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Lesbian, Gay and Bisexual Curricular Integration at a Women's College, or Discussions in (and of) the Dating Parlor

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AGNES SCOTT COLLEGE

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28 October 1996

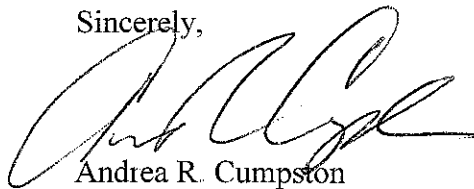
Holly J Nichols, Chair
Third Annual Symposium on Lesbian,
Gay, Bisexual and Transgender Issues
Women's Studies Program
University of Rhode Island
Roosevelt Hall
Kingston, RI 02881

Dear Professor Nichols:

Enclosed you will find a proposal for the Third Annual Symposium on LGBT issues entitled "Perspectives on Progress." My current position at Agnes Scott College has allowed me to consider campus climate and curricular issues in ways I had not before. My presentation will discuss my efforts (and the college's) to increase awareness and curricular diversity at a small liberal arts women's college.

Thank you for your time,

Sincerely,



Andrea R. Cumpston
Visiting Assistant Professor in Gender Studies
Women's Studies Program

Andrea R. Cumpston

Proposal for "Perspectives on Progress" conference

approx. length: 10-15 min, 7 min for discussion

The focus of my talk, tentatively titled "Lesbian, Gay and Bisexual Curricular Integration at a Women's College, or Discussions in (and of) the Dating Parlor," will be campus and curricular issues for lesbian and bisexual students and lesbian, gay and bisexual faculty and employees at a Women's College in the Southern United States. At the present moment, early in this one-year position, I don't know exactly what I'll share in my talk, but I think that the subject itself merits discussion, especially for faculty, students and administrators who find themselves in similar environments.

Much of the focus on curriculum integration in lesbian and gay studies tends to be on larger institutions, colleges and universities. Agnes Scott College has an enrollment of 750 and has 70 full-time faculty. While the College has stated commitments to diversity, sexual orientation is not mentioned; there is no nondiscrimination policy. In recent history, the faculty voted against offering domestic partnership benefits, but this issue is soon to come before the faculty again.

I was hired to teach lesbian and gay studies because more than 150 students signed a petitions demanding that the course be taught. Since arriving, I have decided that without change in administrative policy, the curricular changes won't mean much. The administration is not yet aware that I have reached this conclusion. My goal is to move the College from tolerance (its current position) to an active acceptance, to promote the idea that lesbians, gays and bisexuals have something to teach us all, that their perspectives in the classroom and in the College are important and add to the richness of our lives.