

RELPOL 395: THE ABUSE CRISIS IN MODERN CHRISTIANITY
Fall 2022, Mon/Wed 11:30am-12:50pm, Mallinckrodt 305

Professor R. Marie Griffith, John C. Danforth Center on Religion and Politics

Office hours: Wednesdays 2:30-4:00, or by appointment; 118 Umrath Hall

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Overview: For over a quarter-century, journalists have broken story after story about sexually abusive clergy in the U.S., many of them serial abusers of children and adolescents. While most accounts have focused on Catholic priests, many have also emerged of abusive evangelical and other Protestant ministers. The stories have often illuminated how church bureaucrats have protected abusers and subverted the efforts of victims and their families to seek recompense, accountability, and justice. These protections have often succeeded because of churches' political connections to law enforcement and legislators who have helped hide perpetrators and stymie survivors. Together we will analyze this cautionary tale about religion and politics by contextualizing it within the broader history of Christianity in the United States and beyond. Is this a case simply of a few bad apples or of institutional corruption? How has the church's response been shaped by fear of scandal, antipathy toward secularism, and theological teachings on gender and homosexuality? How does sexual abuse fit into the history of the church as a hierarchical institution? What challenges has the crisis posed to people of faith who are committed to the church, and can trust be repaired? Readings include legal case studies, internal church correspondence, victims' statements and criminal justice reports, documentary films, memoirs, and both journalistic and scholarly analysis of the clergy sex abuse crisis in U.S. churches.

Sexual abuse occurs in many other institutional contexts as well, of course, from the Boy Scouts to the military, non-sectarian schools and universities, and many more. It also occurs within families and in other relationships that feel more intimate than institutional. In studying abuse as it occurs in the church, we do not presume at the outset that sexual exploitation is either more common or more devastating in religious than other settings, although we will certainly investigate these questions. Studying clergy abuse is not inherently anti-Christian, a weapon for tearing down the church; in fact, devout Christians are among some of the most dedicated activists working to uncover abuse, for the sake of rooting out corruption and restoring trust. Our overall focus together will be analyzing what, if anything, is specifically *religious*—or more specifically *Christian*—about sexual abuse that is perpetrated by clergy upon vulnerable members entrusted to their spiritual care. Particular attention will be paid to the power dynamics of abuse, in terms of seniority and gender hierarchy, social class and economic factors, colonialist exploitation of Native American populations, and racism.

Discussions will aim at helping students speak cogently about the scope and scale of sexual abuse within U.S. Christianity and its impact upon the Christian body writ large. Grades will measure the effectiveness of students' textual interpretation and critical thinking as well as students' ability to place specific religious developments within broader social, intellectual, and political contexts.

WARNING: Many of our readings contain graphic and wrenching accounts of rape and sexual abuse as well as the subsequent trauma most victims suffer. If this subject matter is triggering for you, I am profoundly sorry for your pain. But for the sake of your own wellbeing, I urge you to find another course and not take this one. If you're on the fence, I'll be glad to help you think through it.

Required Texts – please purchase in hard copy or use copies on library reserve

Philip Jenkins, *Pedophiles and Priests: Anatomy of a Contemporary Crisis*

Christa Brown, *This Little Light: Beyond a Baptist Preacher Predator and His Gang*

Mary Gail Frawley-O'Dea, *Perversion of Power: Sexual Abuse in the Catholic Church*

Richard Sipe, *Celibacy in Crisis*

Andrew Madden, *Altar Boy: A Story of Life after Abuse*

In addition, we will watch a number of films outside of class; the syllabus notes whether you can watch them from our Canvas site or through Ares, the library's electronic reserve system (log in with your Wustl key [here](#).)

Course Requirements

*You must complete each class meeting's reading and/or film assignments *before* that class; failure to do so is apparent to any instructor, and in this class it *will* affect your grade. (If you have had an emergency arise that prevented your reading, tell us in advance.) Short question sets are due before each class (see below). All texts are available for purchase at the bookstore and on reserve at Olin Library.

1. Class Attendance/Participation – 20% of final grade

Attendance: Attendance in this course is mandatory, and we will be checking who's present in every class.

If you must miss in-person class for reasons related to COVID-19 or other illness, notify one of us as soon as possible; absences due to illness are excused, but you will need to make up the work missed that day. Unexcused absences will lower this portion of your grade.

Participation: This can take many forms: entering into class discussions, carefully listening to others, asking discerning questions, collaborating in small group exercises, responding thoughtfully to your peers, and offering peer review of each other's work. You will be graded on your willingness and ability to contribute and engage the ideas of others. If you are concerned about participation for any reason, please come and talk to one of us early in the semester when it's possible to ameliorate the issue.

2. Biweekly question sets on the day's reading/film, due on Canvas before each class – 20% of final grade
These short assignments are designed to engage the day's readings and focus class discussion. Prior to each class meeting (by 11:00am the day of class) you will submit 2-4 questions on that day's discussion forum on Canvas. Your questions may focus on a particular passage from the reading or the reading's broader themes; where a film has been assigned, you should address that as well. They will be evaluated for clarity, creativity, and relevance. Make specific textual references, and analyze issues germane to this course; your aim is to raise important questions and spark class discussion. You may skip two question sets during the semester without penalty.

3. Three Analytic Papers Totaling Approximately 20 pages of writing or 5,000 words – 60% of final grade

Paper 1 (10%): The first paper is a critical review of a book or film that we have not used in class. It is due **September 30** and should be roughly 5 pages.

Paper 2 (25%): The second paper should be comparative, starting with a question pertaining to this course and using at least two texts to answer the question (texts can be from class or outside it, e.g., from BishopAccountability.com). It is due **November 4** and should be roughly 7 pages. Example of a starting questions: In what ways do abusive Catholic priests and Baptist ministers use theology to manipulate their victims? (Then address this through a Catholic example and a Baptist example.)

Paper 3 (25%): Here you have some choice. A) You may choose to interview someone whose life has been touched by clergy abuse—a survivor, an activist, a journalist or scholar who has studied the crisis, a priest or minister who has struggled with church members' distrust, etc.—and write in depth about that person, tying your analysis to the themes in the class. B) You may choose to analyze a group of audiovisual depictions of the abuse crisis: 2-3 documentary films, for instance, or the series "The Keepers." C) You may write a research paper using sources on BishopAccountability.com; the subject should tie to this course, but you have wide latitude in choosing a topic. This provides an opportunity to engage in greater depth with a particular example, issue, theme, or set of sources.

This third paper is due **December 16**. It should be roughly 8 pages *or longer*, if you need more to add up to the total required. By **November 18** you'll need to submit a topic proposal for approval.

Please use Chicago Style in your papers (footnotes or endnotes, not parenthetical citations). Further information about the papers will be given in class and posted on Canvas.

You must complete all requirements to pass the class.

WEEK 1: INTRODUCTION

August 29 **Welcome & Introduction + A Timeline of the Abuse Crisis in Christianity**

August 31 **Reading:** chapters 1 and 2 of Jenkins, *Pedophiles and Priests*

WEEK 2: CONTEXTS OF THE CRISIS AND CONFLICTING INTERPRETATIONS

FILM: *Deliver Us from Evil* (Ares: log in with your Wustl key [here](#); 1 hr. 43 min.)

September 5 **LABOR DAY- NO CLASS**

September 7 **Reading:** Chapters 3-10 of *Pedophiles and Priests*; “The Thomas P. Doyle Whistleblower Award Recipients: Terence McKiernan, Anne Barrett Doyle, and Suzy Nauman” (Canvas)

Film: We will discuss *Deliver Us from Evil* in class before our guest’s arrival.

Guest: Terry McKiernan, founder and codirector of BishopAccountability.com

WEEK 3: THE EXPLOSIVE BOSTON REVELATIONS OF 2002 AND THEREAFTER

FILM: *Spotlight* (Ares: log in with your Wustl key [here](#); 2 hr. 8 min.)

September 12 **Reading:** Chapters 1 and 2 of *Perversion of Power*

Film: We will discuss *Spotlight* in class.

September 14 **Reading:** *Students will be divided into groups, each of which will read one of the John Jay reports, available on Canvas. Groups will meet in class to discuss their report, then present information to the other group.*

US Conference of Catholic Bishops, “The Charter for the Protection of Children and Young People” (known as “the Dallas Charter”), 2002 – *all read*

John Jay College of Criminal Justice, “The Nature and Scope of Sexual Abuse of Minors by Catholic Priests and Deacons in the United States, 1950-2002” (2004) – *Group 1*

John Jay College of Criminal Justice, “The Causes and Context of Sexual Abuse of Minors by Catholics Priests in the United States, 1950-2010,” (2011) – *Group 2*

WEEK 4: WHAT IS “CATHOLIC” ABOUT THE CATHOLIC ABUSE CRISIS?

SHORT FILM: *Heart in the Wound* (Link is on Canvas; 20 min.)

September 19 **Reading:** Massimo Faggioli, “The Catholic Church’s Biggest Crisis Since the Reformation” (2018) (Canvas); Chapters 3-7 of *Perversion of Power*

Film: We will discuss *Heart in the Wound* in class.

September 21 **Reading:** Chapters 8-11 and Epilogue of *Perversion of Power*

WEEK 5: THE SURVIVORS

FILM: *Twist of Faith* (Ares: log in with your Wustl key [here](#); 1 hr. 27 min.)

September 26 **Reading:** Madden, *Altar Boy: A Story of Life After Abuse*

Film: We will discuss *Twist of Faith* in class.

Recommended: David Price, *Altar Boy, Altered Life: A True Story of Sexual Abuse* (Canvas)

September 28 **Reading:** Robert Orsi, “Events of Abundant Evil,” from *History & Presence*, 215-248 (Canvas)

Clip: Watch “David Clohessy Address to the US Catholic Bishops in 2002” (Canvas)

Guests: [David Clohessy](#) and [Barb Dorris](#), survivors and longtime leaders of SNAP

September 30 **Paper #1 Due at 12:00pm NOON (Submit on Canvas)**

WEEK 6: ABUSING THE MOST VULNERABLE: COLONIALISM, RACE, POVERTY

SHORT FILM: *The Silence* (Ares: log in with your Wustl key [here](#); 28 min.)

- October 3 **Reading:** Kathleen Holscher, “Colonialism and the Crisis Inside the Crisis of Catholic Sexual Abuse”; Holscher, “The Trouble of an Indian Diocese: Catholic Priests and Sexual Abuse in Colonized Places”; Aaron Schrank, “Immigrant Communities Were the ‘Geographic Solution’ to Predator Priests,” *NPR*, November 8, 2018
Film: We will discuss *The Silence* in class.
- October 5 **Reading:** Rezendes, “In Mississippi Delta, Catholic Abuse Cases Settled on Cheap” (2019); Sophie Carson, “Man Alleging ...” (2021); April 2022 conviction is detailed [here](#); Tia Noelle Pratt, “Black Catholics, Racism, and the Sex Abuse Crisis: A Personal Reflection”

WEEK 7: MIXED-UP RELATIONSHIPS?

- October 10 FALL BREAK – no class
- October 12 **Reading:** Personal documents from a female victim/survivor of Father Michael Nocita: document 1 illumines her coming forward about the abuse as an adult; document 2 consists of pages from her teenage diary during the period of actual abuse (Canvas)

WEEK 8: PRACTICING CELIBACY OR FLOUTING THE RULES?

- October 17 **Reading:** Sipe, *Celibacy in Crisis*, chapters 1-7
- October 19 **Reading:** Sipe, *Celibacy in Crisis*, chapter 8-13 + Epilogue
Recommended: Allyn Walker, *A Long, Dark Shadow: Minor-Attracted People and Their Pursuit of Dignity*, intro and chapter 4 (pp. 1-13, 101-129) (Canvas)

WEEK 9: RELIGIOUS ABUSE OUTSIDE THE CATHOLIC CONTEXT

SHORT FILM: *Out of Darkness* (Canvas; 16 min.)

- October 24 **Reading:** Christa Brown, *This Little Light*
Film: We will discuss *Out of Darkness* in class.
- October 26 **Reading:** Robert Downen, Lisa Olsen, and John Tedesco, “Abuse of Faith” (a 6-part investigative series from the *Houston Chronicle*, February-June 2019)
- Recommended for those interested in Protestant cases (not required):** Boz Tchividjian, “‘Spotlight’: It’s Not Just a Catholic Problem” (2015); Richard Pérez-Peña, “Bob Jones University Blamed Victims of Sexual Assaults” (2014); Joshua Pease, “The Sin of Silence” (2018); Bob Smietana, “Megachurch Pastor John Ortberg ...” (2020)

WEEK 10: MODELS OF HEALING, BOTH WITHIN AND OUTSIDE THE CHURCH

- October 31 **Reading:** Mike Hoffman, “BIO,” “Elements of Healing,” and “Personal and Church Healing Journey”; “Creating a Pathway Toward Renewal: The Healing Garden” (read the entire web page and watch the first video, “Pinwheels for Prevention” (27 minutes)
Available on Canvas: (only if you are interested and have the time): Hoffman, *Acts of Recovery: The Story of One Man’s Ongoing Healing from Sexual Abuse by a Priest* (2013) (Canvas)
Guest: Mike Hoffman, survivor and activist working within the Catholic church
- November 2 **Reading:** Christa Brown, “Yoga as a Practice of Restorative Justice” (Canvas)
Guest: Christa Brown, Baptist survivor, lawyer, and activist outside the church

November 4 Paper #2 Due at 12:00pm NOON (Submit on Canvas)

WEEK 11: LAWYERS AND THE LAW: INVESTIGATIONS, OBSTRUCTIONS, AND A ST. LOUIS, MISSOURI, CASE STUDY

November 7 **Reading:** “Missouri Victims Seek Wide-Scale Clergy Abuse Investigation” (August 22, 2018); “Hawley Announces Investigation into Potential Priest Sex Abuse in St. Louis” (August 23, 2018); “Attorney for Victims Says Hawley’s Investigation of Archdiocese is ‘Exactly Backwards’” (August 30, 2018); “Missouri Attorney General Refers 12 Catholic Clergy for Prosecution” (September 13, 2019); “Catholic Church Clergy Abuse Investigation Report by Missouri Attorney General Eric Schmitt” (September 13, 2019); Bio of St. Louis attorney Nicole Gorovsky

Guest: Nicole Gorovsky, attorney

November 9 **Reading:** Todne Thomas Chipumuro, “Pastor, Mentor, or Father? The Contested Intimacies of the Eddie Long Sex Abuse Scandal”

WEEK 12: SPIRITUAL RAPE, REPRODUCTIVE ABUSE, AND THE ROLES OF NUNS

SHORT FILM: *Spiritual Rape* (Huff Post report: “Nuns Sexually Abused These Women for Years, Now Survivors Speak Out”) (20 minutes)

November 14 **Reading:** Dawn Araujo-Hawkins, “Survivors of Sex Abuse by Nuns Suffer Decades of Delayed Healing”

November 16 **Reading:** Doris Reisinger, “Reproductive Abuse in the Context of Clergy Sexual Abuse in the Catholic Church” (Canvas)

Short film: *Abused Nuns Reveal Stories of Rape, Forced Abortions* (Canvas; 10m; watch before class)

Guest: Doris (Wagner) Reisinger, Goethe University Frankfurt am Main, survivor, theologian

November 18 Proposals for third paper must be submitted in writing (roughly one page) by this date.

WEEK 13: PEER EVALUATIONS OF PAPER PROPOSALS

FILM: *All God’s Children* (Ares: log in with your Wustl key [here](#); 1 hr. 9 min.)

November 21 **Film:** Question sets should address *All God’s Children*, with attention to the role of the parents in their children’s abuse.

Alternative asynchronous assignment: There will be no in-class meeting today. Instead, each student will be assigned to read four other students’ paper proposals and evaluate them, offering support, critical feedback, and concrete suggestions for the paper. Eighty minutes.

November 23 THANKSGIVING BREAK – NO CLASS

WEEK 14: IS ALL INTERGENERATIONAL SEX INHERENTLY ABUSIVE?

November 28 **Reading:** Rachel Hope Cleves, “Introduction” and “Reflection IV” from *Unspeakable: A Life Beyond Sexual Morality*; Amanda Littauer, “Queer Girls and Intergenerational Lesbian Sexuality in the 1970s” (Canvas);

Film: We will watch a short segment of *Mary Kay Letourneau: Forbidden Love* in class.

November 30 **Reading:** Phillips “Recasting Consent: Agency & Victimization in Adult-Teen Relationships”; Kent Brintnall, “The Curious Case of Paul Richard Shanley”; Fox Butterfield, “A Priest’s 2 Faces: Protector, Predator”; NAMBLA, “What Paul Shanley Said in Boston, 1978”

WEEK 15: CLERGY SEX ABUSE BEYOND CATHOLIC & PROTESTANT SETTINGS

- December 5 **Reading:** Mike Rezendes, “Seven Years of Sex Abuse: How Mormon Officials Let It Happen” (2022); Sharon Otterman and Ray Rivera, “Ultra-Orthodox Shun Their Own For Reporting Child Sexual Abuse” (2012); Amy Paris Langenberg, “The Buddha Didn’t Teach Consent” (2021)
- December 7 **Reading: TBD**
- December 16 Paper #3 Due at 12:00pm NOON (Submit on Canvas)

Films on Catholic Clergy Abuse

By The Grace of God – French Biographical Drama, Francois Ozon, 2019 (available on Kanopy)
Cardinal Secrets – Irish Prime Time Program, Mary Raftery, 2002
Deliver Us From Evil – Documentary, Amy Berg, 2006
Hand of God – Documentary, PBS Frontline, Joe Cultrera, 2007
Mea Maxima Culpa: Silence in the House of God – Irish American Documentary, Alex Gibney, 2012
Prey – Canadian Documentary, Matt Gallagher, 2019 (available on Kanopy)
Procession – Netflix Documentary, Robert Greene, 2021
Revelation – Australian Documentary, 3 Part Series, Nial Fulton, 2020 (available on Kanopy)
Secrets of the Vatican – Documentary, PBS Frontline, Antony Thomas, 2014
Sex Crimes of the Vatican – BBC Irish Documentary, About Pope Benedict XVI Cover Up, Colm O’Gorman, 2006
Sipe: Sex, Lies & the Priesthood – Documentary on Richard Sipe, Joel Cultrera, 2018
Spotlight - Biographical Drama of Boston Globe’s Spotlight Team Investigative Journalists, Tom McCarthy, 2015
St. Mary’s (SSPX) Kansas-Suicide in Topeka – Spotlight Documentary, Church Militant, 2020
States of Fear – Irish Documentary Series, Mary Raftery, 1999
The Church: Code of Silence – Documentary, Martin Boudot, 2017
The Keepers - Netflix Documentary, 7 Part Series, Ryan White, 2017
Tell No One – Polish Documentary, Tomasz and Marek Sekielski, 2019
Twist of Faith – Documentary, Kirby Dick, 2004
Vows of Silence – Documentary, Jason Berry, 2008

Films on Protestant Clergy Abuse

All God’s Children – Documentary on abuse of Protestant missionary kids, Scott Solary and Luci Westphal, 2008
Out of Darkness – Short documentary on Southern Baptist abuse scandal, Carolyn McCulley, 2022

Films on Child Sex Abuse outside the Church

At The Heart of Gold, Inside the USA Gymnastics Scandal – HBO Documentary, Erin Lee Carr, 2019
Athlete A – Netflix Documentary, Bonni Cohen, 2020
Ghislain Maxwell: The Making of A Monster – Channel 4 British Documentary, 3 Part Series, On YouTube, 2022
Jimmy Savile: A British Horror Story – Netflix Documentary, 2 Part Series, Rowan Deacon, 2022
Miss America by Day – Documentary, Marilyn VanDerbur, 2019

Films on Catholic Church

Secret Access: The Vatican – History, TV Movie, Bruce Kennedy, 2011

STUDENT RESOURCES:

COVID-19 Health and Safety Protocols

Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habif Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If instructed by Habif to quarantine or isolate, students should notify their instructor as soon as possible by forwarding the email they received from Habif. Any accommodation needs for COVID-related absence not covered in an instructor's standard course policies should be discussed between the student and instructor.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at <https://covid19.wustl.edu/health-safety/>. This includes:

Strongly recommended masking in indoor spaces. Masking remains a valuable tool in the mitigation of COVID-19, particularly in light of new and emerging variants. Students and instructors are encouraged to treat requests to mask with care and consideration, keeping in mind that some individuals may be at a higher risk, caring for others at a higher risk, or feeling less comfortable in a mask-optional environment. Based on monitoring of regional and campus conditions, a mask requirement may be implemented as needed. For current masking policies, see the WashU Together website.

Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources (www.disability.wustl.edu) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies should a requirement be in place.

Maintaining physical distancing as needed. While distancing requirements have been removed for vaccinated students, those who are not fully vaccinated are strongly encouraged, for their own health, to maintain a distance of 6 ft from others in the classroom. If you are not able to be vaccinated or have conditions that may put you at increased risk of failed immunity and classroom activities would bring you in frequent proximity to other students, contact your instructor to discuss alternatives.

Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.

Reporting Sexual Assault and Harassment

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required by law to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Coordinator, at (314) 935-3411, cmcopeland@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

Confidential Resources for Instances of Sexual Assault, Sex Discrimination, Sexual Harassment, Dating Violence, Domestic Violence, or Stalking

The University is committed to offering reasonable academic accommodations (e.g. a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If a student needs to explore options for medical care, protections, or reporting, or would like to receive individual counseling services, there are free, confidential support resources and professional counseling services available through the Relationship and Sexual Violence Prevention (RSVP) Center. If you need to request such accommodations, please contact RSVP to schedule an appointment with a confidential and licensed counselor. Although information shared with counselors is confidential, requests for accommodations will be coordinated with the appropriate University administrators and faculty. The RSVP Center is located in Seigle Hall, Suite 435, and can be reached at rsvpcenter@wustl.edu or (314) 935-3445. For after-hours

emergency response services, call (314) 935-6666 or (314) 935-5555 and ask to speak with an RSVP Counselor on call. See: [RSVP Center](#).

Disability Resources (DR)

WashU supports the right of all enrolled students to an equitable educational opportunity, and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Disabled students requiring adjustments to equitably complete expectations in this course should contact WashU's Disability Resources (DR), and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

Disability Resources: <http://www.disability.wustl.edu/>; 314-935-5970

Statement on Military Service Leave

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance.

See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

Preferred Name and Personal Pronouns

Washington University in St. Louis recognizes that many students prefer to use names other than their legal ones to identify themselves. In addition, in order to affirm each person's gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person's experience of safety, respect, and support. See: <https://students.wustl.edu/pronouns-information/>, <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>.

Emergency Preparedness

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the "Quick Guide for Emergencies" that is found near the door in many classrooms and main lobby areas of buildings for specific emergency information and instructions. For additional Information and EAP maps, visit <https://emergency.wustl.edu/>. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the [WashU Safe app](#) and enable notifications.

To report an emergency:

Danforth Campus: (314) 935-5555

School of Medicine Campus: (314) 362-4357

North/West/South and Off Campus: 911 then (314) 935-5555

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis. For additional details on the university-wide Undergraduate Academic Integrity policy, please see: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>

Bias Reporting and Support System (BRSS)

The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health Services

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student's academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety, depression, and thoughts of suicide. See: <https://students.wustl.edu/mental-health-services/>.

The Division of Student Affairs also offers a telehealth program to students called TimelyCare. While students are encouraged to visit the Habif Health and Wellness Center during business hours, this additional service also provides after-hours access to medical care and 24/7 access to mental telehealth care across the United States, with no cost at the time of your visit. Students who pay the Health and Wellness fee are eligible for this service.

Additionally, see the mental health services offered through the RSVP Center listed above.

WashU Cares

WashU Cares specializes providing referrals and resources, both on, and off campus for mental health, medical health, financial and academic resources by using supportive case management. WashU Cares also receives reports on students who may need help connecting to resources or whom a campus partner is concerned about. If you are concerned about a student or yourself, you can file a report here: <https://washucares.wustl.edu/>.

The Writing Center

The Writing Center offers free writing support to all Washington University undergraduate and graduate students. Staff members will work with students on any kind of writing project, including essays, writing assignments, personal statements, theses, and dissertations. They can help at any stage of the process, including brainstorming, developing and clarifying an argument, organizing evidence, or improving style. Instead of simply editing or proofreading papers, the tutors will ask questions and have a conversation with the writer about their ideas and reasoning, allowing for a higher order revision of the work. They will also spend some time looking at sentence level patterns to teach students to edit their own work. The Center is located in Mallinckrodt and open Sunday through Thursday from 11:00 am to 9:00 pm and Friday from 11:00 am to 5:00 pm. Students are seen primarily by appointment, but walk-ins will be accepted as the schedule allows. Both in-person and online appointments are available. To make an appointment, go to writingcenter.wustl.edu. Email: writingcenter.wustl.edu.

The Learning Center

The Learning Center provides support programs, including course-specific mentoring and academic skills coaching (study and test-taking strategies, time management, etc.), that enhance undergraduate students' academic progress. Contact them at learningcenter@wustl.edu or visit ctl.wustl.edu/learningcenter to find out what support they may offer for your classes.

Center for Diversity and Inclusion (CDI)

The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities. See: <https://diversityinclusion.wustl.edu/>.