

SEMINAR IN SOCIOLOGY: “Wonder Woman, #metoo, and Women’s Marches: Feminism in the Age of Trump”

SOC 198

Spring 2018

Bellevue College



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(when emailing me, please put “SOC 198” as the subject

Office Phone: (425) 564-5143

Office Hours:

Office Location: A100D

Class Meets: 11:30a-12:20pm T&Th

Class Location: A206

COURSE INTRODUCTION

"Feminism" was the word of the year for 2017, according to the Merriam-Webster Dictionary. Time Magazine named the "Silence Breakers" (women who have spoken out against sexual harassment/assault) as their 2017 "Person of the Year." Over the past year and a half, we've seen our first woman presidential nominee, a blockbuster movie featuring a female superhero, and a groundswell of women (and men) speaking out against a wide variety of issues. Are we in the middle of major gender shifts happening in our society, or is this just a blip in our social consciousness? In this student-centered class, we'll explore popular culture, and we'll talk about the power of women in contemporary U.S. society. In our learning community, you'll discover key moments in the women's movement, and we'll explore whose voices have been heard and whose have been marginalized. As this is a seminar-based class, you need to be prepared to participate!

Welcome to our class! I look forward to working with you this quarter and sharing with you my passion for feminism. Hopefully, you enter this class with some degree of curiosity about gender dynamics and what we can do to make them better. If so, you'll hopefully find this seminar rewarding as well as illuminating and useful in your own life.

Sociology is a field whose ideas can be difficult to grasp and accept because they sometimes challenge many of the taken-for-granted attitudes and opinions that we all tend to operate by in our everyday lives. As we all come to the course with strong ideas and beliefs about the world in which we live, the subject matter may be personally as well as intellectually challenging. Some of what you will learn in this course may initially seem like "common sense." Sometimes what you will learn might be shocking, surprising, or even make you angry. Hopefully, you will learn from each experience and take these lessons with you on your future endeavors.

"The chief object of education is not to learn things but to unlearn things."
 –Gilbert Chesterton

"Education is not the filling of a pail but the lighting of a fire."
 –William Butler Yeats

Visit our Program's website – there are lots of tips there for students about how to get the most out of your experience at BC, in addition to information about Sociology as a major.
<http://www.bellevuecollege.edu/sociology/>

LEARNING ATMOSPHERE

Research about learning tells us that students learn best when they are actively involved in the teaching and learning process. Thus, this is an *active, interactive* course where you will *learn by discussing*. I think of our class as a "collaborative learning community" where we all teach and learn from each other. Every time you contribute, you teach something to others. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process!

You should know that class time will NOT be spent regurgitating the reading material – instead, we will ANALYZE and EXTEND it. We don't have a lot of time each week to spend with each other, so we have to make the most of our class time by discussing what we've learned from the readings.

A note about confidentiality:

It is important that, as a community of learners, we build trust in one another. With that in mind, it is important to respect your classmates. Part of respecting them involves confidentiality. *What is said in this classroom is to remain in this classroom.* Further, if one of your classmates says something like you'd like to talk to him/her/them about, please ask his/her/their permission first. ("John, I'd love to talk to you more about your background or about _____. Is that okay with you?")



A note about course content:

Essential to an education is an open-minded understanding of ideas and modes of expression which might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends. To this end, you may find that

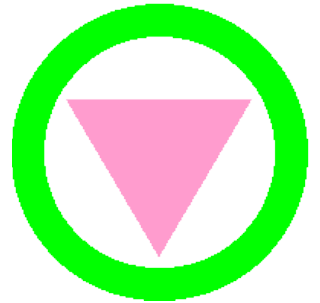
class requirements may include engaging certain materials which may, in whole or in part, anger, upset, or offend you. This is normal, as the world around us is indeed full of offensive and upsetting things – and it’s not possible to always shield ourselves from them. Rather, it is the job of higher education to help students learn to face these things head-on and think critically about them. That may be the only way we can change the world.

Please be advised that, when we explore potentially upsetting topics, they will be framed within an academic context. You are free to leave the room at any time, but please know that you will be responsible for any course material you may have missed while you were gone. If you have any questions or concerns about course content or climate, don’t hesitate to let me know.

Additionally, since this course is grounded in the cultural thrusts of the women’s movement, we will use the social categories that are referenced. We will often refer to “women” and “men” in our class as well as the research about “women” and “men.” Although these categories are clearly and obviously socially-constructed (and in fact limiting and restrictive), they do have very real and significant social meaning in our culture. Make no mistake about that. So because “women” and “men” are socially real categories that have real (and sometimes dire) consequences, we will refer to these categories often.

Regarding Safe Space:

This class is a Safe Space for **all** students. Lesbian, gay, bisexual, questioning, queer-identified, and transgender students are welcome in this classroom and encouraged to speak out and be an integral part of this class. Any questions about what this means should be brought to me immediately. All are welcome!



COURSE LEARNING OUTCOMES

After completing the course, the successful student will be able to:

- Describe the major “waves” of the women’s movement;
- Discuss what “feminism” means and assess its successes and shortcomings;
- Explain how sexuality, race, and other modes of inequality have shaped feminism;
- Identify key arguments of a reading and apply critical thinking to social ideas; and
- Perform feminist analyses of popular culture.



REQUIRED TEXTS AND MISCELLANEOUS PURCHASES

Texts:

“Full Frontal Feminism” by Jessica Valenti
 “We Should All be Feminists” by Chimimanda Adichie
 “Citizen” by Claudia Rankine
 Additional readings will be posted on our class website

COURSE EXPECTATIONS

In order to have a respectful, cooperative learning environment in which we learn as much as possible from one other, we all need to contribute positively to classroom dynamics. Although each class is unique and develops its own ‘personality,’ the following are the basic expectations that serve as the foundation of our class culture.

The following outlines what we can expect of each other:

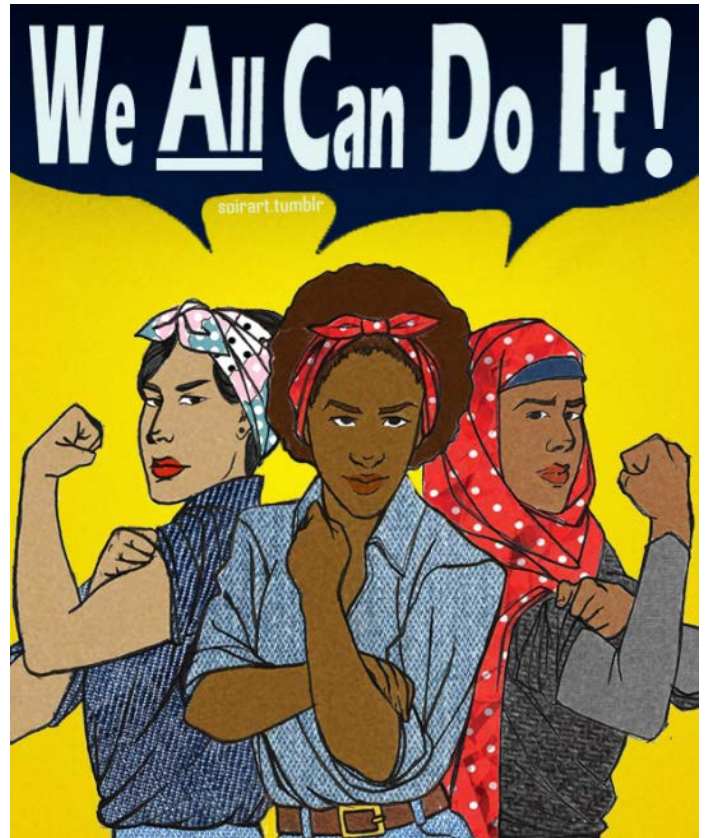
Preparation. All of us should come to class prepared. As your professor, my ultimate goal is to help you learn and succeed, so I will spend ample time and effort on class preparation in order to make the material as understandable and as interesting as I possibly can. Class time will focus on having interesting discussions. I am a big believer that learning by doing leads to deep and meaningful levels of understanding.

As students, you should come to class having done the assigned work, and you should always bring the proper supplies with you. In this class, you should bring the required reading to each class period, because we will often “dig” into the reading together. When we all come to class prepared, everyone benefits.

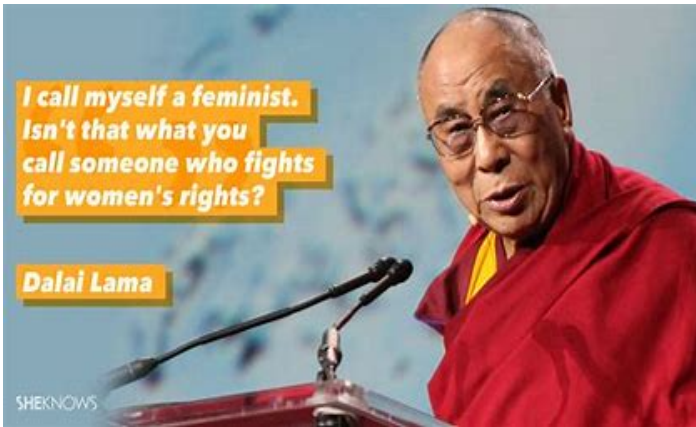
Quality. I will do my best to choose course materials that are interesting and engaging, and I'll bring my "best self" to the class. I work hard to make this course a success for you, and I expect you to try hard too. When making comments and completing assignments, your comments should indicate that you have read and understand the course material. You should always try to do your personal best. Please don't assume that you can simply "wing it" in this class and still earn a high grade. I have high expectations of you, as I want you to succeed. I know you can succeed, even if you've never gone to college before or if you haven't done well in school! I hope you have high expectations of me as well.

Promptness. I will be to class on time, and I will respond to your questions and emails promptly. I expect you to come to class on time as well. When you arrive late, it hurts not only yourself but also your classmates. Often at the beginning of class I make important announcements or discuss crucial material, and when you come in late, not only do you miss it but you also disrupt the class. I certainly understand that sometimes “life happens” and you might miss a bus or have a difficult time getting a parking space, so don't worry if that happens to you (just try to enter the classroom as quietly as possible). But repetitive or habitual lateness is a sign of disrespect to our class, so if you repeatedly come to class late, it will affect the participation portion of your course grade. The same thing goes for repeatedly leaving class early.

As far as your assignments, be sure that you comply with all due dates. I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work is accepted in this class.** Late work will receive a **zero** grade. Please do not ask me if I will accept your work late...I won't. If you know you are going to be absent on the day something is due, then turn it in early. **Being absent on the day something is due does NOT grant you an automatic extension (even if you were absent on the day it was assigned).** Major due dates are indicated on the attached Course Calendar, so plan ahead.



A note about religious holidays: If you expect to miss class, exams, or any other assignments as a consequence of your religious observance, you will be provided with a reasonable alternative opportunity to complete the work, as long as you notify me in advance. It is your responsibility to provide me with reasonable notice of the dates of religious holidays on which you will be absent, and you should provide this information to me at the beginning of the quarter.



Engagement. On your end, I need you to be in class and to be engaged because the success of our class depends as much on you as on me. I expect you to actively engage with the course materials, participating and being involved as much as you possibly can. Being in class contributes positively to our classroom culture (we want to know your contributions!), and it also increases your mastery of the course content. As a result, your presence in class contributes toward your final grade in the course. **For each**

three (3) class periods that you miss (or arrive late), your final grade will drop one full letter grade. This means that you are permitted to miss or arrive late to three classes without consequence to your course grade. If you do need to miss class, please note that you will not be able to make up any in-class work that you may have missed (such as group work), and you are also responsible for any and all work that is due at the class meeting immediately upon your return. It is important to know that being absent does not grant you an extension on anything. As a result, I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.

While you are in class, I would like you to focus on our class. This means that all electronic devices should be put away, unless I prompt you to use them. If you need a laptop to take notes, or if you need technology for any other reason, I would like for you to talk to me about it. Increasing numbers of students use their laptops during class time to surf the web, tweet, or post status updates. Texting, excessive talking, or other disruptive behavior is disrespectful to our class, so your participation grade will be affected by these types of behaviors. Please just use common sense and be respectful of our class. Remember that I want you to be physically and mentally present.

When you are speaking, you'll have my undivided attention. I won't make you feel "stupid" or less intelligent for asking a question or making a comment. I will treat you as a multi-dimensional human being with feelings and a unique personal background. You are not a student identification number to me! I also agree to be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern, and I encourage you to advocate for your own needs. If my office hours are not convenient for you, we can schedule an appointment that fits your schedule. However, please be aware that I am not available 24-hours a day, 7 days a week. In general, I am in my office for a couple of hours in the morning (before my classes) and again in the afternoon (when I don't have meetings, which I often do), and I always check my email a couple of times a day. I do my coursework on the days we have class, during daytime business hours. *Thus, please do not send to me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

(NOTE: I will award you 10 extra credit points if you come to my office hours at any time before the end of the quarter. Maybe we can talk about how you're doing in class, a challenging topic, or your future academic plans. I do this to encourage you to get used to reaching out to your professors – it's really important!)

Honesty and integrity. Your grade will be based upon what I detect that you have learned. It is your job to show me that you understand the material. Your work should be your own, except when asked to work with other students. You are required to acknowledge if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Please do not copy and paste material from wikipedia or any other website into your assignments, as this is a severe form of cheating (that is very easy to catch, by the way). **In this class, your assignments should be grounded in the readings.** If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

Respect and inclusion. Since learning about diverse experiences is important in this course, it is of the utmost importance that we respect each other's experiences, differences, and opinions. I will do everything within my power to encourage a classroom culture that is free of prejudice and discrimination. I value you.

Everyone in our class has the right to feel welcome here and safe from personal attack, so with this in mind, I expect you to express yourself respectfully. When engaged in your role as a student, please be constructive in your comments. I will be constructive with mine. You may certainly disagree and debate, but you can express your viewpoint in an open, respectful manner. As a sociologist, I know that words do matter (they can hurt a lot!), so please think of other people's feelings before speaking. I cannot allow students to insult or belittle an entire group of people (such as women, men, people of color, gays and lesbians, poor people, Christians, Jews, Muslims, disabled people, veterans, conservatives, liberals, and so on). You are entitled to your beliefs, but you are not entitled to make attacks or victimize others. It is unacceptable to justify bigoted attitudes for any reason, including religion. If you are unable to express your beliefs in a non-insulting manner, please keep them to yourself. I think you'll find, however, that with a little practice, you can express your viewpoint in an open, respectful manner. If you have any doubts, feel free to check with me and I'd be more than happy to help you express yourself responsibly. Hopefully, by the time you finish our class, you will be more appreciative of and comfortable with human diversity and differences. Our differences are what make us wonderfully unique.



GRADING

Final course grades are based on the following:

Seminar assignments (18 @ 40 points each)	720 points
Share an online feminist writing	40 points
Feminist Analysis of Pop Culture Item	40 points
Participation	200 points
TOTAL	1000 points

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 930-1,000 points	C+	= 770-799 points
A-	= 900-929 points	C	= 730-769 points
B+	= 870-899 points	C-	= 700-729 points
B	= 830-869 points	D+	= 670-699 points
B-	= 800-829 points	D	= 600-669 points
		F	= 0-599 points

- (1) **Seminar assignments:** Most class periods, you will be expected to read an article/chapter before class and prepare an assignment about it. This is the heart of our class and so being prepared is crucial. Your seminar assignment should be about 1 page in length (single spaced) and follow this format:
 - A statement (in your own words) of what you think the author's main claim/argument is;
 - A thought-provoking quote from the reading;
 - A 1-2 sentence explanation of *why* you found the quote interesting;
 - A couple of sentences about what you liked about the article (focus on the IDEAS);
 - A couple of sentences about a criticism you have about the article (focus on the IDEAS); and
 - 3-4 of your own discussion questions that we can talk about during class.
- (2) **Share an online feminist writing:** Near the end of the quarter, you will be responsible for finding an online feminist writing, and then bringing **TWO** copies of it to class. The writing should be something that you find interesting, and it needs to be dated within the last five years. It should not be too long, as the class should be able to read it in about 20 minutes.
- (3) **Feminist Analysis of a Popular Culture Item:** You will choose an item from popular culture and analyze it using a feminist lens. More information about this assignment will be provided later in the quarter. It will be due at the end of the quarter.



(4) **Participation:** Participation is essential to the format of this class and therefore contributes toward your grade. In short, your success in this class depends on your attendance and your *engagement*. “Participation” includes attendance and discussions. As a result, if you skip class or disrupt class by coming in late regularly, then your participation grade will drop. For each three (3) class periods that you miss (or arrive late), your final grade will drop one full letter grade. This means that you are permitted to miss or arrive late to three (3) classes without consequence to your course grade. If you maintain strong attendance and contribute to class in a meaningful way, your grade will benefit. *Do not take this portion of your grade lightly – excellent attendance and participation can significantly improve your final grade! The hallmark of a successful college student is great attendance.*

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter. The DRC office is located in B 132 or you can call them at 425.564.2498. Deaf students can reach them by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates. For further information and contacts, please consult [College Anti-Discrimination Statements](#).

COURSE CALENDAR

The following Course Calendar will be revised as needed. Please note that you will be held responsible for all revisions to the calendar. So, if you miss a class, be sure to immediately check with me regarding any changes.

WEEK ONE – What is feminism?

Tuesday, April 3

- Read syllabus and make sure you understand it

Thursday, April 5

- Read Adichie “We Should All Be Feminists” (2014) (entire essay/book)
 - Things to consider: What does Adichie say “feminism” is? What does she identify as the negative stereotypes of feminism/feminists? Do you think Adichie’s essay is convincing? Why/why not?
- Bring Seminar assignment to class

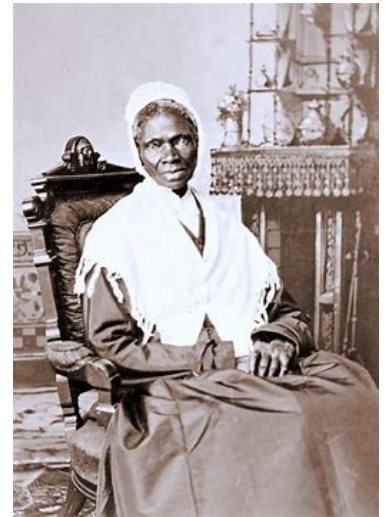
WEEK TWO – The First Wave

Tuesday, April 10

- Read Valenti “Full Frontal Feminism” (2014) Chapter 9
 - Things to consider: Why do you think the feminist movement is often described in “waves?” What were the major issues being challenged by each “wave?”
- Bring Seminar Assignment to class

Thursday, April 12

- Read Sojourner Truth “Ain’t I a Woman?” (1851) (on website)
 - Things to consider: What is Truth saying that was so radical at the time?
- Bring Seminar assignment to class



WEEK THREE – The Second Wave - Theorizing Gender

Tuesday, April 17

- Read Simone de Beauvoir’s Introduction to “The Second Sex” (1953) (on website)
 - Things to consider: Why do you think de Beauvoir calls women the “second” sex? What does de Beauvoir mean when she says that women are the “Other?”
- Bring seminar assignment to class

Feminism
is the
radical
notion that
women
are people.

Thursday, April 19

- Read Marilyn Frye’s “Oppression” (late 1970s) (on website)
 - Things to consider: According to Frye, what is “oppression?” Is oppression experienced by individuals and/or groups? Can you explain the metaphor of the birdcage?
- Bring seminar assignment to class

WEEK FOUR – The Second Wave – Whose voices have been marginalized?

Tuesday, April 24

- Read Combahee River Collective “A Black Feminist Statement” (1977) (on website)
 - Things to consider: How is feminism different for Black women than it is for white women?
- Bring seminar assignment to class



Thursday, April 26

- Read Adrienne Rich’s “Compulsory Heterosexuality and Lesbian Existence” (1980) (on website)
 - What is “compulsory heterosexuality?”
According to Rich, how is heterosexuality, for women, a place of oppression/domination?
What is the “lesbian continuum,” and why do you think this was a political/strategic argument that Rich was making?
- Bring Seminar assignment to class

WEEK FIVE – The Third and Fourth Waves: Contemporary Feminism

Tuesday, May 1 – The Third Wave

- Read excerpt from Inga Muscio’s “Cunt” (2002) pp. xiii-41 (on website)
 - Things to consider: What’s new about the attitude/tone used in this book? Do you think this approach will appeal to a wide audience? Why does the author think it’s important to take back the word “cunt,” as well as the ideas about “cunts?”
- Bring seminar assignment to class



Thursday, May 3 – Intersectionality

- Read Valenti Chapter 13
 - Things to consider: What does it mean to say there are “so many –isms,” and why does this matter for feminism?
- Read sainsi’s “All Grown Up Under Hip Hop” (on website)
 - Things to consider: What are sainsi’s criticisms of “white feminism?”
- Bring seminar assignment (on “All Grown Up Under Hip Hop”) to class

WEEK SIX – The Fourth Wave

Tuesday, May 8

- Read Valenti Chapter 1
 - Things to consider: What’s “new” about this feminist voice? Do you think this approach is effective in today’s world? Why/why not?
- Read Jarrar’s “X Cuntry: A Muslim-American Woman’s Journey” (on website)
 - Things to consider: How is this essay an example of modern feminism?
- Bring seminar assignment (on Jarrar) to class



Thursday, May 10

- Read Valenti Chapter 11
 - Things to consider: The beauty industry and beauty culture have been topics feminists have debated for decades. Why do you think these are such important topics for feminists?
- Read Feministing “On Beauty, or Why Zadie Smith’s Comments Aren’t About You” (on website)
 - Things to consider: Why do you think so many women get upset with critiques of the beauty industry?
- Bring seminar assignment (refer to both readings) to class

WEEK SEVEN – The Fourth Wave: Sex and Sexuality

Tuesday, May 15th

- Read Valenti Chapters 2 & 3
 - Things to consider: How would you describe the author’s attitude about sex and sexuality?
- Bring seminar assignment to class

Thursday, May 17th

- Read Roupenian’s “Cat Person” (on website)
 - Things to consider: What is this short story saying about submissiveness? About consent? Was Margot’s “gut reaction” to Robert right after all? How is this short story an example of contemporary feminism?
- Bring seminar assignment to class



WEEK EIGHT – The Fourth Wave: Sexual Harassment and Assault

Tuesday, May 22nd

- Read Valenti Chapter 4
 - Things to consider: What does Valenti mean by the “blame and shame game?”
- Read Gattuso’s “No, the #metoo movement is not about women ‘playing the victim’” (on website)
- Bring seminar assignment (on Valenti) to class

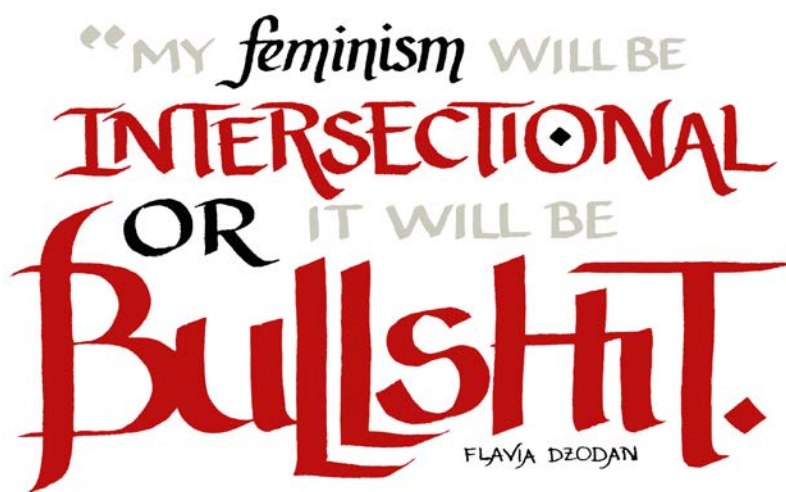
Thursday, May 24th

- Browse the “Time’s Up” website (<https://www.timesupnow.com/>)
 - Things to consider: What is the “Time’s Up” movement? What are its goals? What strategies is it using to try to attain its goals?
- Read Traister’s “Your Reckoning. And Mine.” (on website)
 - Things to consider: According to Traister, what are the reckonings that women and men must face?
- Bring seminar assignment (on “Your Reckoning. And Mine.”) to class

WEEK NINE – The Fourth Wave

Tuesday, May 29th

- Read Meyerson’s “Pulling the Wool Over Their Eyes” (on website)
 - Things to consider: According to Meyerson, in what ways were women of color marginalized during the Women’s Marches?
- Bring seminar assignment to class



Thursday, May 31st

- Read Talusan’s “We’ve Always Been Nasty” (on website)
 - Things to consider: Why is gender-nonconformity a very important issue for feminism?
- Bring seminar assignment to class

WEEK TEN – The Fourth Wave

Tuesday, June 5th

- Bring a feminist essay you’ve found online (bring TWO print copies to class)
- Bring a seminar assignment about the feminist essay that you found

Thursday, June 7th

- Presentations

WEEK ELEVEN – The Fourth Wave

Tuesday, June 12th

- Presentations

“Top Ten” Campus Resources for Students

(as chosen by Sociology Instructors)

In alphabetical order:

Academic Success Center – Get free (!) tutoring (in virtually any subject), writing help, or math assistance at this great campus resource! Students who visit the Academic Success Center, we believe, do better in their classes. Stop by the Center in D204, or visit them online at <http://bellevuecollege.edu/asc/>

CEO (Career Education Options) – This is an EXCELLENT program for students aged 16-20 who did not receive high school diplomas. CEO advises and mentors its students, helping them attain a degree. Many of our students, with the help of CEO, have succeeded at their second chance at education. To learn more, visit <http://bellevuecollege.edu/ceo/> or call (425) 564-4035

Counseling Center – Did you know that BC offers free, short-term counseling for students? If you’re having a problem in your life and you’d like to talk to someone about it, consider seeing a BC Counselor. We have referred our students to the Counseling Center for a very wide range of issues, ranging from stress and depression to relationship problems to sexual assault and other forms of abuse. BC’s Counselors are sensitive, understanding, and trained. To make an appointment with a counselor, call (425) 564-2212. If you have a crisis and cannot reach the Counseling Center, call the 24 hour Crisis Clinic Hotline at (206) 461-3222 or 1-800-244-5767.

DRC (Disability Resource Center) – Although many BC students already know about the great people at the Disability Resource Center, there are some students with disabilities who haven’t yet gone by the DRC for assistance. If you have any kind of disability whatsoever, we strongly encourage you to visit the DRC in B132. They are a wonderful group of folks who are dedicated to providing students with open, fair, and equitable access to education. You can also visit them online at <http://bellevuecollege.edu/drc/>

Human Development Classes and Workshops – The Counseling Center offers many classes that can have long-term impact on your life, such as “Stress Management,” “Selecting a Major,” “Assertive Communication,” “Building Self-Esteem,” and “Race in America.” These classes typically range from one to three credits, so they don’t meet as often as sociology courses, nor do they cost as much money.

LGBTQ Resource Center – The LGBTQ Resource Center is a place on campus where students can feel safe to be themselves, free from harassment, prejudice, or ridicule. Hang out, meet new people, use the computers to get some work done, or check out the books on a variety of LGBTQ-related themes. For more information, stop by their office in Student Programs (upstairs from the cafeteria/fish bowl!) or call them at (425)564-6041.

MCS (Multicultural Student Services) – MCS specializes in assisting students of color, gay/lesbian/bisexual/transgender students, and refugee and immigrant students. BC’s MCS office is wonderful! MCS aims to help all students reach their academic goals, so all BC students are welcome to use MCS’s services free of charge. MCS is really wonderful at helping all students feel comfortable and welcome at Bellevue College. They will help integrate you into the life of our College. MCS has been a shoulder our students have leaned upon and a network of friends to turn to. We have seen MCS help with a wide variety of personal and professional challenges, from figuring out how to pay for college and secure childcare for kids, to

personal counseling and advising. MCS pretty much can do it all – and if they can't, they can DEFINITELY connect you with the right people who can! For more information, visit

<http://bellevuecollege.edu/mcs/index.html> , stop by their office in B233, or call them at (425) 564-2208

Student Programs – Meet new people! Get involved! There is a wealth of student clubs and organizations on our campus. The Muslim Student Association, the Math Club, the Black Student Union, El Centro Latino, the Peer-to-Peer Mentoring Program, the Street Dance Club, Student Government, and MANY more organizations (there are dozens!) are housed in Student Programs. We are confident that every student can find something of interest. Stop by Student Programs in room C212, or visit their site at <http://bellevuecollege.edu/stupro/>

TRiO – This department provides *excellent* academic support for students who have limited incomes, documented disabilities, OR who are the first in their families to attend college. Students tell us that their experiences with TRiO are amazing, and we have personally witnessed our students THRIVE (!) with TRiO's assistance and guidance. Students who join TRiO are given close and intensive academic advising, lessons in study skills, tutoring, and overall support not only as students but as human beings. For more information, visit <http://bellevuecollege.edu/trio/> , stop by their office in B233, or call them at (425) 564-5475.

Veterans Office – If you are a veteran of the United States Military, BC's Veterans Office can help you with a variety of issues, most notably financial assistance. They will guide you along the GI Bill benefits, and they can help you activate your Veterans Affairs Educational Benefits. For more information about your options, visit <http://fa.bellevuecollege.edu/veterans> To contact them, call (425) 564-2220.