In some cases, depending on the material missed, other work or a meeting with me may be necessary.

Writing Assignments include weekly journal reflections, a midterm synthetic essay, other short writing assignments if they seem to be needed, and a final research project (which will be developed in stages).

Research Project. Graduate students complete a research paper. Undergraduate students may complete a research design as an alternative to a full research paper.

Blackboard Journal. To develop your research project, it is important to keep track in your journal of insights gleaned from readings and discussion and to express these in writing early in the course. This will also help you to explore in writing a topic for your final paper. Elaborate on ideas and questions from the readings that interest you; develop your own insights. What interests you? Why? You can start early in the semester to investigate what others have written about your interests and to think about how you might enter the discussion. This process will also prepare you to write the midterm synthetic essay; it provides practices writing concretely about abstract ideas and using specific information from relevant readings to clarify and support your arguments. I am glad to discuss your ideas, questions, and interests with you at any point.

As explained in the *Guidelines for Journal Entries* (posted on Blackboard), journal reflections should address specific issues raised in the readings. Sometimes these will be entirely up to you. Other times I may ask you to address particular questions. Regardless, your entry should deal with relevant readings in sufficient detail and specificity to show that you understand the author's purpose and the context of the issue you address, even as you integrate this material with your own reflections. Raising questions and explaining why they matter is a good way to reflect. You should not make claims or express opinions about the readings without supporting references to the relevant text(s). Specific citations are required for paraphrased or quoted material, which will be essential for demonstrating your in-depth grasp of the reading. So try to focus on a specific point. Typically 250-300 words will suffice. **Weekly journal posts are due on Wednesday by 1 pm.**

As you develop your semester project, you will find it useful to consult Pius librarian [Rebecca Hyde](#). Professor Hyde is the library liaison for the Political Science Department. Her office is room 202H of Pius Library. She provides research assistance with library and other information resources, developing search strategies, finding the right sources for your research project and more. You can contact her via email (rebecca.hyde@slu.edu) and/or [set up an appointment online](#). We'll get started by having the full class meet with Ms. Hyde early in the semester.

Instructor feedback and evaluation. Normally, I will respond to individual journal entries during the week they are submitted, *if* they are submitted on time. **Rubrics/Guidelines for evaluating all written and**

oral assignments are posted on Blackboard; these rubrics are for your own self-evaluation of the quality of your work, as well as for grading.

Grading

Grades are determined as follows: Class participation, including oral reports and journal entries – 1/3; midterm synthetic essay, any other short writing assignments, and draft portions of your research paper that will be due when specified - 1/3; final research project – 1/3.

Grades will be reported in terms of the College of Arts and Sciences grading scale: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D (1.0), F (0.0). However, grades given on assignments and the manner of calculating grades are up to individual professors. Students are expected to fill out a course evaluation at the end of the semester.

Communication. The easiest way to reach me is by email, wynne.moskop@slu.edu. Please do not hesitate to email with questions and concerns. I will answer within 24 to 48 hours. All meetings with me will need to be on Zoom, since my office isn't large enough to socially distance. If you pass by my office, McGannon 136, when the door is open, I hope you will wave and say hello. Like most teachers, I appreciate direct contact with students.

Office hours. I will hold office hours by appointment via Zoom. Please email me to schedule an appointment. I will reserve Tuesday 11am-1pm and Thursday 11am-12pm for student appointments, but you should feel free to request other times that may work better with your schedule.

Writing assistance and the Student Success Center

I encourage you to take advantage of the Student Success Center's resources and services.

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available. The Student Success Center utilizes Zoom to assist students with academic-related services. Students can visit the Student Success Center website to learn more about Tutoring Services, University Writing Services, Disability Services, and Academic Coaching.

Link: <https://www.slu.edu/life-at-slu/student-success-center/index.php>

University Writing Services

I particularly encourage you to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. Students have the option to complete an online submission (for asynchronous feedback) or to schedule a live video conference. Both can be scheduled through EAB Navigate. For more information, visit the Student Success Center or email

writing@slu.edu. For all: <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/>. For graduate students: <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/graduate-writing-resources.php>

The following university policy statements can be found at the end of this syllabus:

- Facemasks Policy – *Please pay particular attention to this one.*
- Attendance
- Academic Integrity
- Basic Needs Services
- Disability Accommodations
- Title IX

Tentative Schedule

Detailed assignments—including readings, study questions, and reports assigned to individual students--will be posted on Blackboard. Some longer primary source readings will be divided into individual or group reports. In addition to primary source readings, for most class sessions, contemporary articles will be assigned either to the whole class or for individual reports. Articles assigned as individual reports are recommended reading for the rest of the class. The schedule below is tentative and may be revised according to needs of the class.

Available in Barnes and Noble campus bookstore:

Hamilton, Madison, Jay, *The Federalist Papers*

Thomas Jefferson, *The Life and Selected Writings of Thomas Jefferson*, eds Koch and Peden

Alexis de Tocqueville, *Democracy in America*, ed. Kramnick

Abraham Lincoln, *Selected Speeches and Writings*, ed. Vidal

*Other assigned readings and articles for reports are available in Pius Library electronic journals, online, on ERes, or from the instructor, as indicated in the Blackboard weekly assignments section. Always check the Blackboard weekly assignment for the latest version of any week's assignment. **Password for ERes is Citizen.***

2/3 Introduction: Multiple meanings of citizenship

To be read/viewed before the first class; see Assignments on Blackboard:

Linda Kerber, "The Meanings of Citizenship," *The Journal of American History*; (December 1997): 833-854. Pius Library electronic journals

W.E.B. DuBois, *Black Reconstruction in America* (1935), first three chapters, "The Black Worker," "The White Worker," and "The Planter,"

<http://ouleft.org/wpcontent/uploads/2012/blackreconstruction.pdf>

U.S. Declaration of Independence (1776), <https://www.archives.gov/founding-docs/declaration-transcript>

Elizabeth Cady Stanton, Seneca Falls Declaration of Sentiments and Resolutions (1848), https://www.bowdoin.edu/~smcmahon/courses/hist246/readingguide/files/stanton_declaration_resolutions.pdf

James Earl Jones reads part of Frederick Douglass's 1852 speech, "What to the Slave is the 4th of July," 5-minute video, https://www.youtube.com/watch?v=00baE_CtU08

Julian Brave NoiseCat, "The US is still not ready to look at the ugly racism against Native Americans," *The Guardian*, 1/23/2019, <https://www.theguardian.com/commentisfree/2019/jan/23/native-american-racism-video-covington-school-nick-sandmann>

2/10 **The Social Contract in the U.S.**

John Locke, *Second Treatise*, selections, <http://www.constitution.org/il/2ndtreat.htm>

Thomas Jefferson, *Life and Selected Writings* (available in campus bookstore), selections

Short videos on racism in the U.S. social contract

- Trevor Noah Explains [How Society has broken its Social Contract on Black America](#), June 3, 2020
- Kimberly Jones, [How can we win](#) (June 2020)
- 60 minutes, "Uncovering the Greenwood Massacre, nearly a century later," 12-minute video about 1921 Tulsa race massacre, https://www.youtube.com/watch?v=yA8t8PW-OkA&feature=emb_rel_end

Read one of the essays below about racism and property in St. Louis:

- Walter Johnson, "The Revolution at the Gate," *Boston Review*, July 7, 2020, <http://bostonreview.net/race/walter-johnson-revolution-gate>
- Colin Gordon, Walter Johnson, Jason Purnell, Jamala Rogers, "COVID-10 and the Color Line," *Boston Review*, May 1, 2020, <http://bostonreview.net/race/colin-gordon-walter-johnson-jason-g-purnell-jamala-rogers-covid-19-and-color-line>

For assigned reading and also for reports (See Guidelines for Reports on Blackboard):

Nancy Fraser & Linda Gordon, "Contract versus Charity: Why Is There No Social Citizenship in the U.S.?" *Socialist Review*, 22 (1992): 45-68. ERes.

Charles Mills, "Racial Liberalism," *PMLA*, October 2008, 1380-1397, Pius Library electronic journals

2/17 February One-day Break. Class will not meet. However, there is a reading assignment (a little shorter than usual) and your journal post is due Wednesday at 1 pm as usual.

Founding & Constitution

Submit responses to study questions for this week's readings (posted on Blackboard). Add responses to these to your journal entry.

Jefferson, *Selected Writings*

Selected Federalist Papers

Articles of Confederation, http://avalon.law.yale.edu/18th_century/artconf.asp

U.S. Constitution, <http://constitutionus.com/>

2/24 **Founding & Constitution** continued

Selected Federalist Papers

Selected Antifederalist Papers, <https://thefederalistpapers.org/anti-federalist-papers>

Articles of Confederation, http://avalon.law.yale.edu/18th_century/artconf.asp

U.S. Constitution, <http://constitutionus.com/>

Individual students will be asked to report on selected Federalist and Antifederalist papers

3/3 **19th Century Politics and Society**

Harriet Martineau, *Society in America*, Vol. 1 (1837), selections,
<https://www.gutenberg.org/files/52621/52621-h/52621-h.htm>

Alexis de Tocqueville, *Democracy in America*, selections

Reports:

Lisa Pace Vetter, "Harriet Martineau on the Theory and Practice of Democracy in America," *Political Theory* 36: 3 (June 2008): 424-455. Pius Library electronic journals.

Article on Native Americans TBA

3/10 **19th Century Politics and Society** continued

Tocqueville, *Democracy in America*, continued

Political Science Reference Librarian Rebecca Hyde will visit to offer guidance for research resources.

Report:

Alvin B. Tillery, Jr., "Tocqueville as Critical Race Theorist: Whiteness as Property, Interest Convergence, and the Limits of Jacksonian Democracy," *Political Research Quarterly*, December 2009: 639-652. Pius Library electronic journals

3/17 **The Civil War & Race: Absolute versus Concurrent Majority**

Synthetic essay due. Paper topic due.

John C. Calhoun, *A Disquisition on Government*, selections
<http://www.portagepub.com/dl/causouth/calhoun-disquisition.pdf>

Abraham Lincoln (selections)

Reports:

Safford, John L., "John C. Calhoun, Lani Guinier, and Minority Rights," *PS: Political Science & Politics* (June 1995) . Pius Library electronic journals

Dorothy Ross, "Lincoln and the Ethics of Emancipation: Universalism, Nationalism, Exceptionalism," *Journal of American History*, September 2009: 379-399. Pius Library electronic journals

3/24 **Pragmatism: Immigration, Race, Gender, & Class**

3-page Introduction to Research Project due

Anna Julia Cooper, "Woman versus the Indian" (1891-1892),
<http://class.guilford.edu/psci/mrosales/gender/Woman%20versus%20the%20Indian.pdf>

Ida B. Wells, "A Red Record" (1895), ERes

W.E.B. DuBois, *The Souls of Black Folk* (1903), selections,
<https://www.gutenberg.org/files/408/408-h/408-h.htm>

Report: Eddie Glaude, Jr., "Of the Black Church and the Making of a Black Public," ERes

3/31 **Pragmatism: Immigration, Race, Gender, & Class**

University Writing Services will provide a Workshop, "Productive Peer Review."

Jane Addams, *Democracy and Social Ethics*, selections,
https://www.gutenberg.org/files/15487/15487-h/15487-h.htm#page_013

Jane Addams, *Newer Ideals of Peace*, selections,
<https://archive.org/details/neweridealspeac04addagoog/page/n9>

Horace Kallen, "Democracy versus the Melting Pot" (1915),
<http://pluralism.org/document/democracy-versus-the-melting-pot-horace-kallen-1915/>

Report: Maurice Hamington, "Community Organizing: Addams and Alinsky," in *Feminist Interpretations of Jane Addams*, ed. M. Hamington (2010). ERes

4/7 **Protest and the realm beyond politics**

5-minute progress reports to class on your project. Introduction and Literature review due.

Henry David Thoreau, *Civil Disobedience* (1849),
<http://xroads.virginia.edu/~hyper2/thoreau/civil.html>

Emma Goldman, "The Tragedy of Woman's Emancipation" (1906),
<https://www.marxists.org/reference/archive/goldman/works/1906/tragedy-women.htm>

Martin Luther King, "Letter from a Birmingham Jail" (1963),
https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Malcolm X, "The Ballot or the Bullet" (1964)
http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html

Patricia Hill Collins, "Rethinking Black Women's Activism, ch. 9 in *Black Feminist Thought*.
<https://uniteyouthdublin.files.wordpress.com/2015/01/black-feminist-thought-by-patricia-hill-collins.pdf>

Alicia Garza, "A Herstory of the #BlackLivesMatter Movement,"
<https://thefeministwire.com/2014/10/blacklivesmatter-2/>

Reports:

Bernice McNair Barnett, "Black Women's Collectivist Movement Organizations: Their Struggles during the 'Doldrums,'" in *Feminist Organizations*, ed. Feree and Martin (1995). Eres.

Barbara Ransby, "Ella Baker's Radical Democratic Vision," *Jacobin*,
<https://jacobinmag.com/2015/06/black-lives-matter-police-brutality>

4/14 **Nationalism and White Nationalism**

We will begin presentations and Critiques. (All students should read and be prepared to comment on the papers being presented. Assigned discussants comment first. Presentations and critiques should follow guidelines posted on Blackboard.) *First draft of your research project is due on the Sunday evening before your class presentation. The remaining weeks of the class will be devoted primarily to developing your research project.*

Roxanne Dunbar-Ortiz, "What White Supremacists Know," *Boston Review*,
<http://bostonreview.net/race/roxanne-dunbar-ortiz-what-white-supremacists-know>

Trump v Hawaii, Sotomayor dissent, https://www.supremecourt.gov/opinions/17pdf/17-965_h315.pdf

Adam Sewer, "White Nationalism's Deep American Roots," *The Atlantic*, April 2019,
https://www.theatlantic.com/magazine/archive/2019/04/adam-serwer-madison-grant-white-nationalism/583258/?fbclid=IwAR30YTlbSAJZQ7SdYM4EcooBWI_NPGvsKyyuahectPDxsgKfiZbsacngrc

Report:

Jayashri Srikantiah and Shirin Sinnar, "White Nationalism as Immigration Policy," *Stanford Law Review*, March 2019. <https://www.stanfordlawreview.org/online/white-nationalism-as-immigration-policy/>

Recommended:

Robin D. G. Kelley, video, "What is racial capitalism and Why does it matter?" November, 2017,
https://www.youtube.com/watch?v=-gim7W_jQQ

W.E.B. DuBois, DuBois, Ch. 2 "The Souls of White Folk," in *Dark Water*, 1920
http://www.gutenberg.org/files/15210/15210-h/15210-h.htm#Chapter_II

4/21 American Institutions and American Citizenship Today

Presentations and Critiques

Danielle Allen, "The Road from Serfdom: How Americans can become citizens again," *The Atlantic* (December 2019) <https://www.theatlantic.com/magazine/archive/2019/12/danielle-allen-american-citizens-serfdom/600778/>

4/28 **Pluralism, Neoliberalism, and American Citizenship Today**

Presentations & Critiques

Joan Tronto, "Can Markets be Caring?" in *Caring Democracy* (2013).

5/5 **Pluralism, Neoliberalism, and American Citizenship Today**

Presentations and Critiques

Michael Walzer, "What does it mean to be an American?"
<https://eportfolios.macaulay.cuny.edu/vellon2012/files/2012/01/walzer-what-is-american.pdf>

5/12 Final Research Project due by 11:59 pm to wynne.moskop@slu.edu

UNIVERSITY POLICY STATEMENTS

University Statement on Face Masks (Fall 2020)

The University's [Interim Policy on Face Masks](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquires or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

Attendance

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the

isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.

4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered “Authorized” absences (effective August 2020 through May 2021).

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

The College of Arts and Sciences academic honesty policy can be found here, <https://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by

phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.