

**Truth and Relativism | PHIL 101 | 3 Credits | Spring Semester 2024**  
**Syllabus**  
**Western Kentucky University**

**Instructor:** Matthew Childers, Ph.D.

**Instructor Email:** matthew.childers@wku.edu

**Free Tutoring Time (“Office Hours”):** By appointment scheduled via email (via Zoom).

**Required Texts:** All required texts will be provided online.

**Approved internet resource:** *The Stanford Encyclopedia of Philosophy* (<http://plato.stanford.edu/>).

**Course Description:**

The study of central positions and arguments concerning the nature and character of Truth: Is there such a thing as Truth? What is real? If there is Truth and reality, how can we know them?

**Course Education Satisfactions:**

Colonnade/Statewide General Education Code E-AH | AH

**Learning Outcomes**

Students will learn the difficult task of reading and interpreting philosophical texts and arguments. Students will also learn to critically evaluate philosophical positions and arguments, both in oral discussion as well as in analytical, academic writing. Students will develop their abilities to read, write, think, and discuss critically, as well as develop and demonstrate their intellectual independence (especially concerning how historically important philosophical views of reality and truth relate to students’ own views). Students will also learn to interpret the worldviews (metaphysical and epistemological) of a variety of cultures and time periods different from contemporary America, e.g., ancient Greece, Medieval Europe, and Europe under the scientific revolution. Additionally, students will learn to think reflectively and critically about science and the relation between science and other forms of knowledge. Specifically, students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of philosophy, including the concepts and techniques of argumentation, formal properties philosophical theories, and core techniques and concepts of the interpretation of philosophical texts.
2. Analyze and evaluate philosophical arguments, (including a demonstrated ability to distinguish between valid and fallacious reasoning and to identify common logical fallacies); identify reliable sources; and distinguish between different types of philosophical evidence.
3. Analyze how questions of truth, reality and knowledge have evolved over time and have been fundamentally connected to philosophers’ historical and cultural circumstances.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural and historical contexts, in particular how philosophical theories about truth and reality shaped and impacted larger social, cultural, and historical contexts and institutions.
5. Evaluate enduring and contemporary issues of human experience, including both (i) how changing cultural and social factors influence current philosophical theory about truth and reality, and (ii) how to engage with current philosophical debates about reality and knowledge in students’ own cultural traditions.

**Course Technological Requirements:**

A functioning, internet-accessible PC/Mac computer; a reliable internet connection (ISP) and compatible web browser; “Microsoft Word” word processing software ([free for enrolled students](#)); a curious, critical, inquiring, active, and open mind. See also: [Bowling Green Wi-Fi Hotspot Map](#).

**Assignments and Due Dates:**

Note: All are tentative and subject to change with notice.

	Due Dates*	Points	Total	%
Study Assignments	1/20; 2/17; 3/02; 3/23; 4/13	18	90	30
Journals	2/28; 3/27; 4/24	10	30	10
Discussions	2/07; 2/28; 3/13; 3/27; 4/20	9	45	15
Papers	3/03; 4/28	45	90	30
Final Assignment	5/03	45	45	15
			300	100

### Grading:

Grades are calculated on the following scale: A = 93%–100%; A- = 90%–92%; B+ = 87%–89%; B = 83%–86%; B- = 80%–82%; C+ = 77%–79%; C = 73%–76%; C- = 70%–72%; D+ = 67%–69%; D = 63%–66%; D- = 60%–62%; F = 0%–59%. (Note: 80% [B-] = average grade).

### Academic Misconduct, Cheating, and Plagiarism Policy:

Academic misconduct, cheating, and plagiarism is taken very seriously; intent is irrelevant even if committed in ignorance, accident, etc. Students are responsible for knowing what constitutes academic misconduct, cheating, and plagiarism of all forms (e.g., [direct & paraphrase plagiarism](#), [self-plagiarism](#), [unauthorized or unethical collaboration](#), false authorship, failure to adhere to assignment & course directions & policies, illicitly modifying assignments, etc.). Grades issued for any submitted assignment may be reassessed or rescinded in cases where academic misconduct is detected ex post facto. Intent is irrelevant and it can be committed accidentally; ignorance is an illegitimate excuse. Violations include but are not limited to: (1) use of any unauthorized assistance, including electronic devices/media or on-line resources (including Generative AI programs such as ChatGPT, etc.); (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments such as those involving sounds as well as moving or still images; or (3) the acquisition of tests or other academic materials without permission of the faculty or staff to whom the material belongs. Academic honesty is twofold on the part of the student; first, not to cheat, and second, not to enable others to cheat. First offenses will yield a 0% for the offending assignment. Further offenses result in automatic course failure and possibly further penalties including expulsion. Students are required to be familiar with and adhere to all such relevant policies and procedures outlined in the **WKU Student Conduct Policies** (<https://catalog.wku.edu/undergraduate/student-conduct-policies/student-conduct-policies.pdf>)

### “Stuff Happens Coupon” (SHC) Policy:

"Stuff Happens Coupons" (SHCs) afford students three (3) penalty-free extensions of not more than seven (7) days beyond deadlines. SHCs do not require permission prior to use nor any notice or reasons of use from the student prior to intended use. However, students are required to add a clear notice of SHC-use (or "redemption") in either (a) the comment portion of the file submission page and/or (2) at the top of their paper, assignment, etc. upon submission. SHCs may not be used for Final Assignments/Exams, within the Final Exam Week period (if scheduled), or to submit anything within 72 hours of the last day of the semester according to the institution academic calendar. Assignments that are submitted using SHCs may be graded beyond the normal grading period. Changes and restrictions to uses of SHCs or SHC policy is at the full discretion of the instructor for any reason.

### Note about Language/Vocabulary:

It is unavoidable (and regrettable) that philosophy courses will have some difficult or complicated terminology and technical/academic language, jargon, lingo, etc. If any unfamiliar term is encountered in lectures, readings, or discussions, please *do not hesitate* to ask for clarification or definition.

### Email Policy:

Students should frequently check their official, academic institution-assigned email accounts for regular announcements, assignments, and other important information concerning the course, helpful reminders, papers, etc. All students are required to read all course emails and announcements in full and in a timely manner. Only the official institution-issued (.edu) email address is to be used for all electronic correspondence (not over the course website or any other service). Unless emergency or circumstance prevents in-person meetings, students

are to meet with the instructor during office hours to field their questions instead of asking lengthy or complicated questions *via* email.<sup>1</sup> Emails to the instructor are not to be treated as “texts” and they will typically be addressed within approximately 12–48 hours. To help the instructor better assist students, emails to the instructor should always include the student’s course name, number, and section number, e.g., “PHIL-101:701,” etc.

### **Course Conduct Policy and Disclaimer:**

Behavior that interferes with normal college-sponsored activities is not permitted, including, but not limited to: the instructional process, the classroom (both on-campus and virtual) studying, teaching, research, college administration, disciplinary procedures, extracurricular and co-curricular activities, designated areas of activities, fire, security, or emergency services; or inciting others to commit disruptive behavior. Respectful and appropriate conduct within all affiliated academic environments is expected with all interactions among students and instructor. Respect for inclusion, diversity, representation, and equity are core values of this course. Students are free to confidentially communicate to the instructor information regarding issues of identity, disability, preferred names (and pronunciations), pronouns, etc. to help facilitate a welcoming atmosphere of learning free from barriers of prejudice, inequity, inequality, discrimination, etc. Scoffing or contemptuous, combative, flippant, dismissive, or disdainful comments or behavior is inappropriate and contrary to the humanities and the liberal arts & sciences. Given the nature of the course, much of course content may trespass upon serious, contentious, sensitive, and taboo topics e.g., politics, religion, culture, history, morality, manners, sexuality, science, gender, law, war, death, etc. Students are to contract the instructor with requests for course content which may be treated with extra sensitivity, disclaimers, notices, etc. Students are fully expected to exercise intellectual and personal maturity on all matters discussed and encountered in the course, understanding that (i) the experiences, beliefs, and lives of the assigned author(s) and fellow classmates are diverse and that (ii) the views, assumptions, arguments, and customs (etc.) of themselves and others will be given to honest, truth-aimed, cooperative rational inquiry and examination—not personal attack or ridicule. Students who violate any of these norms in part or whole may be referred to the appropriate academic standards offices and/or individuals.

### **Policy Concerning Course Materials:**

All course materials, including (but not limited to) notes, quizzes, exams, syllabuses, instructor-authored handouts, online content, lecture slides and audio/video recordings, etc. are for no use other than personal, academic purposes and not to be sold or distributed electronically or in print without explicit permission. Unless necessary *per* a specific request by the institution disability services office(s), lecture slides, etc. are not distributed to students. **The materials in this course are protected by the U.S. Copyright Law Title 17, U.S. Code, Section 110(2). Course content is restricted to registered students and course materials may not be retransmitted.**

### **Regular and Substantive Interaction Requirement.**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Instructor providing direct instruction via video lectures.
- Assessing and providing constructive feedback on a student’s coursework.
- Scheduled student-interactive, instructor-facilitated group discussions regarding the course content.
- Weekly announcements.
- Assignments and assessment deadlines are spread throughout the term of the class.

### **Grading Notes and Policies:**

1. In case of disputes or discrepancies, students are to keep all returned assignments until course completion and advised to check and evaluate scores and grades frequently—especially near the end of the semester.

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<sup>1</sup> Students are strongly encouraged to compose all messages professionally, following appropriate “netiquette” and according to the following rubric: <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>

2. Non-trivial grade issues and disputes require students to undertake a “formal” grade dispute and thus compose and submit a 1-page, hard-copy argument for grade re-evaluation after 5 days but within 10 days of the disputed grade received and no later. These and other such timeframes are limited by the institution-issued semester calendar. Formal grade reassessments may raise or lower one’s grade ( $\pm 3$  points only), as assignments subject to reassessment are treated *ex novo*. Students considering a formal grade dispute are required to meet face-to-face with the instructor first within this time period and are always advised to first consider very carefully all grades and the reasons for their having received it before undertaking a formal grade dispute. Extraordinary circumstances notwithstanding, final assignments/exams, and final grades & other assignments issued or due within 10 days of the day that final grades are to be submitted by the instructor are not subject to this policy.
3. Course management system(s) rarely calculate final totals/grades accurately, and thus are not necessarily reflective of exact final grades or total progress in the course. As such, they are best ignored and grade point totals should be calculated manually.
4. Students are to use all provided assignment file documents as templates to be downloaded, filled out, and uploaded. Students may not, e.g., upload photos of their assignments completed by hand, etc. Students are not permitted to make edits or changes to these documents (e.g., to assignment questions, question numbers, etc.) except in those places therein where answers are to be filled out or submitted. Doing so constitutes academic misconduct and will be treated as such. Students are to retain document formatting, numbering, etc. with as few changes as necessary.
5. Adhering to directions for assignments and other course material is a necessary condition for academic success in the course and failing to accurately follow course policies and directions for any assignment in part or whole will negatively impact student grades up to and including failing assignments, papers, and—if done in a sufficient amount and degree throughout the course—the course itself (e.g., consistently turning in assignments late, incomplete, improperly or incorrectly formatted, uploaded, or answered, or not at all, etc.).
6. Circumstances and conditions may occur throughout the semester which require that certain standards or expectations of academic success be amended or changed, e.g., *getting a desired grade beyond merely passing the course* vs. *merely passing the course*, etc.
7. If any student is confused about their course progress, current grade(s), course status, etc., please (a) refer (i) first to the grading schema in the latest syllabus and (ii) their current grade totals & assignment submissions, and then, if therefore necessary, (b) contact the instructor for assistance.
8. Grades are *earned* and thus *additive*. Students do not begin the course with a 100% or an “A” in and work to keep it, but instead *progressively earn* their grades. Thus, it is a misunderstanding that instructors “take” grade points “off” assignments or a student “loses points,” etc.
9. An instructor’s role is to *assess and report* the grades that students have themselves earned by sufficient demonstration of course learning outcomes, competencies, etc., not to “give” or “reward” grades.
10. Requests, threats, or demands for unearned grades constitute a form of academic fraud—no less than insisting that a payroll clerk arbitrarily add zeroes to the end of one’s paycheck.
11. Students must regularly check their grades to make sure everything is correct and nominal in the course management system, especially near the end of the semester to resolve issues, questions, discrepancies, etc. before they become troublesome.

### **Assignment Notes and Policies:**

1. For all submissions (via email, the course management system, etc.), students are responsible for making sure that they have uploaded the correct and intended file (in .doc, .docx, or .txt formats only) prior to the due dates specified and that it is compatible with and can be successfully downloaded from and viewed by the course management system without error after submission.
2. Students are not to wait until their assignment is graded as a ‘0%’ to discover that they have uploaded a blank, non-functioning/corrupt, incompatible, incomplete, incorrect, etc. assignment. It is the responsibility of the student and not the instructor to double-check for submission file compatibility, functionality, completeness, and correctness.

3. Failure to submit functional assignments in compatible formats by the deadlines will result in it being marked as '0%.'
4. So that the instructor is not an accomplice to any "cramming" and to encourage early and frequent consultations—special circumstances aside—there will be no consultations on assignments (etc.) within 72 hours prior to any of their due dates.
5. Further comments on assignment grades are available upon request after assignment grades have been submitted.
6. Students should not wait until the last minute prior to submit assignments, and those who have technical difficulties with the course management system should email their assignment to the instructor before the due dates/deadlines under the following conditions: (i) as a file attachment (in .doc, .docx,.txt format only) and (ii) with the text of the assignment itself copied-and-pasted in full into the body of the same email before the due date, and (iii) then upon resolution of technical problems—and only after a specific email notice included in the file and in the submission system—upload the identical file.
7. Students who fail to submit any assignments through the course management system must email the instructor before the final week of classes with a notice concerning which assignments have been turned in via email but might not displayed in the course management gradebook. Otherwise, submissions of all assignments are to be made properly and only through the course management system as an uploaded file attachment.
8. Unless directed to do so, submissions of assignments by means of URL links to files stored elsewhere, e.g., non-institution cloud-based storage locations [Personal Google Drive, Microsoft OneDrive, DropBox, etc.], etc.) are not permitted unless directed otherwise.
9. It is extremely important to submit excellent, effortful, fully completed, and high-quality work by the due dates specified. But, rushing to submit incomplete and/or low-quality assignments by the due dates—as if course assignments are part of some pointless academic "race" to merely meet them—is far more likely to result in overall worse grades than submitting excellent, effortful, fully completed, and high-quality work a day or two late.
10. An assignment submitted after its due date (but within the permissible submission time of 72 hours post-due date—after which is the "deadline" when assignments are no longer accepted) will result in point-deductions equivalent to one full letter grade for every 24-hour period after the specified due date/time. A rushed, incomplete, and/or low-quality/low-effort assignment submitted by the due date will almost always result in far more points deducted than a mere late assignment.

### **Tips for Success:**

1. Generally, courses which investigate concepts, issues, questions, etc. like those which will be explored here require slow and careful reading, and not only will students be expected to have read the pertinent assigned texts prior to each class session, but students are highly encouraged offer comments and questions in class, read the selections more than once, ask questions, actively participate, schedule a "free tutoring/drop-in time" to discuss lecture and reading material, etc.
2. Courses like these investigate some of the most fundamental, trickiest, difficult, complicated, confusing, and inescapable questions humans can possibly ask. Courses in the subject are often as unique as their subject-matter, for this may be your very first philosophy course—a situation as sad and handicapping as never having had a mathematics, history, or English course until now! Thus, you may need to considerably adjust your tried-and-true, well-practiced, and familiar reading, studying, note-taking, listening, testing, and learning (and thinking!) habits accordingly.
3. Students should give careful attention to assigned readings—re-reading as necessary (highly recommended!)—to attain sufficient understanding of the relevant arguments, distinctions, concepts, and terms employed. If (and when) students encounter unfamiliar or difficult terms, concepts, issues, arguments, distinctions, thought experiments, etc. (these being the primary subjects of course assessment), students are strongly encouraged to ask questions. It is unavoidable (and regrettable) that philosophy courses will have some difficult or complicated terminology and technical/academic language.
4. Since there is a great deal of misinformation available, students are very strongly discouraged from using to any other source (electronic or otherwise) for assistance besides the instructor, personal lecture notes,

the assigned text(s), or course materials. Students should not and need not go on the internet for summaries, blogposts, videos, etc. to aid their understanding of course content or their completion of course assignments, papers, etc. unless specifically directed to do so. Other sources outside of the course are often highly idiosyncratic in presentation style, format, notation, emphasis, pace, etc. and are also thus discouraged.

5. Students with specific academic goals or requirements (scholarships, grade or requirements/standards for graduation/admissions/statuses, internships, jobs, etc.) contingent upon passing the course, enrollment status, grades, etc. should consult the instructor early in and often throughout the semester to discuss academic/career/immigration or visa status/employment goals and standards/etc.
6. Students who encounter health problems which may impede their ability to succeed, graduate, turn in assignments, pass the course, etc. should contact the instructor as soon as possible. Despite the fact that certain situations may be out of your ability to prevent or rectify, the lateness with which such notifications are given to the instructor makes it highly unlikely that matters can be appropriately resolved in order to meet such requirements, goals, standards, etc.
7. Students who fail to meet assignment deadlines should nonetheless contact the instructor regarding the assignments in question.
8. It is possible to be sufficiently behind in submitting assignments, participating, studying the course content, and doing well overall, etc. that merely passing the course may be highly improbable even halfway into the semester. Students should not only frequently and continually take their past efforts into account and predict the likelihood of success, but also reach out to the instructor, Academic Advising/Advisors and other such counselors and offices throughout the semester to avoid hasty, desperate, and typically ill-fated “Hail Mary” attempts to pass the course at the end of the semester.
9. Students hoping to withdraw or be issued a grade other than a letter grade for the course are to first contact their advisors and then the registrar prior to asking the instructor and are to make the requests, if advisable and necessary, before the official due date(s) for such requests. Requests for incompletes, “no credit” grades, etc. are very unlikely (and perhaps impossible) to be accommodated after such due dates.
10. Students looking for consultation, tutoring time, assistance, advisement on assignments, etc. who cannot meet during normal “Tutoring Time(s)” —if scheduled—are to make specific arrangements with the instructor for a mutually convenient means, time, place, etc.
11. Course surveys and all the questions therein are optional.
12. Remember to “back up” all files and save your work frequently.

### **Tentative/Approximate Course Outline and Schedule:**

The readings for each unit are required and provided online (PDFs). Readings and course schedule are tentative and subject to change, abridgement, and substitution(s) (with notice, for non-trivial changes) due to pace, class interest, etc. Units marked with an asterisk (\*) are possible and sometimes covered in some semesters but—contingent upon course pace, interest, etc.—subject to partial or zero coverage.

**Unit 1: WHAT IS PHILOSOPHY? PHILOSOPHY AND REASON:** Syllabus; Solomon, Martin, and Higgins: “A Brief Introduction to Logic;” Sagan: from *The Demon-Haunted World*; Rachels: “The Challenge of Cultural Relativism” from *Elements of Moral Philosophy*; Capra: “The Metaphysics of Farts;” *Recommended*: Nussbaum, “Presocratic Pedagogy.”

**Unit 2: CAN WE KNOW ANYTHING? EPISTEMOLOGY:** Plato: from *Theaetetus*; Descartes: from *Meditations (First and Second)*; Hume, from *Enquiry Concerning Human Understanding* (Section 7.2); Haack: “Puzzling Out Knowledge.”

**Unit 3: WHAT IS THE MIND? METAPHYSICS AND PHILOSOPHY OF MIND:** Descartes: from *The Passions of the Soul*; Jackson: “What Mary Didn’t Know;” Bisson: *They’re Made of Meat*; Smullyan: “An Unfortunate Dualist;” Cavendish: from *Philosophical Letters* (PDF); Princess Elizabeth: “Correspondence with Descartes,” (*Recommended*: Carruthers: “The Mind is the Brain;” *Recommended*: Gertler: “In Defense of Mind-Body Dualism;” *Recommended*: Horowitz, “The Argument from Mental Causation for Physicalism.”)

**UNIT 4: DO WE HAVE FREE WILL? FREE WILL AND DETERMINISM:** Blatchford: “The Delusion of Free Will;” Lamont: “Freedom of Choice and Human Responsibility;” Hume, from *Enquiry Concerning Human Understanding* (Section 8); Reid, from *Essays on the Active Powers of Man* (4:1); (Recommended: Ayer: “Freedom and Necessity.”)

**Unit 5: IS THERE A GOD? PHILOSOPHY OF RELIGION:** Anselm: “On the Ontological Argument;” Aquinas: “On the Cosmological Argument;” Paley: “The Watch and the Watchmaker;” Hume: from *Dialogues on Natural Religion*; Johnson: “God and the Problem of Evil;” Fulmer: “The Concept of the Supernatural.” La Croix: “The Paradox of Eden.”

**\*Unit 6: WHAT IS MORALITY? WHAT IS RIGHT ACTION? METAETHICS AND NORMATIVE ETHICS:** Plato: from *Republic*; Plato: from *Euthyphro*; Rachels: “The Challenge of Cultural Relativism;” Rachels: “God and Moral Attitudes;” Mill: from *Utilitarianism*; Kant: from *Groundwork*. Recommended: Prinz: “Morality as a Culturally Conditioned Response.”

**\*Unit 7: EUTHANASIA AND ABORTION. APPLIED ETHICS.** Rachels: “Active and Passive Euthanasia;” Thompson: from “A Defense of Abortion;” Marquis: from “Why Abortion is Immoral;” Foot: “Killing and Letting Die;” Hume: from “Of Suicide.”

**\*Unit 8: WHAT DOES IT ALL MEAN? LIFE AND DEATH.** Excerpts from *Ecclesiastes*; Epicurus: from *Letter to Menoeceus*; Seneca: from *On the Shortness of Life*; Nozick: “The Experience Machine.”

Note: As a rough rule, students should generally begin to read the subsequent unit readings upon the completion of each unit. (“Easter Egg” Request [Optional]: If you are reading this *right now*, please email me the title and artist name of one of your favorite 90’s or 80’s song.) Regular notices will be sent to keep students up to date regarding what to study, will be due, covered, etc. and to possibly override content on the syllabus (mostly regarding Schedule and/or assignment due-date changes).

### **Tentative and Approximate Schedule:**

Note: Students will be notified of any changes to the course schedule, due dates, etc. Unit # ≠ Week #: As a rough rule, students should generally begin to read the next unit readings upon the completion of each unit and finish reading them within the first week of each unit. Regular notices/emails will be sent to keep students up to date regarding what will be covered that week, etc. and to possibly override content on the syllabus (mostly regarding Schedule and/or due-date changes).

Week	Unit Lectures:
1 (1/15)	0.0, 1.1
2 (1/22)	1.2, 1.3 (A)
3 (1/29)	1.3 (B), 1.4 (A),
4 (2/05)	1.4 (A.S), 1.4 (B)
5 (2/12)	1.4 (C), 2.1
6 (2/19)	2.2, 2.3
7 (2/26)	3.1, 3.2 (A)
8 (3/04)	3.2 (B), 3.2 (C)
9 (3/11)	4.1, 4.2 (A), 4.2 (B)
10 (3/18)	WKU Spring Break
11 (3/25)	4.3, 5.1
12 (4/1)	5.2 (A), 5.2 (B)
13 (4/08)	5.3, 5.4
14 (4/15)	5.5



15 (4/22)	5.6
16 (4/28)	5.7 ( <a href="#">WKU Sp24 Semester Ends [5/02]</a> )

### **WKU Statement on COVID-19**

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill)

### **ADA Accommodation**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **Title IX/Discrimination and Harassment**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159. See also: [Title IX Information](#).

### **Other Policies, Procedures, and Information**

- [Academic Integrity Information](#)
- [Student Code of Conduct](#)
- [Student Handbook](#)
- [Student Resource Portal](#)
- [Blackboard Student Mobile Applications](#)
- [Student Complaint Procedures](#)
- [Student Grievance Procedures](#)
- [Student Ombuds](#)
- [Student Legal Services](#)

### **Student Resources**

- [All Gender Restrooms](#)



- [Safe Space](#)
- [WKU Emergency Preparedness](#)
- [Active Shooter Preparedness](#)
- [WKU Police](#)
- [Counseling and Testing](#)
- [Food Security](#)
- [Center for Literacy](#)