



## Theory and Application of Feminist, Lesbian, Gay, and Queer Studies

GEND 3000 (3 credits / 45 class hours)

SIT Study Abroad Program:

The Netherlands: International Perspectives on Sexuality and Gender

**PLEASE NOTE:** This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester. Please do not assume these are the exact lectures and readings for any subsequent semester

### Course Description

This seminar presents Dutch and interdisciplinary perspectives on selected topics in sexuality and gender. Topics include LGBT (Lesbian, Gay, Bisexual, and Transgender) and feminist movements, marriage rights, transgender issues, conceptions of masculinity and femininity, sex education, and sex work. Students engage with local academics and activists, as they provide a broad range of Dutch and international perspectives on sexuality and gender. This seminar contains 3 main modules on LGBT studies and activism, feminist studies and activism, and sexuality studies and activism. The seminar includes classroom activities (lectures and reading assignments) and incorporates educational excursions, visits to NGOs, and workshops. Lecturers are from the University of Amsterdam and other educational institutions or organizations such as Rutgers/WPF in Utrecht and HIVOS in the Hague. Each module will end with a synthesis session in which students and the module coordinator collaborate discuss the main learning outcomes of the module. The course includes 45 academic hours (3 credits).

### Learning Outcomes

By the end of the course, students should be able to:

- Demonstrate an understanding of the social and political impact of issues of sexuality and gender in the Netherlands as well internationally;
- Discuss the contribution of migrants and people of color to the current lesbi-gay and feminist movement;
- Assess Dutch approaches to LGBT education, sexual education, sex work, and the promotion of sexual health;
- Identify Dutch approaches to transsexuality, intersex issues, and gay marriage rights;
- Analyze critical theories in the field of LGBT Studies, Feminist Studies and Sexuality Studies;
- Explain how the political and academic discourse within lesbi-gay and feminist thought and activism shifted from an emphasis on equality and autonomy to an emphasis on difference and diversity, in response to the societal change within the Netherlands from a monoculturalist to a multicultural society.

### Language of Instruction

This course is taught in English and Dutch (with translation).

## Course Schedule

\*Please be aware that topics and excursions may vary to take advantage any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

### **Module I: Feminist Studies and Activism in the Netherlands**

This module explores the history, present, and future of feminist theory and activism in the Netherlands. We do so through a combination of (guest) lectures, field visits exercises, group discussions and analytically looking at visual culture. In the 1970s, the second feminist wave has had a huge influence on the lives and rights of women in the Netherlands. Both inside and outside academia, women who raised their voices in demand for equal rights in terms of labor, sexual health, and political rights were heard. In this module, we will explore how Dutch feminists succeeded in gaining equal rights. From a critical perspective, we will examine how the voices of black and migrant women remained relatively unheard within feminist movements and how they responded to their relative marginalization. Students also delve into the topic of the body, sexuality, race, and class. Throughout the course, students will explore feminist theories and applications in gender, femininity, and masculinity.

Apart from feminist activism, we will explore feminist theories and applications in gender, femininity, and masculinity.

#### Session 1: Introduction to Feminist Studies and Activism in the Netherlands: an Overview

In this session, module coordinator Chandra Frank will explore the history of feminist theory and activism in the Netherlands. In the 1910s and the 1970s, the First, and respectively the Second Wave Feminist movement had a huge impact on the lives women. Guest lecturer Prof. Joyce Outshoorn will provide insight into the struggle of feminist of the Second Wave Feminist movement to make their demands for equal (sexual) rights heard. Prof. Outshoorn will look into the relation between the feminist movement and the State.

#### Required Reading:

Scott, J. W. (1988). Deconstructing equality-versus-difference: Or, the uses of post-structuralism theory for feminism. *Feminist Studies*, 14(1), 33-50.

#### Recommended Reading:

Nicholson, L. (1992). Feminism and the politics of postmodernism. *Boundary*, 19(2), 53-69.

#### Session 2: Third Wave Feminism and Black Feminism in the Netherlands by Chandra Frank and Nancy Jouwe

In this session, Chandra Frank and Nancy Jouwe will look at the experiences of black feminists within the white feminist movement. Nancy Jouwe will delve into the history of black migrant and refugee women in the Netherlands and explore how black feminist thought is still relevant in the Netherlands by engaging with key concepts such as intersectionality, everyday and institutionalized racism, sexuality, power and privilege, and the cultural archive. Chandra Frank will provide a brief introduction into third wave feminism in the Netherlands, while discussing various global methods and tools for third wave feminist activism.

#### Required Reading:

Wekker, G., & Lutz, H. (2001). A wind-swept plain: The history of gender and ethnicity-thought in the Netherlands. In Botman, M., Jouwe, N., & Wekker, G. (Eds.), *Caleidoscopische visies: de*

zwarte, migranten- en vluchtelingenvrouwenbeweging in Nederland (pp. 25-49). Amsterdam: Kit Uitgeverij.

Recommended Readings:

Wekker, G. (2004). Still crazy after all those years...: Feminism for the New Millennium (487-500). *European Journal of Women's Studies*, 11.

Essed, P. (2009), *Intolerable humiliations*. In Huggan, G., & Law, I. (Eds.), *Racism, Postcolonialism, Europe* (pp. 131-147). Liverpool: Liverpool University Press.

Session 3: Field Site Visit to Mama Cash: Women's Rights in International Perspective

In this session, we will visit Mama Cash. Mama Cash is the oldest women's fund in the world. Mama Cash was the first international women's fund in the world. It was conceived at a kitchen table in Amsterdam in 1983. Since then, they have grown into an international fund that supports women's, girls', and trans' movements around the world. Activists and donors join with Mama Cash to advance social change that starts with gender equality and respect for human rights. In this session, students will be welcomed by the women who do this amazing work.

Required Readings:

Mohanty, C. (1988). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist Review*, 30, 61-88.

Check the website of Mama Cash: <http://www.mamacash.org/> and their history section <http://history.mamacash.nl/>. Please prepare what you find to be one good example of transnational feminism and one bad. Either from experience, or found on the internet, or read in an article, an annual report of some women's fund, or from Mama Cash.

Session 4: Selected Topics in Feminist Theory

This theory session will be provided by Dr. Sudeep Dasgupta, Assistant Professor in the Department of Media and Culture at the University of Amsterdam. Dr. Dasgupta will introduce students to a selection of the most central concepts and theories within Feminist Studies, and the recent development towards postmodern and post-structuralist feminist theory.

Required Reading:

Butler, J. (2004). Introduction: Acting in concert. In Butler, J., *Undoing Gender* (pp. 1-17). New York/London: Routledge.

Flax, J. (1987). Postmodernism and gender relations in feminist theory. *Signs*, 12(4), 621-643.

Recommended Readings:

Alsop, R., Fitzsimons, A., & Lennon, K. (2002). The social construction of gender. In Alsop, R., Fitzsimons, A., & Lennon, K., *Theorizing Gender: An introduction* (pp.64-93). Cambridge, UK: Polity Press.

Alsop, R., Fitzsimons, A., & Lennon, K. (2002). Gender and sexuality. In Alsop, R., Fitzsimons, A., & Lennon, K., *Theorizing gender: An introduction* (pp. 114-129). Cambridge, UK: Polity Press.

Session 5: Case Study Workshop Feminism and the Body by Chandra Frank

In this session, we will explore issues of gender and sexuality in relation to the body. Bodies become sites of ethical and political identities and become marked through gender, race, and sexuality. How do we see and understand marked bodies? Through self-reflective group exercises, students gain awareness of how they see and experience their own bodies in relation to others. As a case-study, we will watch parts of Sunny Bergman's documentary 'Sletvrees' (Slut Phobia), which poses the question of how sexually liberated we are, most notably as (Western)

women. We will end this session with a group discussion on how bodies are seen in relation to gender, race and sexuality.

Required Reading:

Lorber, J. and Yancey Martin, P. (2001). "The Socially Constructed Body: Insights from Feminist Theory." Pp. 259-282 in *Illuminating Social Life: Classical and Contemporary Theory Revisited*, by Peter Kivisto (Ed.). 2nd Ed. Thousand Oaks, CA: Pine Forge Press.

Recommended Reading:

Puwar, N. (2004). (In)visible universal bodies. *Space invaders: Race, gender and bodies out of place* (pp.55-76). Oxford, NY: Berg.

Session 6: Field Visit to Atria

In this session, we pay a visit to Atria: Knowledge Centre for Women's History and Women's Emancipation. Atria houses one of the oldest collections on women and gender worldwide, and preserves women's history. We will visit their archive and library and hear more about Atria's latest publication edited by Sara de Jong and Sanne Koevoets.

Required Reading:

Jong, S. de, Koevoets, S. & Niesen, S. (2013). Introduction. *Teaching gender with libraries and archives: the power of information* (pp. 6-16). Amsterdam: Central European University Press.

Session 7: Synthesis session in Feminist Theory

In this final session, students who have signed up for this module will provide a group presentation in which they bring together social, political and theoretical insights in the field of feminist studies and activism they have gained throughout the module. All students should prepare for class discussion and have at least one question or comment ready.

**Module 2: Sexuality Studies and Activism in the Netherlands.**

Session 1: Sexuality Studies and Activism in the Netherlands: an Overview

In the first part of this session, module coordinator Marije Janssen will provide an overview of the history of sexual activism and sex positivism in the Netherlands. She will highlight the sexual revolution in Amsterdam that occurred in the 1960s. While critically looking into the current state of sexual freedom among Dutch individuals, Marije will explain why sex positivist activism (in which she is so heavily involved) is still much needed in the Netherlands. In the second part of the session, guest lecturer Mattias Duyves will provide an overview of approaches in sexual studies in the Netherlands. He will particularly discuss theoretical studies that look into the social organization of sexuality through discourse analysis as compared to fieldwork-based studies relying on quantitative and qualitative evidence. His lecture ends with pledge for the rehabilitation of interactionism and a feminist/queer approach to sexuality.

Required Readings:

G. Hekma (2011). Introduction. In G. Hekma (Ed.), *A cultural history of sexuality in the modern age* (A cultural history of sexuality, 6) (pp. 1-26). Oxford: Berg.

Jackson, S., & Scott, S. (2010). Rehabilitating interactionism for a feminist sociology of sexuality. *Sociology*, 44(5), 811-826. doi: 10.1177/0038038510375732.

Recommended reading:

Simon, W., & Gagnon, J. H. (1984). Sexual Scripts. *Society*, 22(1), 53-60.

### Session 2: Field Visit to Rutgers/WPF

In this session, we will visit Rutgers/WPF, Netherlands' oldest NGO working for the promotion of sexual health, both nationally and globally. Dr. Yuri Ohlrichs will discuss the history of sex education in the Netherlands and talk about the various projects of Rutgers/WPF in promoting sex education in the Netherlands, as well as supporting and implementing sexual education programs worldwide.

#### Required Reading:

Ferguson, V., & Knijn, T. (2008). A matter of facts... and more: An exploratory analysis of the content of sexuality education in The Netherlands. *Sex Education*, 8(1), 93-106.

#### Recommended Readings:

Lewis, J., & Knijn, T. (2003). Sex education materials in The Netherlands and in England and Wales: A comparison of content, use and teaching practice. *Oxford Review of Education*, 29(1), 113-132.

### Session 3: Sex Tour through Utrecht by Marije Janssen

In this session, module coordinator Marije Janssen will take students on a tour amongst the places in Utrecht that deal with gender diversity and sexuality. Ranging from historic monuments that remind the city of sexual and gender diversity, to current sites like the Utrecht Red Light District. We will visit the Laced-Up store where the owner Sarah Mobley will give a short introduction to BDSM and the importance of community. We will end the tour by a visit to the bookstore Savannah Bay, one of the oldest and few remaining feminist bookstores in the Netherlands with a large collection of books on gender.

#### Required Reading:

Yost, Megan R. and L.E. Hunter (2012), 'BDSM practitioners' understandings of the initial attraction to BDSM sexuality: essentialist and constructionist narratives'. *Psychology and Sexuality* 3(3), 244-259.

### Session 4: Selected Topics in Sexuality Theory

This theory session will be provided by Dr. Sudeep Dasgupta, Assistant Professor in the Department of Media and Culture at the University of Amsterdam. Dr. Dasgupta will introduce students to a selection of concepts and theories within sexuality studies, most notably the work of Butler and Foucault.

#### Required Readings:

Foucault, M. (1972). 'We other Victorians' and 'Method'. In Foucault, M., *The Archaeology of Knowledge* (pp.3-13 and pp. 92-102). New York: Random House.

Butler, J. (2008). Sexual politics, torture, and secular time. *British Journal of Sociology*, 59(2), 1-21.

### Session 5: Sex Work, Human Trafficking, and the Red Light District

In this session, guest lecturer Petra Timmermans will discuss Dutch perspectives on sex work, sex trafficking, and the commodification of the female body. More specifically, she will raise some critical questions about sex work and the political discourse behind newly introduced Amsterdam policies such as 'Project 1012' that aim to professionalize the sex work trade as well as counter the traffic in women and sex worker abuse.

#### Required Reading:

Janssen, M. L.. (2008). Prostitution. In Hekma, G. (Ed.), *A cultural history of sexuality in the modern age* (A cultural history of sexuality, 6) (pp.177-202). Oxford: Berg/Palgrave.

Recommended Reading:

Kulick, D. (2005). Four hundred thousand Swedish perverts. *GLQ: A Journal of Lesbian and Gay Studies*, 11(2), 205-235. doi: 10.1215/10642684-11-2-205.

Session 6: Field Visit to the Red Light District

In this session, we will pay a visit to the famous Red Light District in Amsterdam. The Prostitution Information Center will host a guided tour around the area. Marisca Majoor, founder of PIC and former sex worker, will explore how the Red Light District is used by sex workers, tourists, students, and residents. And we will hear some of the personal narratives of women (and men) that are working in the area.

Session 7: Synthesis session in Sexuality Studies

In this final session, students who have signed up for this module will provide a group presentation in which they bring together social, political and theoretical insights in the field of Sexuality studies and activism they have gained throughout the module. All students should prepare for class discussion and have at least one question or comment ready.

**Module 3: LGBT Studies and Activism in the Netherlands**

This module explores the history, present and future of LGBT theory and activism in the Netherlands. We will look into the gay history of the Netherlands and analyze the historical moments that have been crucial for the emancipation of LGBTs in the Netherlands. Particular attention will be given to April 1<sup>st</sup> 2001: the day that the Netherlands became the first country in the world to legalize same-sex marriage. In this module, we will also explore the identity of transponders and intersex people from medical and social angles. A thorough understanding of the social movements concerning sexuality and gender in the Netherlands and elsewhere requires that we do not only explore social history, but also important epistemological and methodological debates in the social sciences. Therefore, we will continuously address key questions like: What is identity/identification? What is masculinity/femininity? How is sexuality expressed in social processes and practices? If sexuality and gender are 'constructions' as key scholars advocate, what does that mean exactly? We will end this module with a student synthesis session.

Session 1: Introduction to LGBT Studies and Activism: an Overview

In this session, module coordinator Laurens Buijs will explore the history of LGBT theory and activism in the Netherlands. The Netherlands, and especially Amsterdam, enjoys the reputation of being exceptionally liberal in matters of sexuality. The Dutch state was the first to formally legalize so-called 'gay marriage' in 2001, which confirmed what many already thought about Dutch progressive attitudes towards sexual diversity. For some, these attitudes naturally fit into a wider culture of tolerance, respect for human rights, and adherence to ideals of liberty and equality, which they consider to be 'typically' Dutch. Others are more skeptical. For them, Dutch traditions of tolerance and adherence to ideals of equality and liberty are to be understood as 'invented traditions' that serve to construct and promote new kinds of nationalism hostile to ethnic and religious minorities. This class provides a general introduction to these issues. Some Dutch case studies on pertinent sexuality issues are addressed, in order to help the student to become acquainted with 'typically Dutch' ways of debating, regulating and disciplining non-straight sexualities.

#### Required readings:

Duyvendak, J.W. (1996). The depoliticization of the Dutch gay identity, or why Dutch gays aren't queer. In S. Seidman (Ed.) *Queer Theory/Sociology* (pp. 421-438). Cambridge: Blackwell Publishers.  
Hekma, G. & J.W. Duyvendak (2011), 'Queer Netherlands: a puzzling example' (pp.625-631). In *Sexualities* 14 (6).

#### Recommended Reading:

For the gay history of Amsterdam, check: <http://www.glbtc.com/social-sciences/amsterdam.html>

#### Session 2: Same-Sex Marriage Rights in Dutch and European Perspective

In this session, guest speaker Helene Faasen will talk about her activist work in gay-marriage rights. Helene Faasen and her wife Anne-Marie Thus are world's first legally-wed lesbian couple, a distinction they now employ in activism. In this session, Helene Faasen will return to that splendid moment of April 1<sup>st</sup> 2001, when they, and three other pairs of grooms, got married by the mayor of Amsterdam. She will look back at the activist work of her and her partner and discuss what has been achieved worldwide since same-sex marriage became legalized in the Netherlands. Students will discuss standpoint pro and contra gay marriage.

#### Required Readings:

Nair, Y. (2010). Against equality, against marriage: an introduction. In Conrad, R. (Eds.), *Against equality: queer critiques of gay marriage* (pp. 1-10). Lewiston: Against equality publishing collective.  
Shashani, N. (2011). What can queer theory learn from feminism in India: Reversing epistemological frames. In Aydemir, M. (Eds.), *Indiscretions: At the intersection of queer and postcolonial theory* (pp. 225-242). Amsterdam/New York: Rodopi B.V.

#### Session 3: Trans-Sexual Surgery in The Netherlands

In this session, Jos Megens will lecture about his work as head of the Gender Team at the Medical Center of the Free University in Amsterdam. The Gender Team in Amsterdam treats transsexuals who want to change their sex. Jos Megens, who has been working with the Gender Team since the 1970s, will discuss the medical and psychological process that transsexuals have to go through before they can have the actual operations.

#### Required Reading:

Butler, J. (2006). Doing justice to someone: Sex reassignment and allegories of transsexuality. In Stryker, S. and S. Whittle (Eds.), *The Transgender Studies Reader* (pp. 183-194). New York: Routledge.

#### Session 4: Sexual and mental health issues among LGBTs in the Netherlands

Many studies focus on the differences in mental health between lesbian, gay, bisexual, and transgender (LGBT), and heterosexual individuals. Less attention has been paid to the differences in various aspects of sexual health and the potential explanations for these differences. In this session, sexual health researcher Bouko Bakker from Rutgers/WPF will discuss these issues while addressing the recent study 'Een wereld van verschil' ('A world of difference') that was executed by Rutgers/WPF among LGBT individuals in the Netherlands.

#### Required reading:

Kuyper, L. and I. van Weesenbeek (2011), 'Examining Sexual Health Differences between Lesbian, Gay, Bisexual, and Heterosexual Adults: The Role of Socio demographics, Sexual Behavior Characteristics, and Minority Stress'. *Journal of Sex Research* 48(2-3), 263-274.

#### Recommended reading:

Please check the website of Rutgers/WPF for more information about this research. See: <http://www.rutgerswfp.nl/press-release/onderzoek-wereld-van-verschil>

#### Session 4: Field visit to EduDivers

On this excursion, we will pay a visit to EduDivers to learn about the efforts that are made to promote acceptance of LGBTI people in the Netherlands, most particularly in education. EduDivers is the Dutch Expertise Centre on Education and Sexual Diversity/LGBTI issues. Peter Dankmeijer, the founder of EduDivers will give a presentation on the various methods that are used in schools to combat intolerance for LGBTI pupils, and what EduDivers does to improve those methods and help students and teachers to carry out these methods. Peter Dankmeijer will also pay attention to international activities, as carried out through GALE, the Global Alliance for LGBT Education.

#### Required reading:

Dankmeijer, P. (2014), *Dutch policy on sexual diversity in Education 2001-2014*. Retrieved from: <http://www.edudivers.nl/english/dutch-lgbt-policy-in-education-2001-2014?term=dutch-policy&p=1>

#### Session 5: Selected Topics in LGBT and Queer Theory

This theory session will be provided by Dr. Sudeep Dasgupta, Assistant Professor in the Department of Media and Culture at the University of Amsterdam. Dr. Dasgupta will introduce students to a selection of concepts and theories within LGBT Studies. He will also discuss the recent shift from LGBT to Queer Studies.

#### Required Readings:

Seidman, S. (2001). From identity to queer politics: shifts in normative heterosexuality and the meaning of citizenship. p *Citizenship Studies*, 5(3), 321-328.

D'Emilio, J. (1993). Capitalism and gay identity. In Abelove, H., Barale, M. A., & Halperin, D. M. (Eds.), *The lesbian and gay studies reader* (pp. 467-476). London: Routledge.

Clark, D. (1991). Commodity lesbianism. *Camera Obscura*, 9 (1-2, 25-26), 181-201. doi: 10.1215/02705346-9-1-2\_25-26-181.

#### Session 6: Field visit to ILHIA

In this session, we will visit ILHIA, international gay/lesbian library, archive, information and documentation center in Amsterdam. IHLIA boasts the largest GLBT library collection in the Netherlands and Europe and collects LGBT materials from the Netherlands and the rest of the world. We will visit the center's archive and library and hear more about ongoing 'Levensboek' ('lifestory book') project that was initiated by IHLIA and that collects life stories of LGBT seniors.

#### Required Reading:

Check the IHLIA website: <http://www.ihlia.nl/english/english>. Have 1-2 questions prepared for the librarians and the project leader of the LGBT Life Story Project

#### Session 7: Synthesis session in LGBT Theory

In this final session, students who have signed up for this module will provide a group presentation in which they bring together social, political and theoretical insights in the field of LGBT studies and activism they have gained throughout the module. All students should prepare for class discussion and have at least one question or comment ready.

### **Extra sessions in this seminar:**

#### SIT Amsterdam Forum: Sexual liberation after the Sexual revolution

In this forum, we question how sexually liberated we actually are and what 'sexual liberation' actually means in the 21<sup>st</sup> century. At the same time we explore the politics of 'sexual liberation', who decides who is sexually liberated and who is not? We will invite a range of guests, from activists to artists and academics who work on this topic to share their views in an interactive forum.

#### Field Visit to HIVOS

In this session, we will go to The Hague for a field visit to HIVOS. HIVOS is a Dutch NGO that has offices around the world to advocate combating poverty, oppression, and discrimination, and to support human rights. One of their programs centers on rights and citizenship. It invests in civil society initiatives and democratic change, LGBT rights, women's rights and HIV/AIDS that will lead to a more open and just society.

#### Required Reading:

Check the HIVOS website at <http://www.hivos.org/> and prepare 1-2 questions for the spokesperson at HIVOS

### **Evaluation and Grading Criteria**

- Group Introductory Assignment  
Students discuss the pre-departure readings and prepare for group discussion and group presentation in class.
- Theory I Research Paper Assignment  
Students select a specific case that was discussed in one of the modules to explore further in a 5-7 page theory paper based on 3-4 readings and/or class discussions.
- Student Module Synthesis Session  
Students sign up for either of the three modules of this seminar and will provide a group presentation in which they bring together social, political and theoretical insights they have gained in the field of Feminist, respectively Sexuality, and LGBT studies. All students should prepare for class discussion and have at least one question or comment ready.
- Participation  
Participation includes:
  - Attendance – promptness to class, and positive presence in class
  - Active listening – paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, taking notes
  - Self-directed learning – reading the local paper and other materials to see the Dutch perspective on relevant issues, discussing issues with host families and others
  - Involvement in-class discussions – either in small or large groups
  - Group accountability during field excursions and classes
  - Taking leadership roles – leading and guiding discussions in a productive direction

#### Assessment:

Group introductory assignment	25%
Theory I research paper	40%
Student Module Synthesis session	25%
Participation:	10%

### **Grading Scale**

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

### **Expectations and Policies**

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak...
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Please refer to the SIT Study Abroad handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.