

CHAPTER 13 ASSESSMENT

INTRODUCTION

The freedoms of speech, expression, and assembly are fundamental rights of all persons and are central to the mission of the University. Students, faculty members, staff members, and members of the public have the right to assemble, to speak, and to attempt to attract the attention of others, and corresponding rights to hear the speech of others when they choose to listen, and to ignore the speech of others when they choose not to listen.

Free speech rights – to express views, individually or in organized groups, orally or in writing or by other symbols, on any topic – are subject to federal, state, and local laws, and the applicable University rules and policies, specifically those outlined in [Chapter 13 of the Institutional Rules](#).

The following questions are designed to empower you with knowledge about your rights around speech, expression, and assembly on campus. We hope that they also bring into focus the ever-present balance and delicate interplay between freedoms of the individual, freedoms of a community, and the University’s obligation to preserve its efficient and effective operations and functions. Understanding these rights is crucial for making informed choices and participating confidently in campus activities, including protests and other forms of expression.

This assessment is designed to be informative and engaging, helping you navigate the rules and regulations that ensure a safe and respectful environment for everyone. Some of the questions may present opportunities for you to exercise knowledge you have already obtained, while others may challenge you to think about a concept like freedom from different perspectives. We hope that by completing this assessment, you’ll gain valuable insights into how you can exercise your rights responsibly and effectively.

GUIDELINES

While responding to the prompts below, we encourage you to consult [Chapter 13 of the Institutional Rules](#).

ASSESSMENT

CORE CONCEPT: PROTECTED SPEECH V. PROHIBITED CONDUCT

This core concept challenges students to consider and understand the differences between protected speech and prohibited conduct. After reading the prompt and responding to the actions beneath it, students should be able to identify when protected speech crosses the line and becomes prohibited behavior.

A group of students who obtained University approval begins a planned protest on the south mall. One of the students, Michael, is in attendance. For each of the actions listed below, choose whether Michael was engaged in protected speech or prohibited conduct.		
Michael engages in a debate with a counter-protester and makes a factual statement that offends the counter-protester.	<input type="checkbox"/> Protected Speech	<input type="checkbox"/> Prohibited Conduct
Michael talks about his cause to people who are passing by, but does not block them from going or coming.	<input type="checkbox"/> Protected Speech	<input type="checkbox"/> Prohibited Conduct
Michael follows after and verbally chastises and shames those who choose not to stop and listen.	<input type="checkbox"/> Protected Speech	<input type="checkbox"/> Prohibited Conduct
Michael encourages students to disrupt the next home football game by rushing the field.	<input type="checkbox"/> Protected Speech	<input type="checkbox"/> Prohibited Conduct
Michael encourages students to boycott a local business.	<input type="checkbox"/> Protected Speech	<input type="checkbox"/> Prohibited Conduct

CORE CONCEPT: LIMITATIONS ON THE USE OF UNIVERSITY PROPERTY

This core concept highlights that the University can and does limit the types of property that can be used during a demonstration or protest, as well as sound and the types of displays that students use. These limits are in place to prevent disruption. After reading the prompt and responding to the actions beneath it, students should be able to identify where and how to engage in demonstrations and/or protests.

While protesting, another member of Michael’s group, Carmen, encounters students who are opposed to her cause. The other group has attracted enough students to their cause that Carmen begins to feel as though her voice is being overshadowed. For each action listed below, choose whether Carmen’s conduct is acceptable according to the Institutional Rules.		
Without prior approval, Carmen uses a megaphone to amplify her group’s message.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Not Acceptable
Carmen and other members of the group climb on the George Washington statue and pedestal to be heard better.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Not Acceptable
Carmen and members of the group place a bedsheet banner with their slogan on the South Lawn.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Not Acceptable
Carmen moves the group to the other side of the South Mall and continue their protest.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Not Acceptable
In response to the other group, Carmen moves the group off of the South Mall into the nearest academic building to continue their protest.	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Not Acceptable

CORE CONCEPT: COMPLIANCE

This core concept emphasizes that students may find themselves in situations where they must make decisions about their actions. The chosen action(s) may or may not be in compliance with the University rules and regulations. After reading the prompt and responding to the actions beneath it, students should be able to identify when their actions are or are not compliant with University rules and regulations, specifically in relation to demonstrations and/or protests.

While protesting, another member of Michael and Carmen’s group, Rohan, is confronted with counter-protesters. Rohan moves the group to the other side of the South Mall to continue the protest. Shortly after they move, the counter-protesters begin using a megaphone to communicate their message and dissuade other students from joining Rohan’s group. University personnel request that both groups disperse. Determine whether the actions below would be considered compliant or non-compliant.		
Rohan attempts to persuade the university personnel that his group did nothing wrong and should not have to disperse.	<input type="checkbox"/> Compliant	<input type="checkbox"/> Non-Compliant
Rohan organizes his group to resist efforts to remove them.	<input type="checkbox"/> Compliant	<input type="checkbox"/> Non-Compliant
Rohan leaves and encourages the group to disperse.	<input type="checkbox"/> Compliant	<input type="checkbox"/> Non-Compliant
Rohan believes the dispersal order was wrongful, and after leaving the event, he files an appeal within five business days.	<input type="checkbox"/> Compliant	<input type="checkbox"/> Non-Compliant
After being told to disperse, Rohan notices that the counter-protesters are not dispersing. Rohan decides to stay until the counter-protests disperse.	<input type="checkbox"/> Compliant	<input type="checkbox"/> Non-Compliant

ANSWER KEY

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