# **Introduction to Women’s and Gender Studies (WGST 2100) Fall 2025**

This course is delivered 100% online and asynchronously.

# A person wearing sunglasses and a orange shirt  AI-generated content may be incorrect.**A cartoon of a person holding a book  Description automatically generated**

# **Instructor Teaching Assistant**

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**Office**: GAB 119D

**Office hours:** Please email me or Abid for a Zoom appointment.

## About Me (Özlem Altıok)

Welcome to my course Introduction to Women’s and Gender Studies (WGST 2100)!

Since 2010, I have held a joint appointment in International Studies and Women’s and Gender Studies at UNT. I am an interdisciplinary scholar and teacher with a Ph.D. in sociology from the University of Wisconsin – Madison, a master’s degree in public service and administration (public policy, basically) from Texas A & M University, and a bachelor’s degree in international relations from Istanbul Bilgi University. My interests and expertise are in the relationship between politics, gender, and religion; social movements; human rights; international development; and migration issues. I love reading historical fiction, including crime mysteries, writing short stories and poetry (in addition to my academic writing), cooking Mediterranean food, and traveling.

## About Abid Iskandar

Abid is a master’s student in Women’s and Gender Studies. He holds a bachelor’s degree and a master’s degree in Sociology from Bangladesh University of Professionals. His academic interests include migration, gender and inequality. Abid enjoys listening to folk songs and watching movies in his free time. He also likes travelling. His future plans include pursuing a Ph.D. in Sociology and conducting research on gender, migration, and inequality.

## Course Description

## This course introduces students to the interdisciplinary field of women’s and gender studies from a global perspective. It explores key concepts to the field, such as the social construction of gender, masculinities, femininities, sexuality, sexism, racism, classism, heteronormativity, androcentrism, patriarchy, transphobia, ableism, colonialism/imperialism, globalization, ethnocentrism, militarism, oppression, privilege, feminisms, and social justice. It is designed to encourage the development of critical analysis, reflexivity, and social responsibility.

## Course Structure

This course is delivered asynchronously and 100% online. Students will be conducting all the work online using Canvas. They will be accessing the course and course materials, completing assignments and discussions digitally.

The Weekly Reading Schedule, which starts on page 8 of this syllabus, lists everything you need to read, watch, and do in this class.

In sum, there are 10 Modules in this course (2 per week). As specified in this syllabus, each module contains 1) Online lessons 2) Assigned readings 3) Assignments you must submit for that week. Most weeks you will be completing 2 Modules of content and 2 Quizzes. **Quizzes** are over all required reading for that module (including the online lessons).

In addition, you will be submitting five short **Discussion posts on Canvas**. The prompts for these are listed on this syllabus and under the Discussions tab on Canvas.

You have one major writing assignment in this course: a **Film Essay** that is due on November 16, 2025. Instructions for the film essay will be posted on Canvas at the beginning of the course. You may take the **Final Exam** any time after November 30. The final exam is due on December 8, 2025. All the quizzes and assignments, except for the final exam, are due by 11:59 pm on Sunday. Remember that this is an asynchronous course. You can set your own due date and turn in assignments on a day that works for your weekly schedule *as long as* you submit them *before midnight on Sunday*.

## Course Prerequisites or Other Restrictions

There are no prerequisites for this course. I consider basic knowledge of the English language, including grammar and spelling to be prerequisite skills that students should have before the course starts. I also expect that you know how to craft a short essay that is well-organized. If writing is not your *forte*, I encourage you to pay particular attention to the Writing Module that is part of your coursework at the beginning of this class.

## Course Objectives

After successful completion of this course, students will be able to:

1. Analyze how gender works in different realms of society (politics, work, family, media, etc.), locating the causes of gender as diverse and flexible (not fixed and inevitable).
2. Locate their gendered experiences in historical context, understand the development of feminist movements and schools of thought.
3. Understand that experiences are shaped by intersecting axes of privilege and inequality, such as gender, race/ethnicity, sexuality, ability, class, religion, and national origin.
4. Communicate different debates, connections, and theoretical interventions in the inter/multidisciplinary field of women’s and gender studies.
5. Recognize that social change is possible, identify effective strategies for social transformation, and see ourselves as important actors in that collective action.
6. Develop skills in critical thinking, observation, analysis, communication, and self-awareness, including when “consuming” textual and visual material such as films
7. Demonstrate growth and effective written communication.

## Required Materials

* Susan M. Shaw and Janet Lee. (Eds.) (2022). *Gendered Voices Feminist Visions: Classic and Contemporary Readings*. 8th edition. Oxford University Press. ISBN: 9780197622612
* Other required materials and/or readings are linked below on this syllabus and included in the online modules in Canvas.
* The online lessons on Canvas include links to supplementary materials and/or readings. I indicate whether you should read, skim, or consider them as “further reading”.

## Communication Expectations

The primary tool that I will be using to communicate directly with you (students) is Canvas and on certain occasions email. You can send personal concerns or questions using Canvas’ email feature or emailing me directly at Ozlem.Altiok@unt.edu You can expect to receive a response to emails usually within 1-2 days. For the weekly quizzes in this class, you will know your grade immediately after taking them. For assignments that involve writing (discussion posts, the film essay, and the final exam) you will be receiving feedback and see your grade within approximately 7 days.

Remember that college communication is still professional communication. Use correct spelling and grammar and always double-check your response before hitting send or reply. UNT’s CLEAR has [a webpage for students that provides Online Communication Tips](https://clear.unt.edu/online-communication-tips)

## Teaching Philosophy

My teaching is informed by my belief that knowers “can’t be neutral on a moving train,” and that knowledge must be used to advance human rights and achieve social justice. I take seriously the argument Adrienne Rich makes in her 1977 essay “Claiming an Education,” which you will be reading in the first week. I am here to help you claim your education. My responsibility as a teacher-scholar is to help you understand what gender refers to, and how gender inequality impacts many aspects of our lives. I am here to help you develop your own intellectual capacity and voice. I expect that you will use the resources I provide to help you develop into a better thinker, writer, and advocate.

### Minimum Technology Requirements

To be successful in this course, you will need the following:

* Computer and reliable internet access
* Speakers and microphone
* Plug-ins
* Microsoft Office Suite or Open Office
* [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements)

### Computer Skills & Digital Literacy

The following are course-specific technical skills you must have to succeed in the course:

* Using Canvas and using email with attachments
* Downloading and installing software
* Using spreadsheet and presentation programs

### Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

* Treat your instructor and classmates with respect in email or any other communication.
* Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms. You may refer to me as Dr. Altıok (or Dr. Altiok).
* Use clear and concise language. College level communication should have correct spelling and grammar (this includes discussion boards). Avoid slang terms such as “wassup?” and abbreviations such as “u” instead of “you.”
* Use standard fonts such as Arial, Calibri or Times New Roman (size 10 or 12-point font)
* Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
* Be judicious with the use of emoticons like :) or ☺.
* Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
* Guard personal information (both yours and others’). Do not send confidential information via e-mail.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

### Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations. For more, read “How to Succeed as an Online Student” (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

## Course Requirements

The Modules you are to complete, assignments, due dates, and points value for each are included the table below. You must keep this table and the detailed Weekly Reading Schedule (the last four pages of this syllabus) close to you if you want to succeed in this course.

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates (submission due dates in bold/with asterisk)** | **Materials to read & watch** | **Assignments to Submit** | Your grades  |
| August 18 – **24\*** | Module 1: Course Introduction | Self-Introductions Quiz 1 (30) |  |
| August 25 – **30\*** | Module 2: Women’s Movements & Feminist Thought | Quiz 2 (30) |  |
| Sep 1 – Sep 7**\*** | Module 3: Systems of Privilege, Social Inequality & Power | Quiz 3 (30)Discussion 1 (40) |  |
| Sep 8 – **Sep 14** | Module 4: Bodies & Identities | Quiz 4 (30)Discussion 2 (40) |  |
| Sep 15 – **Sep 21\*** | Module 5: Writing in College | Quiz 5 (40)  |  |
| Sep 22 – **Sep 28\*** | Module 6: Gender & Family | Quiz 6 (30)Discussion 3 (40) |  |
| Sep 29 – **Oct 5\*** | Module 7: Gender & Work  | Quiz 7 (30) |  |
| Oct 6 – **Oct 12\*** | Module 8: Gender & Politics | Discussion 4 (40) Quiz 8 (40) |  |
| Oct 13 – **Oct 19\*** | Module 9: Gender & Media  | Quiz 9 (30)Discussion 5 (40)  |  |
| Oct 20 – **Oct 26\***  | Module 10: Gender & Violence | Quiz 10 (40) |  |
| Oct 27 – **Nov 2\***  | Module 11: Migration | Quiz 11 (40) |  |
| Nov 3 – **Nov 9\*** | Module 12: Activism & Change | Quiz 12 (30) |  |
| Nov 10 – **Nov 16\*** | Film assignment | Film essay due (200) |  |
| Nov 17 – Nov 23 | Review of the study guide  |  |  |
| Nov 24 – 30  | Thanksgiving break | Enjoy! |  |
| Dec 1 – **Dec 8\*** | Course wrap up | Final Exam (200) |  |

## Grading

There are a total of 1000 points in this class. Here’s my grading scale along with the point totals/percentages I will use to calculate the final letter grade:

A = 900-1000 B = 800-899 C = 700-799 D = 600-699 F = 500-599

**Late submission policy**

It is your responsibility to manage your time well so that you do not miss your due dates. Due dates are set, but you can work ahead and submit some of your assignments early.

I will mark down late submissions by 20% for each day they are late unless you communicate to me in writing a legitimate excuse. I will not accept work that is more than 3 days late (again unless there is a legitimate reason that you communicate to me).

**Bottom line:** Please try to turn in all assignments by their due dates, but know that I am flexible and you should contact me when you have a legitimate reason for not submitting work on time.

## **Course Assignments**

### **Weekly Reading Quizzes (12 quizzes, 30 or 40 points each, for a total of 400 points)**

There are 12 timed weekly **Quizzes** designed to test whether you have **read and viewed** all of the material assigned for that week. Notice that taken together, the quizzes make up 40% of your grade. *Carefully read your online modules, assigned readings, and view the assigned films* ***before*** *starting your weekly quizzes.* Please read and view *all* that is assigned to do well in this class.

The **Quizzes** are open book, but you need to finish your reading ahead of time if you want to do well on them. Quizzes comprise multiple-choice questions and are timed. They are open book. You get only one attempt, but I understand that occasionally, technical difficulties happen.

The University is committed to providing a reliable online course system to all users, but in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, I will extend the time window and provide an appropriate accommodation based on the situation. You should immediately contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. You should also email me to report the problem. The UNT Student Help Desk and I will work with you to resolve any issues at the earliest possible time.

### **Discussion Board Posts (40\*5= 200 points)**

Because I want you to read what I assign, I give you the chance to get 200 more points for doing just that. The purpose of these discussion posts is to get you to reflect on the assigned readings and videos. Discussion Prompts you are expected to respond to are on this syllabus *and* under Discussions on Canvas. Please do not attach a file for your posts. Simply enter text**.** **Suggested length: 300 - 500 words.**

**To get full credit** (all 40 points):

1. You must address all the parts of the prompt and write well.

2. You must explicitly cite from at least one of your required readings from the relevant week to demonstrate your understanding of the idea or theme you cite.

3. You must respond to at least one other classmate's post.

4. You must submit your post and your response by the due time and date.

Late posts will be marked down by 20% (8 points) each day they are late. They will not receive any credit if they are more than 3 days late.

### **Film Essay or Film-inspired Artwork (200 points)**

Your essay or artwork will be over *No Más Bébés* (2015), *Bread and Roses* (2000), *Paris is Burning* (1990)**or** *Little Richard* (2023). Watch **only one** of these films and write a short (1000-1500 word) essay. Further instructions on film essays are posted on Canvas under the “Assignment Instructions” folder. Submit essays using the Turnitin link under Assignments.

**Artwork option:** Instead of an essay, you can produce an original piece of art (painting, drawing, cartoon, song, etc.) inspired by the film. *You still need to explain your art by reference to at least two gender-related concepts you learned about* in this class, and makes sense in the context of the film. This explanation should comprise 400-500 words. Even if you choose the artwork option, you must still follow my guidelines, define terms, cite properly, etc.

### **Final Exam (200 points)**

The final exam is comprehensive. It comprises multiple choice, short answer, and essay questions. I will provide a detailed study guide telling you what concepts and lessons to focus on. The study guide will be posted under the Assignment Instructions folder. I will post the final exam at least one week in advance of the due date for those who want to take it early.

## **Course Policies**

### Assignment Policy

The due dates for all your assignments in this class are stated on this syllabus. You should complete your readings and submit your quizzes by midnight on Sundays*.* The weekly reading schedule and due dates are included as a table for your quick reference above. They are listed in more detail under the Weekly Schedule of Readings below.

### Examination Policy

The exams in this class are open book. You should take the tests at a reliable internet connection. If you lose internet connection during an exam, I will work with you for a make-up exam to be taken that day or soon after the due date. I hope that this will not happen at all. If it does, you must contact the Student Helpdesk and get a ticket number before you contact me.

Late WorkLate work will be penalized for each day it is late unless you communicate to me a legitimate excuse. You can expect a daily deduction of 20% of the points any given assignment is worth. For e.g. if your quiz or discussion post is late by one day (i.e. 1-24 hours past the due date), you will automatically lose 8 out of 40 points.

Class Participation
This is an online class, so participation is measured by your cognitive and social presence on Canvas, which I monitor by checking whether you are regularly viewing course pages and whether you are engaging our course material (citing from the most relevant readings, modules, etc.

Discussion posts are there to encourage participation and dialogue. I evaluate your participation in this class by monitoring your engagement with course materials, including your responses to the five discussion prompts and conversations with your classmates over Canvas.

Instructor Responsibilities and FeedbackMy responsibilities in this course are:

* To help you learn and grow intellectually. To this end, I will provide clear instructions for work I expect you to complete. I will answer your questions about assignments, identify additional resources as necessary, review and update course content, etc.
* You can expect an answer to your questions or concerns within 1-2 days. You should expect feedback on everything you turn in for a grade in this course. You will receive feedback on your work via Canvas within approximately 7 days after the due date.

### Extra Credit Opportunities

I may announce 1 or 2 extra credit opportunities during the semester.

Syllabus Change PolicyIf there are any changes to this syllabus, course information, and due dates, I will let you know a few days in advance. **Please make sure you check your Canvas email, and/or set your notifications preferences (using the Notifications Settings on Canvas) so that you receive emails into the inbox that you check most regularly.**

## Getting Help

### Technical Assistance

Contact the Student Help Desk for help with Canvas or other technology issues.

[**UNT IT Help Desk**:](http://www.unt.edu/helpdesk/index.htm) http://www.unt.edu/helpdesk/index.htm **Email**: helpdesk@unt.edu

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 130

**Laptop Checkout**: 8 am-7 pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)

# **Weekly Reading Schedule**

“GVFV” is short for your textbook *Gendered Voices Feminist Visions* (8th edition, published in 2022).

Most of the “outside” material listed below can be found online and is already linked on this syllabus and also in the Modules on Canvas. If you are working ahead, and find that a link is broken, please let me know so I can fix the problem. Note that URLs can and *do* move. Most of the time, (about 80% of the time), you will still be able to find the reading by a simple web search of the title and author.

Note that on page 5 of this syllabus, there is a table that sums up what content and assignments are due each week. Below is the more detailed weekly reading schedule that specifies the material that you are to read, watch and the assignments you are to submit.

## **WEEK 1**

## **Introduction & Course Basics**

**What to read**: Online module #1 (especially your syllabus)

Adrienne Rich. “Claiming an Education” (also posted on Canvas) and Sarah Ahmed “Living a Feminist Life” in GVFV pages 22-28

**To do:** Reading Quiz 1(30 points) and self-introductions

**Non-graded but required:** Please introduce yourself on Canvas and respond to at least one other classmate within 5 days of the beginning of the semester.

## **WEEK 2**

## **Women’s Movements & Feminist Thought**

**To read & watch:** Online module #2

*Gendered Voices Feminist Visions* (GVFV) Chapter 1 (pages 1-22)

Required film: [*Suffragette* (streamed online](https://libproxy.library.unt.edu/login?url=https://digitalcampus.swankmp.net/unt302806/watch/9E8F6E26C4BD198E?referrer=direct) through the UNT Media Library)

**To do:** Reading Quiz 3(30 points)

**Discussion Board #1**: How did *Suffragette* help you understand the history of the women's movement? What did you like or not like about the film? How did you feel while watching it? How did you like the ending? Would you have ended it differently if you were the director? Suggested length: 8-10 sentences

## **WEEK 3**

## **Systems of Privilege, Social Inequalities & Power**

**To read & watch:** Online Module #3

GVFV Chapter 2: Systems of Privilege & Inequality (53-74), Toward a New Vision (75-83), Intersectionality (83-87), There is no Hierarchy of Oppression (88-89), Explaining White Privilege to a Broke White Person (89-91), Cisgender Privilege (91-93), On Disability (94-98)

Required short videos: Chimamanda Ngozi Adichie’s [TED talk “Danger of a Single Story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)”

[Black Lives Matter Explained](https://www.youtube.com/watch?v=YG8GjlLbbvs)

**To do:** Reading Quiz 4(30 points)

**Discussion Board #2:** Difference (by gender, race, class or others) is not just about being different. As we learned, power relations shape and organize these differences such that inequality shapes the meaning of differences, reinforcing their “real-ness,” conferring certain groups of people privileges.

How have you personally benefited from *privilege*? What kinds of privilege? In what sense were/are you hurt by systems of privilege and inequality? Please define, in your own words, what *intersectionality* refers to. How do you see intersectionality playing out in your life? Suggested length: 8-10 sentences.

## **WEEK 4**

## **Understanding Gender: Bodies & Identities**

**To read & watch:** Online Module #4

GVFV Chapter 3Learning Gender (pages 100-120) The Five Sexes Revisited (120-125) Social Construction of Gender (125-127), You Don’t Have a Male or Female Brain (135-137) **and** Chapter 4 Inscribing Gender on the Body (156-176)

Lisa Wade. 2013. The New Science of Sex Difference (posted on Canvas)

Required film: [*Tough Guise 2* (streamed online](https://web.microsoftstream.com/video/2830d165-434a-4cb4-917f-c851908a6618?referrer=https:%2F%2Fdiscover.library.unt.edu%2F) through the UNT Media Library)

**To do:** Reading Quiz 5 (40 points)

## **WEEK 5**

## **Focus on Writing**

**What to read**: Online module #5, including the links in the online module (especially all that is under “Mechanics” and “Grammar” on Purdue’s [OWL website](https://owl.english.purdue.edu/owl/section/1/4/))

**What to do**: Reading Quiz 2 (30 points)

## **WEEK 6**

## **Gender & Family**

**To read:** Online module #6

GVFV Chapter 8 Family Systems, Family Lives (374-400), Marriage and Love (400-402),

Where are the mothers? (402-411)

### Brigid Schulte. 2019. [A Woman’s Greatest Enemy? Lack of Time to Herself](https://www.theguardian.com/commentisfree/2019/jul/21/woman-greatest-enemy-lack-of-time-themselves)

Özlem Altıok. 2015. [Muslim Family Laws and CEDAW: A Fact Sheet](https://socwomen.org/wp-content/uploads/2018/03/Muslim-Family-Laws.pdf)

**To do:** Reading Quiz 6(30 points)

**Discussion board #3:** Discuss your experiences of gender in your family. What gendered expectations did you feel you had to satisfy when you were growing up? How have these helped or hurt you? What ideas do you have for keeping or changing some of these (if/when you have a family of your own)? Suggested length: 8-10 sentences.

## **WEEK 7**

## **Gender & Work**

**To read & watch:** Online Module # 7

GVFV Chapter Paid Employment (421-445), Brief History of Working Women (445-457)

Anna Swartz. 2017. [This is the hidden financial cost of being LGBTQ American in 2017](https://www.mic.com/articles/185960/gay-pay-gap-this-is-the-hidden-financial-cost-of-being-an-lgbtq-american-in-2017-employment-discrimination-legal)

[American Association of University Women’s (AAUW) website](https://www.aauw.org/issues/equity/pay-gap/) Facts (2022)

AAUW. 2022. [The Simple Truth about the pay gap.](https://www.aauw.org/resources/research/simple-truth/)

Sharmila Rudrappa. 2012. [India’s Reproductive Assembly Line](https://contexts.org/articles/indias-reproductive-assembly-line/) *Contexts*.

Required film: [*Who’s Counting: Marilyn Waring on Sex, Lies and Global Economics*](http://docuseek2.com.libproxy.library.unt.edu/cart/product/660) ([streamed online](https://libproxy.library.unt.edu/login?url=http://docuseek2.com/v/a/IJc/1/0/0) through the [UNT Media Library](https://libproxy.library.unt.edu/login?url=http://docuseek2.com/v/a/IJc/1/0/0))

**To do:** Reading Quiz 7(30 points) **Discussion Board #4:** Who are your favorite characters in the film *Who’s Counting*? Which of Marilyn Waring’s ideas do you find most thought-provoking? What does the film make you wonder and learn more about?

## **WEEK 8**

## **Gender & Politics**

**To read:** Online Module 8

GVFV Chapter 11 State, Law and Social Policy (540-567), Speech on Sweden’s Feminist Foreign Policy (573-575)

Molly Bangs. 2017. [Women’s Underrepresentation in Politics.](https://tcf.org/content/commentary/womens-underrepresentation-politics-no-not-just-ambition-gap/) The Century Foundation.

Özlem Altıok. 2013. [Reproducing the Nation](https://contexts.org/articles/reproducing-the-nation/). *Contexts*

**To do:** Reading Quiz 8 (40 points)

## **WEEK 9**

## **Gender & Media**

### Online Module 8

### GVFV Chapter 6 Media & Culture (265-297), Thinking About Shakespeare’s Sister (298-301), The Wife (301), Poetry is not a Luxury (301-303), Young Queer Nigerians Fighting Homophobia on Twitter (303-305)

### Jessica Valenti. 2018. [Why the Handmaid’s Tale is more relevant one year after the first season.](https://www.theguardian.com/commentisfree/2018/apr/25/handmaids-tale-season-2-return-trump-america-2018)

Required videos: [*Killing Us Softly 4*](http://iii.library.unt.edu/record%3Db3919695~S6)(the latest version is online via UNT’s Video on Demand)

**To do:** Reading Quiz 9 (30 points)

**Discussion board #5**: Pick only one of the following to discuss:

1. Discuss three things that you learned from watching *Killing Us Softly 4*. Is there a TV commercial or print ad you have recently seen that similarly objectifies women (and/or men)?
2. The Covid-19 pandemic has impacted us all, but we were not all impacted equally or in the same way. At the beginning of the pandemic, trying to understand and deal with the disruptions it brought, I wrote an [Article about the disproportionate effects of COVID-19 for the UNT community.](https://www.opendemocracy.net/en/5050/how-my-north-texas-students-taught-me-were-all-in-the-same-boat-is-a-lie/) Based on what you experienced, observed, or read about; how did gender shape the experience of people during this pandemic? Think about how different aspects of your identity intersected to shape your experience of the pandemic and pandemic related policies/practices. You may want to discuss how you were impacted by lock downs, business closures and/or remote education.

## **WEEK 10**

## **Gender & Violence**

**To read & watch**: Online Module 10**.**

Watch the video Leslie’s Story on YouTube. [Link: Leslie’s story.](https://www.youtube.com/watch?v=XMViDuAezHQ)

GVFV Chapter 10 Resisting Gender Violence (479-510), Why Sexual Assault Survivors do not Report to Universities (514-525)

[TED Interview with the founders of Black Lives Matter](https://www.youtube.com/watch?v=tbicAmaXYtM)

Melissa McEwan. “[Rape Culture 101](http://www.shakesville.com/2009/10/rape-culture-101.html)”

George Yancy. 2019. [Judith Butler: When Killing Women isn’t a Crime](https://www.nytimes.com/2019/07/10/opinion/judith-butler-gender.html)

*Recommended film:* Victim/Suspect by Nancy Schwartzman (~90 minutes, available on Netflix)

**To do**: Reading Quiz 10 (40 points) & The Final Exam (250)

## **WEEK 11**

## **Gender & Migration**

**To read & watch**: Online Module 11

Anja Parish. 2017. [“Gender-based violence against women”](https://www.migrationpolicy.org/article/gender-based-violence-against-women-both-cause-migration-and-risk-along-journey)

Camille Baker. 2019. [From the Mediterranean to Mexico, Capt. Pia Kemp…](https://theintercept.com/2019/07/10/mediterranean-migrant-rescue-pia-klemp/) *The Intercept*

**To do:** Reading Quiz 11 (40 points)

## **WEEK 12**

## **Activism & Change**

**To read**: Online Module 12

GVFV Chapter 13 Activism, Change, and Feminist Futures (640-661), Feminist Men (661-663), Mestiza Women’s Ant-Mining Activism in Andean Ecuador (669-679), How Black Lives Matter Came to the Academy (686-690)

Visit and explore the [website for the Movement for Black Lives](https://m4bl.org/)

**To do:** Reading Quiz 12 (30 points)

## **WEEK 13**

## **Film Essays**

Read or re-read Film Essay Guidelines (on Canvas). Watch and prepare to craft your film essays.

Watch [*No Más Bébés*](http://iii.library.unt.edu/record%3Db5717551~S6) , [*Bread and Roses*](https://digitalcampus-swankmp-net.libproxy.library.unt.edu/unt302806/play/6cd495fe8febcc42?referrer=direct8) (both are available online via UNT’s Media Library); *Paris is Burning* (1990) **or** Little Richard. You may also check out the physical [DVD from Media Library](http://iii.library.unt.edu/record%3Db2503893~S12)) to write your essay per the instructions (under Assignment Instructions).

## **WEEK 14**

## **Final Exam**

Read carefully the Final Exam Study Guide (to be posted on Canvas).

**The final exam** will be open on November 30, 2025, and will remain open until it is due (by 11:59 pm onDecember 8, 2025). The final exam is open-book and will be timed. You will need to complete it in one sitting (within 150 minutes). A study guide to help you with the final exam will be posted under the Assignment Instructions folder/module on Canvas two weeks before the exam is open.

## **Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. These evaluations will become available toward the end of our semester, and you will receive a notification that invites you to complete them.

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### **Student Support Services**

UNT provides many resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care)
* [UNT’s Dean of Students’ website](http://deanofstudents.unt.edu/resources_0.) offers a range of on-campus and off-campus resources to help support sexual assault survivors at [SurvivorAdvocate@unt.edu](http://SurvivorAdvocate@unt.edu) or call the Dean of Students’ office at 940-565-2648.
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)

### Academic Support Services

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/)

Other student support services offered by UNT include:

* [Registrar](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CRegistrar)
* [Financial Aid](https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center)
* [~~Pride Alliance~~](https://edo.unt.edu/pridealliance) ~~(~~[~~https://edo.unt.edu/pridealliance~~](https://edo.unt.edu/pridealliance)~~)~~ Closed per Texas SB 17
* [~~Multicultural Center~~](https://edo.unt.edu/multicultural-center) ~~(~~[~~https://edo.unt.edu/multicultural-center~~](https://edo.unt.edu/multicultural-center)~~)~~  Closed per Texas SB 17
* See the new [Center for Belonging and Engagement](https://studentaffairs.unt.edu/center-belonging-and-engagement)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry)

## **UNT Policies**

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Trust and honesty are central for learning to occur, and I hope that you do not need a reminder about that. However, in the interest of making expectations clear, let me state that I will not tolerate academic dishonesty.

You commit plagiarism if you:

1. reproduce verbatim (or almost verbatim) another author’s words, without using quotation marks and/or without providing a citation; or
2. use another's ideas (even if you don’t use their precise words) without providing citation.

I adhere to and enforce UNT’s policy on academic dishonesty (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). You should review [UNT Policy Manual Section 18.1.16](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf), which is located at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\_Affairs-Academic\_Integrity.pdf.

I address violations of academic integrity in this course in compliance with the penalties and procedures laid out in this policy. In most cases, if I find that you plagiarized, you will receive a 0 for that assignment and report the violation. If this problem occurs more than once, you might fail this course. **Appeals**: Students may appeal any decision under this policy by following the procedures laid down in the UNT Policy Manual Section 18.1.16 “Student Standards of Academic Integrity.”

### Americans with Disabilities Act (ADA) Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time. However, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access website](http://www.unt.edu/oda) at http://www.unt.edu/oda. You may also contact ODA by phone at (940) 565-4323.

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence).

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. Course work completed via Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about a student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention if you would like additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive, and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during the last few weeks of the semester to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IA System Notification" ([no-reply@iasystem.org](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cno-reply%40iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted.

### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CSurvivorAdvocate%40unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Coeo%40unt.edu) or at (940) 565 2759.

### Important Notice for F-1 Students taking Distance Education Courses

Please contact the UNT International Student and Scholar Services Office telephone 940-565-2195 or email internationaladvising@unt.edu to get clarification on policies that may impact you as an international student.

### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (https://policy.unt.edu/policy/07-002).

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

* The work is used only once.
* The work is not used in its entirety.
* Use of the work does not affect any potential profits from the work.
* The student is not identified.
* The work is identified as student work.

I do not typically use student work in my classes. If I want to share or display your exceptional or inspiring work, I will contact you to seek your permission.