THTR 1356 Fall 2026

The Cinema: Films and Performers

ONLINE Class Delivery through Canavas

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Office: By Appointment in person or on Zoom. Soom meeting may be recorded to be accessed by student if needed.

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Course Description:

This course offers a comprehensive exploration of the history of film, tracing its evolution from its earliest beginnings to the present day. Students will examine the technological, artistic, and cultural developments that have shaped the film industry, from the silent era and the Golden Age of Hollywood to the rise of independent cinema and the dominance of digital filmmaking. Each decade will be explored in depth, highlighting key films, directors, and movements that have influenced the art and business of cinema. Special attention will be given to changes in production techniques, storytelling styles, and audience engagement, as well as the impact of social and political shifts on the industry. Through screenings, discussions, and analysis, students will gain a deeper understanding of

Knowledge Bases

Students will study the history of film from origins up to common practices and techniques in modern filmmaking. They will watch films from around the world and find the commonality as well as differences from country to country and region to region culture to culture. Film making as collaboration will be explored as well.

Student Outcomes

Students will have an understanding of the origins of filmmaking

Students will have an understanding of the history of film making from conception to contemporary methods.

Students will be able to discuss different genres of film and their impact on society and entertainment.

Students will be able to discuss film as a tool for change in society and society norms.

Students will watch a variety of films from around the world and be able to discuss and analyze the styles, plot, subject matter and film making process.

Student will understand the roles of each person in the collaborative nature of film making by exploration of the duties of all of those needed in order to create a film from actor to grip.

Students will acquire a worldview on the films and the process.

Students will analyze how films from different regions incorporate unique storytelling techniques, themes, and visual styles.

Students will evaluate the evolution of filmmaking by examining how different voices and perspectives have contributed to the industry over time.

Students will create a short film concept that incorporates storytelling techniques inspired by a culture not their own in filmmaking traditions

How the Class will work

Each week the student will be required to read and study a provided informational reading over the history of film. Many times there will be a short video of me introducing the film or giving information. Please watch. You never know when I am going to throw out some bonus points. The student will also be required to watch at least one film during the week. Links *will NOT be provided* for films. Some films can be found on YouTube or online for free. Other films may be purchased through Amazon Instant Play. There is no text book for this course (recommended textbook cost $150) however, the films are $1.99-$3.99. I do not mind students watching the films together (be mindful of social distancing and wear a mask). There will be required quizzes over the reading and the film that must be taken no later than 10pm on the Sunday of each week. *These quizzes will not be reopened for any reason.

Readings

Each week a reading will be available to download from the current module. These readings are a collection taken from the internet. I did not write them. There will be a quiz over the readings posted in Assignments. You must take the quiz for that week's reading by Sunday 10:00pm. You will have only 10 minutes to take the quiz so make sure you read the material, make notes, and highlight important parts so that you will be able to complete the quiz.

Films

Each film has been chosen either for genre, worldview, greatness, or public response. Quizzes over the film are mandatory and will contain questions over character, plot, as well as happenings in the film.

Quizzes

All quizzes must be completed by Sunday 10:00 pm. Beings the quizzes are open for a full week, **there will be no reopening of quizzes or tests for any reason after the due date and time**. If you are going to be out of town, please plan accordingly. Only sicknesses lasting more than a week with doctor's notes will be considered. There will be a few occasions that a quiz will be substituted with a Discussion Board assignment.

Major Grades

There will be a midterm and final exam that each count 100 points. They will be cumulative and cover mainly, but not exclusively, the readings.

Project

This is a new assignment that I am trying out. I am going to let you select one of the following to complete. You should create a thoroughly researched presentation showing your findings. (powerpoint, prezi, or any other way you can present and share with me) which covers one of the following. It should have at least 10 slides. It can include pictures, video clips, information, or anything that shows your study of the project. You should also have an additional slide (not counting toward the 10) of the sources that you used. I recommend creating a works sited through mybib.com. On the title page please place the title of the project you have chosen. This project is due on November 1, 2026 10pm.

1. Film Evolution Timeline

- **Objective**: Students create a visual timeline tracing the evolution of cinema.
- **Details**: The timeline could highlight significant technological advancements (e.g., silent films, introduction of sound, color, CGI), influential directors, and groundbreaking films from different eras. Students can include images, short analyses, and QR codes linking to key scenes.

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2. Genre Analysis Presentation

- **Objective**: Students analyze the evolution of a specific film genre (e.g., horror, science fiction, film noir).
- **Details**: They research the genre's origins, its defining characteristics, key films, and its development over time. The presentation could include clips, comparisons, and cultural impacts.

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3. Director's Study

- **Objective**: Students dive deep into the works of an influential filmmaker.
- **Details**: Students research a director's style, recurring themes, and contributions to cinema history. They analyze two or three films to showcase how the director's vision evolved and influenced others.

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4. Cinematic Technique

- **Objective**: Students learn and demonstrate historical filmmaking techniques.
- **Details**: This can include silent film acting, practical special effects from early cinema, or editing styles from specific eras.

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5. Decade Deep Dive

- **Objective**: Students research and present on the cinema of a specific decade.
- **Details**: Groups focus on the cultural, political, and technological influences of the era, showcasing key films, directors, and styles. They could compare how cinema reflected or influenced the decade's society.

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6. Women in Film

Objective: Report on the role of women in film throughout conception.

Details: Show the advances as well as the problems that have occurred which should include the "Me Too" movement.

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7. African Americans in the Film industry

- **Objective**: Reports on the history of African Americans in film from conception to the current.
- **Details**: Student sees the growing and still needed changes in the film industry

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8. Film Censorship Through History

- **Objective**: Explore the history and impact of censorship on cinema.

- **Details**: Students research significant cases of censorship (e.g., the Hays Code, banned films), the societal reasons behind it, and how filmmakers pushed boundaries in response.

The project may be turned in at any point in the semester until April 6 10:00pm no exceptions. So, you can turn it in early but not late. No late work will be accepted for any reason. Please upload your project under the module titled Project Upload. A rubric is provided in this module.

Discussion Board

Due to the size of the class participation is difficult. Therefore, at times I will post a discussion question about the film. Each student should comment. (This does not have to be a paper, but merely the student's thoughts on the question in a thoughtful manner. Even though it does not need to be long it needs to be written on a college level, not text talk or emoji's)

Grading policy - *****

This class works on a points system.

There will be 25 quizzes/discussion boards worth 500 points.

Midterm exam is worth 100 points

Final exam is worth 100 points

The Group project will be 100 points.

When looking at your grade remember the scale. In order to calculate your grade you must use the 800 points as a basis. Canvas only shows you points attempted. IF you miss doing an assignment it will not affect the average. DO NOT LOOK AT THE AVERAGE. ONLY LOOK AT THE POINTS

Absences / Missed Assignments

Because this class is online absences will not be an issue. However, if any quiz, test or project is missed there will be no opportunity to make up the work. Please understand if you miss an assignment you get 0 points for it. Again, (2nd time) Canvas will only show your grade percentage of things you have attempted. Do not be confused. You can't have an A in the class if you missed 10 assignments

Grades *******

Make sure you understand the schedule below is how grading will be done.

Total points available will be 800

A – 716-800

B –636- 715

C - 556-635

D- 476- 555

F- Below 476

Schedule

Week 1 Due August 30

- Watch Introduction and Instructions Video
- Read Syllabus
- Horse in Motion
- Watch your favorite movie and do the discussion board
- Reading 1 & Quiz

Week 2 Due Sept 6

- Watch Lecture
- Film- The Story of the Kelly Gang –Its only 30 minutes(youtube Free) https://www.youtube.com/watch?v=1A6niZmzvoc
- Film- Nosferatu (1922) (Youtube Free) https://www.youtube.com/watch?v=FC6jFoYm3xs
- Take Quiz over films
- Reading 2 & Take Quiz

Week 3 September Due Sept. 13

- Watch Lecture
- Mutiny on the Bounty(1935) Free here https://www.facebook.com/watch/?v=964665027406654
- Take Quiz
- Reading 3 & Quiz

Week 4 Due Sept. 20

- Watch Lecture which will include instructions for group project
- Watch Clip of Women in the 40's
- Film – Citizen Kane (1941) (Free on HBO Max or rent on Youtube or Amazon) & Quiz
- Reading 4 and Quiz

- Producers for Projects should contact Professor with names of students that did not make contact with group so they may be removed.

Week 5 Due Sept 27

- Watch Lecture
- Seven Samurai (Amazon or youtube rent) & Quiz
- Reading 5 & Quiz

Week 6 Due Oct. 4

- Watch Lecture
- The Birds (Vimeo and Amazon) & Quiz
- Reading 6 & quiz

Week 7 Due Oct. 11

- Watch Lecture
- Alien (1979) (Amazon) & quiz
- Reading 7 & Quiz

Week 8 Due Oct. 15

- Midterm Exam

Week 9 - Due Oct. 18

- Watch Lecture
- Do the Right Thing and Quiz
- Reading 8 & Quiz

Week 10 Due Oct. 25

- Watch Lecture
- Malcolm X
- Reading 9 & Quiz

Week 11 Due November 1

- Watch Lecture

Ek Ladki Ko Dekha Toh Aisa Laga 2019 (Netflix)

- Reading 10 & Quiz

- Turn in Project (See Syllabus for instructions)

Week 12 Due Nov. 8

- Watch Lecture
- Reading on Independent Films & Quiz
- The Hurt Locker

Week 13 Due Nov. 15

- Watch Lecture
- Reading over Documentaries & Quiz
- Black Power Mix Tapes (Amazon) Quiz

Week 14 November 22

- Watch Lecture
- TBA

Thanksgiving Break**********

Week 15 TBA

Week 16******* Week ends on Friday December 11th start

- Take Final - ***Final is due by 10 pm on Friday December 11th ***

Plagiarism Policy

Any student that plagiarizes or uses an AI device to create any written discussion or in the project will be reported to the Campus Disciplinary Committee.

University Policies and Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your

advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. **CAUTION #2:** All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.
The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the

grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler/ and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at https://www.uttyler.edu/disability-services, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to

fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php.

Sexual Misconduct & Title IX

The University is committed to a safe academic and working environment free from sexual misconduct including but not limited to sexual assault, sexual harassment, dating violence, domestic violence and stalking. The University will not tolerate any act of sexual misconduct. If you think you have experienced any form of sex discrimination or misconduct, including sexual assault, sexual harassment, dating violence, domestic violence or stalking, please report it so that the university can help. You can file a report with TWU Police in person at the Oakland Complex in Suite 102, by phone at ----------, or use the online reporting forms. You may also contact ---- Title IX Coordinator by visiting Old Main 108, emailing TitleIX@twu.edu or calling 940-898-2968. There are resources and services available to assist you both on and off campus.

For more information on how the university addresses sexual misconduct please review the university's Annual Security Report and the Campus Security Authorities information.

Policy on Discrimination and Harassment

I. General Policy

Discrimination and harassment, including sexual harassment, are prohibited by Rice University because they violate the values of our community and are unacceptable in our University community. Rice University is a diverse community guided by the values of responsibility, integrity, community, and excellence. These values can only thrive in an environment that is free from discrimination and harassment.

The University expects all members of the University community to:

i. Be respectful of everyone and demonstrate civility toward all, regardless of position or office.

ii. Refrain from discrimination against any individual or group.

iii. Consider how our words and acts might injure others, and seek to eliminate personal biases, preferences, and preconceived stereotypes.

iv. Make accommodations for persons with disabilities and be ready to assist them.

v. Be inclusive and accepting of others who make up our diverse population.

vi. Respect the freedom of expression, as well as the privacy, of others.

As articulated in Policy 815, Equal Opportunity / Non-Discrimination / Affirmative Action Policy, Rice University does not discriminate, and does not permit discrimination, against individuals on the basis of race, color, religion, sex (including pregnancy), sexual orientation, gender identity and expression, national or ethnic origin, genetic information, ancestry, age, disability, veteran status, or other protected categories under the law. In addition, Rice University does not permit harassment against individuals on these same bases.

This policy articulates the University's commitment to providing a learning, living, and working environment that is free from discrimination and harassment.

II. Roles and Responsibilities

There are several offices that can be resources for reporting or seeking information regarding harassment or sexual misconduct. The central authority is the office of Access, Equity and Equal Opportunity (AEEO), but members of the Rice community have a number of options.

i. The Executive Director of Institutional Equity, Equal Employment Opportunity, Affirmative Action and Title IX is the primary University official who interprets and implements the principles of this policy. Further, this individual is designated as the university's primary Equal Employment Opportunity official and Title IX Coordinator. This individual is assisted by Deputy Title IX Coordinators.

ii. Faculty. In situations that involve faculty, the Provost's Office also plays an important role in implementing this policy.

iii. Staff. In situations that involve staff, the Human Resources Office plays an important role in implementing this policy.

iv. Students. In situations that involve students, the SAFE Office: Interpersonal Misconduct Prevention and Support, Rice's Deputy Title IX Coordinators, and Student Judicial Programs also play an important role in implementing this policy. See also Rice's Title IX Policies.

III. Definitions

Discrimination. Discrimination occurs when a student or employee is denied equal opportunity and suffers unfavorable or disparate treatment because of that individual's protected class; i.e., their race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national or ethnic origin, genetic information, ancestry, age, disability, veteran status, or other protected categories under the law. Discrimination may also occur when an educational or employment policy or practice has a disproportionately adverse impact on protected class members.

Harassment. Harassment is unwelcome conduct (whether physical, verbal, written, or via technology) that is based on a protected class. Harassment has the purpose or potential effect of unreasonably interfering with an individual's work performance or educational participation. Harassment violates this policy and is subject to disciplinary action when 1) enduring the offensive conduct becomes a condition of continuing in or receiving benefits in one's employment or educational program, or 2) the conduct is severe or pervasive enough to create a work or educational environment that a reasonable person would consider intimidating, hostile, or abusive. Behaviors that could support a finding of harassment, if pervasive or severe, may include, but are not limited to: epithets or slurs, negative stereotyping, threatening, intimidating or hostile acts,

bullying, denigrating jokes and display or circulation (including through e-mail) of written or graphic materials that are based on protected class and occurring within the learning, living, or working environment.

- Hate speech is any act of harassment that incites imminent criminal activity or consists of specific threats of violence targeted against a person because of that person's membership to a protected class. Hate speech does not cover speech that is ordinarily considered constitutionally protected speech or expression in the educational or public sphere.

Sexual Harassment encompasses unwelcome sexual advances, requests for sexual favors, and other verbal or physical behavior of a sexual or gendered nature. It can include such behaviors as unwanted touching or unwelcome conduct (whether physical, verbal, written, or via technology) of a sexual or gendered nature. Sexual harassment occurs when:

A. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment; or

B. submission to or rejection of such conduct by an individual is used as the basis for educational or employment decisions affecting that individual; or

C. such conduct is reasonably regarded as offensive and has the purpose or effect of interfering with an individual's work performance or educational participation, or creating an intimidating, hostile, or offensive educational or working environment.

Note: Employees and students must also be aware that sexual harassment may also be subject to Policy 828, which has a different definition of sexual harassment and different procedures for adjudication (based on the legal requirements of Title IX).

Complainant means the person who believes they have been subjected to harassment, sexual harassment, sexual assault, dating violence, or stalking.

Respondent. A person who has been accused of violating this policy.

Bias Reporting Process

The University has a rich tradition of embracing people from a wide spectrum of differing identities, including faith, race, ethnicity, culture, sexual and gender diversity, ability, socioeconomic status, and backgrounds. The University considers acts of hate

and bias unacceptable and antithetical to its commitment as an inclusive and respectful community.

The purpose of the **Bias Reporting System** is to document and respond to bias-related incidents experienced by community members, including students, faculty, staff/AAPs, and to provide affected community members with support and resources. Through the Bias Reporting System, the University tracks and reviews bias-related incidents, offers resources to impacted community members, identifies opportunities for educational programming, and shares information with reporting individuals regarding options for next steps. Reporting bias may lead to both informal and formal actions in response to concerns identified, including an investigation, following which the University can hold accountable individuals found to have violated a University policy.

Please be aware, however, that while the expression of an idea or point of view may be offensive or inflammatory to some, it is not necessarily a bias-related incident. The University values freedom of expression and the open exchange of ideas and, in particular, the expression of controversial ideas and differing views is a vital part of the University discourse. While this value of openness protects controversial ideas, it does not protect harassment or expressions of bias or hate aimed at individuals, where such expression violates University **policies**.

Definitions

Bias: Bias is a prejudice for or against something or someone, usually in a way that's considered to be unfair.

Bias-related incident: The term 'bias related' refers to language and/or behaviors which demonstrate bias against persons because of, but not limited to, others' actual or perceived: color, disability, ethnicity, gender, gender identity and expression, national origin, race, and religion, and sexual orientation. Examples may include defacement of posters or signs, intimidating comments or online messages, vandalism to personal or university property, or similar acts, if there is evidence that the target or victim was chosen because of a characteristic such as those listed above.

Bias reporting team (BRT): The Bias Reporting Team includes trained professionals from the Office of Student Equity & Inclusion (including the Center for Multicultural Equity & Access), LGBTQ Resource Center, Women's Center, Office of Residential Living, Office of Mission & Ministry, and the Office of Institutional Diversity, Equity, & Affirmative Action (IDEAA).

Harassment: Harassment is verbal or physical conduct that denigrates or shows hostility or aversion to an individual because of a Protected Category as specified above, when such conduct has the purpose or effect of: unreasonably interfering with an individual or third party's academic or work performance; creating an intimidating, hostile, or offensive educational or work environment; or otherwise adversely affecting an individual or third party's academic or employment opportunities. Harassment may

include, but is not limited to: verbal abuse or ridicule, including slurs, epithets, and stereotyping; offensive jokes and comments; threatening, intimidating, or hostile acts, and displaying or distributing offensive materials, writings, graffiti, or pictures. Harassment may include conduct carried out through the internet, email, social media, or other electronic means. Protected Categories include: age, color, disability, family responsibilities, gender identity and expression, genetic information, marital status, national origin and accent, personal appearance, political affiliation, pregnancy, race, religion, sex, sexual orientation, source of income, veteran's status or other factors prohibited by federal and/or District of Columbia law.

Hate Crime: Under the Clery Act, a "hate crime" is a criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For Clery Act purposes, hate crimes include any of the following criminal offenses that are motivated by bias: Murder and Non-negligent Manslaughter, Sexual Assault, Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft, Arson, Larceny-Theft, Simple Assault, Intimidation, Destruction/Damage/Vandalism of Property. See 34 CFR 668.46(c)(4).

Hate Speech: "Hate Speech" is a term defined by the Cambridge dictionary as "public speech that expresses hate or encourages violence towards a person or group based on an aspect of identity, such as race, religion, sex, or sexual orientation."

"Hate speech" is not defined by the **Code of Student Conduct** or the Speech and Expression policy. Georgetown University prohibits expression that violates the law, falsely defames a specific individual, constitutes a genuine threat, violates the **University's Harassment Policy**, or unjustifiably invades substantial privacy or confidentiality interests. As an academic community, Georgetown University is dedicated to open expression and the free exchange of ideas, yet also acknowledges that, while vitriolic speech about groups of people may be protected, this type of expression runs counter to our institutional values of inclusion and belonging for all members of our community.

Procedures

Response to Bias Reports

1. *Reporting*. Bias incidents may be reported through the **bias reporting form**.
2. *Acknowledgment of receipt of bias report*. Within three business days of the receipt of a report, a BRT member will review the report and provide the reporting individual the following:
    1. confirmation that the bias report has been received and recorded;
    2. an opportunity to speak with a BRT member about the incident;
    3. information about support and other resources; and
    4. notice of options, including the option to file a formal complaint.

3. *Response to bias report*. In consultation with the reporting party, a BRT member will determine whether at least one of the following options may be used in response to the reported incident:
    1. **Conversation**. A BRT member may discuss the report with the individual alleged to have engaged in a bias incident.
    2. **Mediation/facilitated conversation**. A BRT member may facilitate a voluntary conversation between the reporting individual and the individual alleged to have engaged in a bias incident. The parties would not be required to meet in-person.
    3. **Educational programming**. Training and/or educational resources may be offered to the individual(s) involved in the bias incident, on a voluntary basis.
    4. **Restorative practices**. Where both the reporting individual and the individual alleged to have engaged in a bias incident express an interest in the use of restorative practices to respond to a reported incident, trained community members may be assigned to utilize restorative practices to facilitate healing and understanding following a bias incident.
    5. **Referral to formal University process**. In instances where the reported conduct may pose a threat to the health or safety of community members, or where conduct may constitute a violation of a University policy, the matter may be referred to the appropriate University office. Individuals may also choose to file a formal complaint with University offices such as the **Office of Student Conduct** and the **Office of Institutional Diversity, Equity, and Affirmative Action**
    6. **Institutional responses**. Depending upon the nature of an incident, action from the university might be necessary, such as removal of graffiti, notice to the community, and offering supportive resources and assistance for impacted communities.
    7. **No further action**. The reporting individual or the BRT may determine that no further action is necessary; the BRT will evaluate the reported conduct to ensure that additional action is not needed.
4. *Coordination with Speech and Expression Committee*. Where bias reports present complex issues regarding speech and expression, the BRT may consult with the **Speech and Expression Committee** about a bias report to determine whether the conduct could violate the University's Speech and Expression Policy, or may be protected under the Speech and Expression Policy.
5. *Notification of response*. At the conclusion of the BRT's response to a bias report, the BRT will provide to the individuals involved in the incident who participated in the bias reporting process notice of the BRT's response.

Analysis of Bias Reports and Hate Crimes

1. Statistics related to bias reports are included on the Bias Reporting System website as aggregate data.

2. Each semester, the BRT meets to review de-identified, aggregate data to assess the response to bias reports, identify patterns, if any, and determine whether additional action is needed.
3. De-identified, aggregate data also is provided to appropriate University units for compliance reporting purposes.

If you have made it this far, please know that I am at your service and I really hope you enjoy and learn from this class.