

Women on the Loose:

The “F” Word, Political Consciousness, and Social Change (FYS 107V)

Fall 2017 * Tuesday/Thursdays/Fridays 11:50 AM-1:05 PM * New London Hall 204

This is a live [syllabus](#) updated during the semester and must be reviewed regularly. Please review [this guide](#) about how to work with Google Drive and class technology expectations.

FYS Team



Course Professor and Faculty Adviser

Ariella Rotramel, PhD □ Email: arotrame@conncoll.edu □ Office Phone: x2858
Office Location: Third Floor, Gender and Women’s Studies, 740 Williams Street.



Staff Adviser

Erin Duran, M.Ed. Email: eduran@conncoll.edu Office Phone: x2238
Office Location: LGBTQIA Center (first floor of Burdick)

Student Advisers



Dominique Burrows
Email: dburrows@conncoll.edu
Cell Phone: 860-876-4540



Jenyfer Garcia
Email: jgarcia4@conncoll.edu
Cell Phone: 917-679-4724

Office Hours

Ariella

Mondays 11:00am-12:00pm, Blue Camel Cafe, Shain Library
Drop in or reserve an appointment via <https://goo.gl/1qxEsP>

Ariella and Erin

Tuesdays 3:00pm-4:00pm, Womxn’s Center, Smith Burdick basement

Erin

Wednesdays 2:00pm-3:00pm, LGBTQIA Center, Burdick first floor

Dominique and Jenyfer Thursdays 7:00-8:00pm, Coffee Grounds, Katherine Blunt first floor

We hold office hours to provide you with an opportunity to discuss course-specific issues that we have not been able to address in class. Examples of reasons that you may visit our office hours include: discussing a course topic further; questions about your work in this course; or a personal issue has begun affecting your work and we need to strategize ways to address this challenge. Each member of our team can offer support as you begin your academic and co-curricular journey at Connecticut College. Do not hesitate to contact us immediately with concerns, as there is little we can do at the semester’s end.

Communication Expectations

In order to stay in communication, our team will be checking their email Monday through Friday by 10:00 am (barring any conflicts). As possible, we will respond to your emails within twenty four hours. We ask that you similarly check your email daily, promptly respond to messages to our team, and use [professional email etiquette](#). Any emergencies should be addressed by contacting the appropriate College resources, such as your First Year Dean, Emily Morash, or Student Health Services.

FYS Cluster

Our course is part of the Intersectional Justice: Gender, Race, Indigeneity, Environment cluster with Professor Avalos' Earth Justice: Indigenous Religion and Resistance and Professor Wright's Women of Color: Activism courses. Our cluster mixes housing, events, and a final poster presentation event.

Course Overview

What does it mean to be a feminist? Where did this term come from and why is it so hotly debated? How did people respond when Beyonce makes the "F word" part of her performances? Why did thousands of women and allies take part in Women's Marches across the world the day after the American presidential inauguration? What has feminism accomplished and what do feminists seek today?

This course centers feminists' paths towards understanding and responding to injustice in their lives and communities from sexual and racist violence to casual sexism at work and at home. We begin by examining feminism through its history, contemporary reception and practice from learning about its intersectional and international origins to its contentious popularization by celebrities. Importantly, we seek to understand the many different forms of feminism and its connections with other social justice movements such as racial justice and transgender rights struggles. This approach enables us to consider more deeply the wide range of attitudes towards feminism, its differing politics and practices. We turn to autobiographical narratives by scholars, activists and artists such as Sandra Cisneros, Tiq Milan, bell hooks, Adrienne Rich, Julia Serrano, Roxane Gay, Cristy C. Road, Yuri Kochiyama, Angela Y. Davis, Dorothy Allison, Janet Mock, Audre Lorde, Gloria Anzaldúa, and Margaret Cho to think about what these experiences are like for individual women as they become part of a collective. Together, we connect their experiences and analyses to understanding issues such as environmental racism, transphobia, and women's marginalization in music and art. We seek out the overlaps between research, activism, and cultural production to learn how and why feminists become passionate about social justice and let loose.

FYS Program Learning Goals

- Each Seminar will connect to other courses offered at the College as well as academic/co-curricular experiences.
- Seminars will incorporate writing, oral communication, and library research skills workshops that are tailored to the seminar and connected to specific assignments.
- Seminars will provide opportunities for social engagement and community building among students and among students, faculty and staff.
- Seminars will discuss the liberal arts, the mission and core values of the college and how they connect to the First-Year Seminar.
- Seminars will examine ways the institution works towards Inclusive Excellence and Full Participation.
- Seminars will explore opportunities to engage with the global/local community.

Course Learning Goals

This course fulfills components of the Gender and Women's Studies departmental learning goals. During the semester, you will develop your abilities to:

- Know internal and external critiques of feminism within the history of women's activism;
- Appreciate the power of individual and collective agency;
- Effectively communicate your ideas via written work, oral and multimedia presentations; and
- Use information literacy, research skills, and digital technologies to advance your learning.

Course Texts



Chapadjiev, Sabrina, ed. *Live Through This* (Second Edition). New York: Seven Stories Press, 2012. ISBN: 978-1609804367.

Atwood, Margaret. *Handmaid's Tale* (First Anchor Books Edition). New York: Anchor Books, 1998. ISBN: 0-385-49081-X.



Course books are available at our campus bookstore for sale and are on reserve at our library for your use. Please check the ISBN number of the book you are purchasing to confirm that it is the same edition we use for this class. All other readings are available either via our Google shared folder in the Course Readings folder and are hyperlinked below.

Writing Across the Curriculum (WAC)

Our course is designated as a [Writing Across the Curriculum](#) course. We invest time in class working on gaining and practicing writing skills that you utilize in assignments throughout the semester. The [Roth Writing Center](#) provides additional support for your writing development.

Credit Hour Definition

A semester course is normally equivalent to four semester hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, students are expected to complete no fewer than three hours of combined instructional or studio/lab time and out-of-class work per week. Four credit hours equals a minimum of 9.5 hours of out-of-class work a week.

Grading

You receive your final grade based on your performance in class and course work. The grading scale for this course is: A = 100-93; A- = 92-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D = 69-60; F= 59 and below. Late assignments will receive a deduction of one letter grade per 24-hour period they are late. Assignment extensions may be requested with timely notification. This course is reading intensive. A foundational expectation is that you schedule enough time to read, take notes, and reflect upon our reading each day in advance of class.

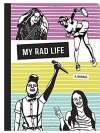
Course Assignments

	Class Participation & Preparation	Daily Reading Responses	Feminist Aural History	Homegoing Essay	Activism in the Archives	Intersectional Feminisms	Final Reflection
Grade %	15	10	15	10	15	25	10

Class Participation and Preparation (15%)

Participation and preparation are critical to your successful work in both seminars and your community placement. Participation includes engagement in and outside of the classroom including class discussions, workshops, and online communication. Consistent, critically engaged participation is crucial for a successful and productive course. Class discussions are in relationship with the course readings and themes, and you must come to class having completed all assigned reading. As a member of this course, you respectfully engage all members of the classroom and talk only in your turn. Interruptions and hostile remarks will not be tolerated. Use of electronic devices in class is solely for work related to our course.

You are required to come to class on time. Lateness and unexcused absences will count negatively towards your grade. Attendance is mandatory on class presentation days and for required outside class events. You provide proper documentation for unavoidable absences in order for them to not negatively impact your final grade.



As a welcome to our course, we are providing you with a journal. During the semester, we will select some of the prompts to respond to in class and learn more about the women who are quoted in the journal. You are welcome to work through the journal more fully, and the journal is for your personal use (rather than being turned in for assessment).

Daily Reading Responses (10%)

Your preparation is buttressed by your daily reading discussion question and comment that are submitted via our course Google Form (<https://goo.gl/forms/77XPAbcVMRy3mqUB3>) in advance of our class meeting (preferably by 10:00 am) the day that class meets. Please ensure that you select “Send me a copy of my responses.” Your discussion questions and comments must engage all of the day’s readings. Your questions identify points in the readings that you would like clarified or analyzed further. Your comments present overarching themes from the readings and your own response to these ideas.

Feminist Aural History (15%) Due September 25 at 5:00 p.m.

Select a song that you associate with feminism. Find the song lyrics and listen to the song. If there is a music video for it, find it online and watch it. What are the images, ideas, or words that are at the core of this cultural artifact? After you’ve explored the song for yourself, conduct research about the song and its context. What can you find out about the songwriter (is this person different than the singer, if yes, why?), the reception of the song, and what was going on in society when this song was written and/or released? Using a minimum of five peer-reviewed academic sources and three media

sources, you will write a 500 word essay making an argument about why this song is an important part of feminist aural history. Further guidelines will be provided during the semester.

Homegoing Talk and Book Essay Assignment (10%) Due October 2 at 5:00 p.m.

As a class we are attending Yaa Gyasi's talk on September 28th at 7pm in Palmer Auditorium. You will bring a notebook to the talk so you can bring questions and take notes during her presentation. You are encouraged to consider asking her a question during the Q&A part of the evening to get a direct response. For this paper, you will write a 750 word essay that makes a clear argument for why a feminist should read *Poet in Exile*. In the essay, you must engage themes from the book that span its entirety, using citations from across the book. Further guidelines will be provided during the semester.

Activism in the Archives Research Project (15%) Due October 26 at 11:50 a.m.

What does the history of activism look like on Conn's campus? This project introduces our class to the College's archives. In teams of two, you will study a moment in Conn's history, finding out about what happened and its historical context. We will use this knowledge to share online a summary of the event, providing visitors with an image from the original time period and an image that your team will take this fall. Further guidelines will be provided during the semester.

Intersectional Feminisms Research Project (25%) Presentations on December 8 at 11:50 a.m.

By November, you will have gained a deeper sense of feminist questions and how to conduct college-level research. For this assignment, you choose a topic that you want to learn more about that relates to intersectional feminism. You develop a proposal to begin articulating your topic, dig into research and create an annotated bibliography, and then translate your research findings into a poster and presentation that share on December 8 as part of our cluster's poster presentation session. Further guidelines will be provided during the semester.

Final Reflection (10%) (during exam period)

This take home exam is completed within three hours total (you may schedule your work as appropriate) during the finals period. You receive the short answer questions and essay prompt at the start of the finals period. The exam will be open note and journal, and closed book/readings/online resources. Your final is due by December 18 at 12:00 p.m. (it's Ariella's birthday so please make them fab!).

Course Schedule

You will complete all readings and assignments for the day that they are listed under. Any resources not found in the course texts are available either via our Google shared folder in the Course Readings folder and are hyperlinked below.

Monday, August 28

- | | |
|-----------------------|----------------------------------------------------------------------|
| 9:45-10:45 a.m. | Check in with Ariella and Erin in the LGBTQIA Center |
| 11:00 a.m.-12:00 p.m. | First year registration |
| 4:30 p.m. | Convocation and Picnic on Tempel Green |
| 8:15 p.m. | Gender and Sexuality Programs Ice Cream Social in the LGBTQIA Center |

Tuesday, August 29 Course Introduction

Review syllabus and bring questions
 Complete [FYS Student Information Questionnaire](#)
 Bring P[{ ^*[ã * for an initial conversation
 In-class reading of [Cisneros, "Loose Woman."](#)

Thursday, August 31 The F Word

[Gay, "Bad Feminist."](#)
[Lorde, "The Transformation of Silence into Language and Action."](#)
[Hinson and Bradley, "A Structural Analysis of Oppression."](#)
 Optional: [Young, "Five Faces of Oppression."](#)

Friday, September 1 Intersectional Justice Cluster Lunch - Ernst Commons (Blaustein)**Tuesday, September 5 Defining and Claiming Feminism**

[hooks, "Feminism: A Movement to End Sexist Oppression."](#)
[Mock, "My Feminist Awakening & the Influence of Beyonce's Pop Culture Declaration."](#)
[Anzaldúa, "To Live in the Borderlands."](#)

Introduction to Feminist Aural History Paper...,

Wednesday, September 6

- 12:00 p.m. GWS Kick Off Lunch - Cro's Nest (Jasmine Thai served)
- 7:00 p.m. Julio Salgado Talk & Poster Workshop Cro 1962 Room

Thursday, September 7 Library Workshop Part 1 - meet in PC Classroom (Shain lower level)

Come to class with one or two songs you are interested in studying and your worksheet completed
 Complete Orientation survey at start of class - <https://tinyurl.com/ConnOrientationSurvey2017>

Friday, September 8 Library Workshop Part 2 - meet in NL 204 - Prof. Feldman Visits**Tuesday, September 12 Getting Intersectional**

[Crenshaw, "Mapping the Margins."](#)
[Matthews, "Here's the Full Transcript Of Angela Davis's Women's March Speech."](#)
 In-class reading of Rich, "Claiming an Education."

Thursday, September 14 Engaging Culture

[Narayan, "Essence of Culture and a Sense of Cultural History"](#)
[Fuchs, "Lessening the Damage: Interview with Dorothy Allison."](#)

Friday, September 15 FRESH Check - Meet at Class**Tuesday, September 19 Representing Women's Agency - Community Partnerships Visit**

[Majedalesa - Hwages](#)

[M.I.A. - Bad Girls](#)

[Warren - Don't Bring Saudi Women Into Your \(Misguided\) Argument Against Feminism](#)

[Burge - Inside Saudi Arabia's First Feminist Literary Magazine](#)

Community Partnerships Reading TBD

Thursday, September 21 Connecting Feminist Histories

[Thompson. "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism."](#)

Valenti, "[It's about time young women get credit for their feminism.](#)"

[Florio. "6 Experiences Young Feminists Should Ask Older Feminists About."](#)

Friday, September 22 Feminist Aural History Draft Peer-Review Session

Monday, September 25 Feminist Aural History Paper Due by 5 p.m. in Student Folder

Tuesday, September 26 Anti-Racist Feminist Politics

[Cohen with Jackson. "Ask a Feminist: A Conversation with Cathy J. Cohen..."](#)

[Wang. "Not Just A 'Black Thing': An Asian-American's Bond With Malcolm X."](#)

Wednesday, September 27 Yaa Gyasi Talk at 7pm in Palmer Auditorium

Thursday, September 28 *Homegoing* and Gyasi Talk Discussion

Bring your book and Gyasi talk notes along with your book to class

Introduction of *P* [{ ^ * [ð * Æ essay assignment

Friday, September 29 Cluster Arboretum Walk - meet at entrance of the Arbo (Williams St.)

Monday, October 2 *Homegoing* Essay Due by 5 p.m. in Student Folder

Tuesday, October 3 Activism in the Archives Introduction - Meet in Lear Center (Shain)

Thursday, October 5 Trans Feminisms

JOS, "[On trans issues within feminism and strengthening the movement's gender analysis.](#)"

[Serano. "Trans Feminism: There's No Conundrum About It."](#)

[Milan. "Feminism that Fortifies: A Transmasculine Journey."](#)

Friday, October 6 Career Workshop 1 w/ Marena Weaver

Tuesday, October 10 Topic TBD

Readings TBD - related to current feminist events

Thursday, October 12 Defrantz Visit - Meet in Myers Dance Studio (Second Floor of Cro)

Defrantz, "Theorizing Connectivity: African American Women in Concert Dance"

Friday, October 13 Intersectional Cluster Scavenger Hunt - Cro's Nest

October 14-17 Fall Break

Thursday, October 19 Activism in the Archives Research Project Check In - Meet in Lear Center (Shain)

Friday, October 20 Navigating Difference on Campus Workshop w/ Erin

Tuesday, October 24 From Destruction to Creation - Dr. Bryana White Visits

Palmer, "Foreword," 9-14. LTT

Chap, "Preface," 15-20. LTT

Queen, "Long, Long Thoughts," 21-32. LTT

"Artist Resource List," 263-268. LTT

"Resources," 269-282. LTT

Thursday, October 26 Activism in the Archives Research Project Conclusion

Friday, October 27 Cluster Honor Code and Degreeworks Lunch - Ernst Commons (Blaustein)

Tuesday, October 31 Live Through This II

Gottlieb, "Lady Lazarus: Uncoupling Suicide and Poetry," 33-42. LTT

Road, "Fighting Fire with Acid Rain: A Story on Coming Down," 43-52. LTT

Smith, "A Little Hell Breaks Loose," 53-70. LTT

Fly, "Total Disaster: Sketching Sanity," 71-84. LTT

Thursday, November 2 Live Through This III

Musicio, "Slash an' Burn," 85-96. LTT

Blackman, "SHE'S LOST CONTROL AGAIN (Or How Alice Learned to Drive)," 97-110. LTT

Stephens and Sprinkle, "Double Trouble in the Love Art Lab..." 111-124. LTT

Howard, "Friends as Heroes," 125-134. LTT

Friday, November 3 Career Workshop 2 w/ Marendra Weaver

Tuesday, November 7 Live through This IV

Blackman, "Rappin' My Wounds," 135-146. LTT

DiMassa, "The Artful Art of the Role of Art in the Ugly Art of Survival," 147-154.

Howell, "Weight Watcher," 155-168. LTT

Gage, "Rewriting the Script," 169-178. LTT

Thursday, November 9 Live Through This V

Shive, "Cello Spea: Exploring New Languages for Madness," 179-192. LTT
 hooks, "no more crying," 193-196. LTT
 Goldin, "Self-Portraits," 199-204. LTT
 Anonymous, "Silent Body: Speaking Body," 205-212. LTT

Friday, November 10 Advising Week

Bring draft schedule and any questions you have about spring semester.

Tuesday, November 14 Looking Back, Moving Forward

Bornstein, "Art as Prayer," 213-224. LTT
 Myles, "Live Through That?!" 225-230. LTT
 Swoon, "Creating Your Own World," 231-244. LTT
 Cho, "2 pm," 245-252. LTT
 "A Few Direct Questions," 253-262. LTT

Thursday, November 16 Poster Presentation Session with Noel Garrett**Friday, November 17 Connections Module with Dean Morash****Tuesday, November 21 Debating *The Handmaid's Tale***

[Ellerby, "What *The Handmaid's Tale* Reminds Us About Gender Equality."](#)

Readings TBD

November 22-26 Thanksgiving Break**Tuesday, November 28 The Handmaid's Tale I**

Atwood, *The Handmaid's Tale*, 1-76.

Wednesday, November 29 Posters submitted to Noel Garrett**Thursday, November 30 The Handmaid's Tale II**

Atwood, *The Handmaid's Tale*, 77-196.

Friday, December 1 Oral Communication Workshop w/ Noel Garrett, ARC**Tuesday, December 5 The Handmaid's Tale III**

Atwood, *The Handmaid's Tale*, 197-264.

Thursday, December 7 The Handmaid's Tale IV

Atwood, *The Handmaid's Tale*, 265-311.

Friday, December 8 Intersectional Justice Posters Presentations

Tuesday, December 12

Conclusion

Readings TBD

Course Policies

Universal Learning

We are committed to the principle of universal learning. All of us learn in different ways and our course can be organized to accommodate all students. For example, you may learn more effectively through oral, written, or visual renderings of course topics. Our classroom, virtual spaces, learning and communication practices should be as inclusive as possible. **Please meet with us as soon as possible to discuss your individual learning needs and how they can be accommodated in this course.** If you do not have a documented disability, please remember that other support services, including the Academic Resource Center, Writing Center, and Counseling Services are available to all students and offer a range of services that are helpful for everyone.

Course Technology Policy

As laptop usage during classroom engagement often distract students, you will use a notebook in class and bring printed versions of the day’s readings with you. As appropriate for specific class exercises, we will use technology and you will regularly bring a charged laptop or tablet to class. **Any use of phones is not allowed and they must be put away during class (not left out on desks).**

The Connecticut College Honor Code

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, falsifying data, misrepresenting class attendance, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution.

Classroom Recording Policy

Audio and/or video recording classroom activities can affect both faculty and students in a number of ways, including constraining classroom participation. There are legitimate interests involving copyright; academic freedom of faculty, staff, and students; privacy rights under the Family Educational Rights and Privacy Act (FERPA); and, class participants’ expectations about the protection of their identity and statement records. Such usage must be for individual academic purposes only and cannot be copied, distributed, sold, file-shared, or Web-served in part or in full. All members of the class will be informed if such a recording is being made. Unauthorized recordings of any class related meetings including class sessions, office hours, or outside activities may also be illegal, subjecting the violator to both civil and criminal penalties. Any unauthorized recording activity of any kind by any student will

be reported to the Dean of Students as it is a violation of the Honor Code policy (see Student Handbook, Disruption section, page 18).

Title IX Statement

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help.

It is important for you to know that all faculty members are trained and required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that I cannot keep information confidential about sexual misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination. Heidi Freeland-Trail, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Heidi can also help you access other resources on campus and in the local community. You can reach Heidi at 860-439-2219 or hfreelan@conncoll.edu, and her office is in Cro 222.

The student sexual misconduct, intimate partner violence, stalking, and non-discrimination policies are in the Student Handbook, which can be found on CamelWeb, in the “Documents/Policies” section, under the Student Life section. There you will find the policies, definitions, procedures, and resources. If you need to report an incident or have any questions about the policy, you can contact the Office of Institutional Equity and Inclusion at 860-439-2035 or Fanning 110.

Academic Resource Center

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Our offices are located on the second floor of Shain Library. Please visit us or call 860-439-5294 for more information or to schedule an appointment.

Writing Center

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call 860-439-2173 or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer we can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer we can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work before you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.

Office of Student Accessibility Services

Connecticut College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability and have been approved for academic

accommodations, please present your Accommodation Memo privately during my office hours as early as possible in the semester. If you are not approved for accommodations, but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Student Accessibility Services at 860-439- 5428 or sas@conncoll.edu.

Student Health Services

[Student Health Services](#), located in the Warnshuis Student Health Center behind the library, is available to all full-time, matriculated students. Our purpose is to help students maintain optimal general health through the disciplines of physical and mental health, and health education around lifestyle choices. This is accomplished through a full-time staff and a variety of professional consultants in many disciplines. All professional services are delivered with attention to confidentiality. In the event of a serious illness or injury, parents or guardian will be notified at the discretion of the staff. You can schedule an appointment Monday through Friday by calling 860-439-2275. Information on Care When We Are Closed, Our Services, and Student Health Insurance may be found on Camelweb, in the Student Life Section, under Student Health Services.

Student Counseling Services

The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The Student Counseling Services' goal is to enhance each individual's ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment. □To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere including:

Evaluation	Individual and group counseling	Crisis intervention services	Psycho-educational forums
Outreach and consultation to the College community			
Psychopharmacological evaluation and medication management			
Referral to off-campus clinicians for specialized and/or intensive treatment			

Connecticut College [Student Counseling Services](#) has been accredited by the International Accreditation of Counseling Services (IACS) since 2005. Appointments may be made by phone at (860) 439-4587 or via email at SCS@conncoll.edu.