# **Gender & Globalization (WGST 4350) Fall 2025**

## Instructor Contact

**Name:** Dr. Özlem Altıok (Pronouns**:** She/her)

**Class meeting time:** Wednesday 5.30 – 8.20 pm

**Classroom**: GAB 317

**Office hours:** Mondays, 3.30 – 5 pm in GAB 119D. Alternatively, you can email me for a Zoom appointment.

**Email:** [Ozlem.Altiok@unt.edu](mailto:Ozlem.Altiok@unt.edu)

## Course Description

What is globalization, and how do people located differently, in socio-economic and geographical terms, experience it? How are macro-processes such as globalization, development, international trade, and migration related to one another? How are they gendered? In what ways are local issues global, and global ones local?

This reading-intensive seminar is required for Women’s and Gender Studies master’s students, and open to students from all other departments. It is designed for undergraduate and graduate students with an interest in exploring gender as a social practice, and globalization as a multifaceted socio-economic process.

The seminar focuses on social inequality and explores how feminist perspectives are useful for understanding social, economic and political aspects of globalization in the 21st century. Topics covered include the gendered division of labor in the global economy, international development in theory and practice, migration, and social movements. The course has a community-engaged learning component, which will help students learn about the challenges and opportunities brought by globalization. Through their work, students will have the opportunity to help alleviate these problems in our own community.

## Community-engaged learning

Service/experiential learning or community-engaged learning is a pedagogy that integrates meaningful community-engaged service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Community-engaged learning gives students the opportunity to both apply what they are learning and reflect in a classroom setting on their service experiences. These programs aim to give back to the community as a valuable goal in and of itself based on the idea that working with community partners is good preparation for citizenship, work, and life.

Thinking globally and acting locally, participants in this course will have the opportunity to carry on a project in partnership with Refugee Support Network, Opening Doors International Services, Inc. (ODIS), a student organization on campus, or other organizations in North Texas and beyond.

## Course Structure

This is a face-to-face, reading-intensive course that requires student engagement with the material. The Weekly Reading Schedule lists everything you need to read, watch and do in this class (see page 11 of this syllabus).

**We will meet as a class from 5.30 to 8.20 pm every Wednesday for a lecture to be followed by (and interspersed with) discussion**. **You should plan to regularly attend, and actively participate in, class.**

In sum, there are 10 Modules in this course. As specified in this syllabus, each module contains 1) A brief online lesson 2) Assigned readings and films 3) Assignments you must submit.

Most weeks you will be completing 1 Module and assigned readings (and sometimes videos) and submit a couple of assignments *before* we meet as a class. Nearly every week, you will be submitting a short quiz by Wednesday (by noon). Quizzes cover all required material (i.e. the online lessons, assigned reading and films).

Each student will be submitting one Analytical Summary (due by noon on Wednesdays) that critically summarizes a particular week’s readings. Everyone will submit a Discussion post in response to these analytical summaries by Wednesday (by noon) **either** using the Discussion tab on Canvas **or** by speaking in class. The nature and purpose of each of these assignments are explained on this syllabus and are also listed under the Weekly Schedule of Readings on this syllabus. We will also discuss them in our first class meeting.

~~The WGST and LGBT Studies Programs, in cooperation with the Media Library and the Pride Alliance of the Multicultural Center at UNT organize FemFlicks series every semester. Once a month, I will invite you to watch and discuss in community a feminist film (“femflick”).~~ Note: Both the Pride Alliance and the Multicultural Center were closed by UNT right before Texas Senate Bill 17 went into effect on 1 January 2024. SB 17 outlawed Diversity, Equity and Inclusion programs. Instead of simply deleting them, I felt it more educational to leave them in the syllabus with the strikethrough. See the end of this syllabus for more on SB 17, which does not apply to classroom instruction.

## Learning Outcomes

After successful completion of this course, students will learn to think critically about globalization as a multidimensional, power-laden, and contested process. Specifically, they will

1) Understand the concepts, different theories/perspectives on globalization, and the debates surrounding the relationship between this macro process and gender,

2) Analyze how race, gender, class, nationality, ethnicity, religion, and other social categories and identities intersect to shape people's experience of globalization,

3) Develop critical thinking, written and oral communication skills,

4) Analyze how globalization, and in particular the movement of people, is experienced in their own communities, gaining knowledge of community issues, needs, strengths, problems, and resources.

5) Reflect on their own place and social responsibility in our deeply inter-connected world.

## Course Prerequisites or Other Restrictions

This course is required for master’s students in Women’s and Gender Studies at UNT. It is open also to other graduate and advanced undergraduate students. In order to be successful in this course you will need to:

* Have a good command of the English language, including the basics of written communication.
* Cite sources, giving credit to where you obtain information.
* Make the commitment to spend approximately 10 hours a week reading the assignments, reflecting on the material covered, and participating in service-learning activities throughout the course.
* Utilize tact in discussing differing perspectives and build cordial professional relations with others.

I consider 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 essays that are well-organized and well-argued. 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. You may also get help from UNT’s Writing Center. They offer online tutoring as well. <https://writingcenter.unt.edu/online-tutoring>

## Materials

**Required books**

Lourdes Beneria *et al*. 2016. *Gender, Development and Globalization: Economics as if All People Mattered* (2nd edition). This is available as an e-book through the UNT library. <http://iii.library.unt.edu/record=b6215257~S12>

It is your responsibility to locate the other assigned material cited or linked on this syllabus. I have created a folder on our Canvas page containing scanned chapters from books that are not as readily available online.

**Recommended books**

Laura Shepherd (ed.). 2015. *Gender Matters in Global Politics*. Routledge.

Barbara Ehrenreich and Arlie R. Hochschild. 2004. *Global Woman: Nannies, Maids & Sex Workers in the New Economy.*

Raewyn Connell and Rebecca Pearse. 2015. *Gender in World Perspective*.

## Communication Expectations

The learning management software we will use for this course is Canvas. You can log in at <https://unt.instructure.com/>

In addition to our face-to-face interactions, the primary tool that I will be using to communicate directly with you (students) is Canvas and on certain occasions email. You can send concerns or questions using Canvas’ email feature or by emailing me at [Ozlem.Altiok@unt.edu](mailto:Ozlem.Altiok@unt.edu) You can expect to receive a response to emails usually within 24 hours on weekdays.

For the weekly quizzes in this class, which comprise multiple choice questions, you will know your grade immediately after taking them. For assignments that involve writing (analytical summaries, reflection essay, presentation and research paper) you will receive feedback and 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 sending your messages to others. As well, *netiquette* is important in online communication. UNT’s CLEAR has [a webpage for students that provides Online Communication Tips](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>).

If you have a general question about the course or assignments, you can always ask in class. In addition, you can ask your questions through the Q & A forum in the Discussion Board area. Either I will answer it, or, one of your classmates will. This way we can all benefit from questions asked, and they can be answered in a venue that the whole class can see.

## Teaching Philosophy

I take seriously the argument Adrienne Rich makes in her 1977 essay “[Claiming an Education](http://www.yorku.ca/cvandaal/files/ClaimingAnEducation.pdf).” My teaching is informed by my belief that knowers “can’t be neutral on a moving train,” and that knowledge must be used to achieve social justice. I am here to help you claim your education. I see my responsibility to be here as a teacher-scholar who will help you to understand different theoretical perspectives on the study of international politics and global challenges. I am here to help you develop your own intellectual capacity and voice. I expect that you will use all of the resources I provide to help you develop into a better thinker, writer and advocate.

## Technical Requirements & Skills

### Minimum Technology Requirements

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

* Computer
* Reliable internet access, which should support streaming of 1-2 films a week
* Speakers
* 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
* Using email with attachments
* Downloading and installing software
* Using spreadsheet programs 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).
* Unless specifically invited, don’t refer to your instructor by first name.
* Use clear and concise language.
* Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
* Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
* Use standard fonts such as Ariel, Calibri or Times New Roman (a size 10 or 12-point font)
* Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
* Limit and possibly avoid 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.
* Be careful with 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.

## Getting Help

### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk**: <http://www.unt.edu/helpdesk/index.htm>

**Email**: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 130 **Walk-In Availability**: 8 am - 9 pm

**Telephone Availability**:

* Monday-Thursday: 8 am-midnight
* Friday: 8 am-8 pm Saturday: 9am-5pm Sunday: noon-midnight

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

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

## Course Requirements

The Modules you are to complete, assignments, due dates and points value for each are included the table below. To be successful in this course, refer to this table and the detailed Weekly Reading Schedule often.

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates (due dates in bold)** | **Topic** | **Assignments to Submit** | Your grade |
| Aug20 – **Aug 26** | Introduction to the Course & Pedagogy of Engagement | Self-Introduction  Quiz 1 (30) |  |
| **Aug 27** – Sept 2 | Conceptual preliminaries: What is gender? What does it do? | Quiz 2 (30)  Analytical Summary (150 pts; 2 students)  Discussion Posts (Everyone) |  |
| **Sep 3** – 9 | Globalization & gender | Quiz 3 (30)  AnalySum (2 students); Discussions (Everyone); Community work (CW) |  |
| **Sep 10** – 16 | International development & globalization | Quiz 4 (30)  AnalySum (2 students)  Discussions; (Everyone); CW |  |
| **Sep 17** –23 | Globalization, bodies & work | Quiz 5 (30)  AnalySum (2 students)  Discussion (Everyone); CW |  |
| **Sep 24** – 30 | Movement of ideas, bodies & work | Quiz 6 (30)  AnalySum (2 students)  Discussion (Everyone); CW |  |
| **Oct 1** – Oct 7 | Immigration, gender & government policies | Quiz 7 (30)  AnalySum (2 students)  Discussion (Everyone); CW |  |
| **Oct 8** – Oct 14 | Research preparation | Finalize research question  Mid-semester reflections on research project or CW (50) |  |
| **Oct 15** – Oct 21 | Conflict & gender | Quiz 8 (30)  AnalySum; Discussion; CW |  |
| **Oct 22** – Oct 28 | Feminism beyond borders | Quiz 9 (30)  AnalySum; Discussion; CW |  |
| **Oct 29** – Nov 4 | Feminism beyond borders | Quiz 10 (30)  AnalySum; Discussion; CW |  |
| Nov 5– Nov 11 | Gender & globalization in the end |  |  |
| **Nov 12** – Nov 18 | Gues lecture, TBA |  |  |
| **Nov 19 – 25** | Presentations (2 or 3 students) | Presentations (150)  Reflection essays due Nov 25 (150) |  |
| **Nov 24 – Dec 1** | **UNT on Thanksgiving break** | **Enjoy!** |  |
| **Dec 3 – Dec 6 & Dec 8** | Course wrap-up | Research papers due Dec 6th (200)  Grad essay/project due Dec 8 (200) |  |

## Grading

There are a total of 1000 points in this class. Here’s the 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. I will not accept work that is more than 3 days late unless there is a legitimate reason that you can document (a health issue, death in your immediate family, etc.) Bottom line: Please turn in all assignments by their due dates.

## **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.

## Course Policies

### Assignment Policy

The due dates for all your assignments in this class are stated on this syllabus. They are included as a table for your quick reference above. **Most assignments in this class are due by noon on Wednesday.** (Papers due at the end of the semester may fall on other days of the week).

### Grading and Assignments:

1. Weekly Quizzes (30 points each \* 10 = 300 points, due by noon on most Wednesdays)
2. Analytical Summary of readings (Submit only one summary, start and lead class discussion using your summary; 150 points,due dates depend)
3. Mid-semester reflections on your community work or other project (50 points due by noon on Wednesday, October 8)
4. Reflection essay on community work or other project (150 points) due November 23 via Turnitin
5. Presentation of community-engaged research or project (150 pts, in class, on November 12 & 19).
6. Research paper (200 points): (due December 6 via Turnitin)

**Weekly Quizzes** (300 points) comprise multiple choice and some open-ended questions. They are designed to assess whether you have read and comprehended the main argument from assigned readings and films. Quizzes are timed. You get only one attempt on them. It is important that you complete your assigned material for any given week before you take your quiz (which is due by noon on Wednesdays).

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 you from completing a time sensitive assessment activity, I will extend the time window and provide an appropriate accommodation based on the situation (read Examination Policy).

**Analytical Summary of** Readings (150 points). **Each student will turn in only one of these**. (Due by noon on Wednesday, due dates will be different for each student)

You will choose **one week** (i.e. one topic) for your analytical summary. Most weeks, two students will be leading in-class discussion based on the analytical summaries they submit. Please post your analytical summary using the Discussion tab for the relevant week. **If you are one of those submitting an analytical summary, please wait until the due hour and date to post (i.e. do NOT post your analytical summary early).**

Analytical summaries should consist of a two-page summary (approximately 1200 words) of the required readings for that week to be posted by noon on Wednesday, i.e. on the day of our class meeting using the *Discussion* tab on Canvas. At the end of your summary, you must pose at least 2 critical questions or issues that the reading raises for us as a class**. I expect *all* students to respond to at least one of the questions raised by one of the analytical summaries for that week.** Alternatively, you can raise a specific question or issue of your own. You can do this on Canvas or in class. The bottom line is this: You *must* respond and contribute your thoughts in at least one of these ways.

Every Wednesday by noon, I expect everyone to have more or less completed the readings and reflected on them. Your Discussion posts do not need to be long (200-300 words, i.e. a third of a single-spaced page is fine), but they should demonstrate to me that you have thought seriously about the material. You may also include in your essay what you do not understand or find confusing in the reading.

**Your analytical summary** must be analytical in the sense that it **should**

1. demonstrate that you engaged with the arguments presented in the material, and that you can talk intelligently about the strengths and weaknesses of those arguments; and
2. tie back to previous readings and class discussions, and to the larger question of how a feminist or gendered perspective is useful in understanding globalization as a process.

Last, but certainly not least, these analytical summaries should use proper English, and be free of spelling and grammar errors. They *can* have a personal tone. In fact, I encourage you to reflect on your personal experiences of gender and globalization as you complete this assignment. You can imagine and compare your experiences with those of your grandparents or parents, for e.g. Where relevant, you could link the concepts or examples discussed in the reading to your own life experiences, work, daily practices, habits, etc.

In-class discussion (and those on Canvas) are to get you to engage different perspectives on the issues we will cover in this class, and to expand the way you would otherwise think about them. Reflection and discussion are key to fostering community and to engaged learning.This is whyyou are expected to post your thoughts on and responses to the reading (and classmates) nearly every week (10 weeks, to be precise).

To get full credit on these, you must:

1) Craft a short (200 to 300-word) post that engages a key idea or question posed by the analytical summary posted for that week. On some weeks, you may respond to another classmate responding to the original post. Either way, your post should answer a question or address an issue in a substantive way, and should not just be “I totally agree with you Leyla!”

2) Write well and with tact (no grammar or spelling errors, please, and no vulgar language)

3) Post on time by noon on Wednesday (late work will be marked down as explained on our syllabus)

4) Refer to at least two of your readings (and cite properly using the citation style you prefer).

Please simply enter text, and refrain from attaching a file for your discussion posts (it is okay to attach documents if they contain photos, artwork, etc., but consider hyperlinks as alternatives when possible).

**Mid-semester reflections on community project** (50 points, October 8)

This will be a short reflection paper where you discuss what work you did, who you worked with and how, a and how you felt about it. This shorter writing assignment (750 words, i.e. 1-2 pages) is designed as a way for you to pause and reflect on what you have done, and what you have learned in the process (and what challenges and feelings you had). It is meant to help you as you craft your reflection essay due in November).

**Reflection essay on community work or research project** (150 points)(November 23)

These will be reflective essays on your service-learning / community-engaged learning experience. The suggested length for these is 1500 words (around 3 single-spaced pages). Guidelines for these will be posted.

**Presentations** **of community-engaged work or research project** (150 points) (Presentations on Nov 12& 19)

This will be a presentation on what you learned in working with our community partner or other/research project. This could be a poster presentation, video/film, slide show or a creative work (e.g. a piece of artwork) to be shared in class. Your oral presentations will be 15 minutes long. Guidelines for these will be posted.

**Research papers or country conditions reports** (200 points)(December 6)

All students will individually submit a paper on a specific research question. The suggested length for these is 2000-2500 words (about 4-5 single spaced pages). I will provide guidelines on the research paper assignment, including how to pick a research question and the kinds of sources you should consult.

**For graduate students only: A special project or essay** (200 points) (December 8)

Graduate students are expected to conduct some additional research or complete a special project that links the course material to their graduate work (e.g. special project, thesis or dissertation proposal). I will meet with graduate students as a group and provide more instructions and expectations at that meeting. Graduate students can complete a traditional research paper or an applied project in partnership with ODIS or another community organization.

### Examination Policy

The quizzes and other assignments 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 to be taken that day or soon after the due date. **If you encounter a connection issue during a test, you should immediately contact the UNT Student Help Desk**: [helpdesk@unt.edu](mailto: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.

Instructor Responsibilities and FeedbackMy main responsibility in this course is 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.
* I will answer your questions or concerns within 1-2 days. You should expect feedback on everything you turn in for a grade in this course. I usually send my feedback via Canvas, and do this within approximately 7 days of the due date.

Late Work **I will NOT accept late work on Analytical Summaries unless you have an emergency or serious health issue** because tardiness on these will impact our class discussion, i.e. everyone else.

For all other assignments, late work will be penalized for each day it is late. You can expect a daily deduction of 20% of the points any given assignment is worth. For example, if your quiz or discussion post is late by one day, you will automatically lose 10 out of 50 points. You will not be penalized if your late work is due to health and/or care related reasons.

Attendance PolicyWer meet once a week, and I expect everyone to attend class meetings regularly. Attendance is measured by your physical, cognitive and social presence. For this class, I will monitor attendance by checking whether you are regularly 1) in class 2) viewing our course pages and 3) participating in our face-to-face and virtual discussions.

Class ParticipationAnalytical summaries and discussion posts are designed to evaluate your comprehension of the material and also to encourage participation and dialogue. Please post these under the Discussion tab on Canvas.

If you are writing the analytical summary for a given week, you must critically summarize and relate to one another all of your readings.

You must also **explicitly cite your assigned material when you post your discussion posts.** Analytical summaries are due by noon on Wednesday, and discussion posts in response to these should be posted before the start of class on Wednesday. I will evaluate your posts by monitoring the quality of your responses to and conversations with your classmates.

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.**

## Weekly Reading Schedule

You are required to complete the readings below by noon on Wednesday, and come to class on Wednesday evening prepared to discuss them.

**Required book**

Our textbook is Lourdes Beneria *et al*. 2016. *Gender, Development and Globalization: Economics as if All People Mattered* (2nd edition). This is available as an e-book through the UNT library. <http://iii.library.unt.edu/record=b6215257~S12>

It is your responsibility to find and read the assigned material cited or linked on this syllabus. I have created a folder on our Canvas page, which contains scanned chapters from books that are not as readily available online.

Most of the “outside” material listed below can be found online and is already linked on this syllabus. 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, you will still be able to find the reading by a simple web search of the title and author.

Onpage 6of this syllabus, there is a table that sums up the content and assignments 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.

Note that I typically abbreviate required readings by the last name of their authors on this syllabus and also in the online lessons. (e.g. Beneria *et al.,* pp. xx-yy).

## **Week 1: August 20 (Self-introduction & Quiz 1 due by 11:59 pm on August 27)**

## **Module 1: Course Basics and Basics of Writing**

**What to read**:

~Adrienne Rich. 1977. [Claiming your education](http://www.yorku.ca/cvandaal/files/ClaimingAnEducation.pdf)

~Online Module 1 (including your syllabus, and 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/))

~David T. Moore. 2013. Ch. 1 in *Engaged learning in the academy: Challenges and possibilities*. Palgrave-MacMillan

~Skim Chapter 1 in [*Where is the Justice: Engaged Pedagogies in Schools and Communities*](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.tcpress.com%2Fwhere-is-the-justice-engaged-pedagogies-in-schools-and-communities-9780807765999&data=05%7C01%7COzlem.Altiok%40unt.edu%7C20995ff1979f4449c51508da85559a1f%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637968899955356695%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=pUNC56FegDVkdClh2a8ma40oRqnG1f6BmH2q43k%2FzvY%3D&reserved=0). 2021. Teachers College Press for an argument developed in the K-12 context). These two books are available via the UNT library: <https://library.unt.edu/>

**What to do:** Complete Reading Quiz #1(30 points) **&** introduce yourself per the online module instructions **&** respond to at least two classmates.

## **Week 2: August 27 (Submit all assignments by noon on Wednesday, August 27)**

## **Module 2: Conceptual preliminaries: What is gender? How does it intersect with other social categories to shape our experiences?**

**To read**:

~My questions to guide your reading (Canvas)

~Raewyn Connell and Rebecca Pearse. 2015. “The Question of Gender” in *Gender in World Perspective*. Polity Press. pp. 1-12 (posted on Canvas).

~Susan Shaw and Janet Lee. 2020. *Gendered Voices Feminist Visions*. Oxford University Press, pp. 95-110. (Canvas)

~Patricia Hill Collins. 2020 [1993]. “Toward a New Vision: Race, Class and Gender as Categories of Analysis and Connection” in *Gendered Voices Feminist Visions* (posted on Canvas).

~Gina Crosley-Corcoran. 2014. [Explaining White Privilege to a Broke White Person.](https://www.huffpost.com/entry/explaining-white-privilege-to-a-broke-white-person_b_5269255)

**~Video:** Kimberley Crenshaw. 2016. “[The Urgency of Intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en)” TedTalk.

**To do**: Reading Quiz 2 (30 points) **&** Analytical summary (150 pts; 2 students per week)

## **Week 3: September 3 (Submit all assignments by noon on Wednesday)**

## **Module 3: What is globalization? What does it have to do with gender?**

**To read:**

~My questions to guide your reading (Canvas)

~Thomas Friedman. 2005. “[The World is Flat, After All](http://www.nytimes.com/2005/04/03/magazine/its-a-flat-world-after-all.html?_r=0).” *The New York Times*

~Pankaj Ghemawat. “Why the World isn't Flat” in *Globalization: The Transformation of Social Worlds* (2nd ed.) edited by Stanley Eitzen and Maxine Baca Zinn.

~David Harvey. “Globalization in Question” in J. Schmidt *Globalization and Social Change*, pp. 19-37.

~Valentine Moghadam. 1999. “Gender & Globalization: Female Labor and Women’s Mobilization.” *Journal of World Systems Research*. Vol 2: 367-388. (Posted on Canvas)

**To do:** Reading Quiz 3(30 points) **&** Analytical summary (150 pts; 2 students)

**🡪 We meet ODIS staff in their office at 2200 N. Bell Ave, Denton, TX to learn about their work.**

## **Week 4: September 10 (Submit all assignments by noon on Wednesday)**

## **Module 4: Gendering economic globalization and international development**

**To read:**

~Jacqui True. 2015. Mainstreaming Gender in International Institutions. *Gender Matters in Global Politics* edited by Laura Shepherd. Routledge, pp. 227-238. Available as an [e-book](https://discover.library.unt.edu/catalog/b6075011) through the UNT Library

~Lisa Song. 2025[. The Trump Administration is Promoting its Anti-Trans Agenda Globally at the United Nations](https://www.propublica.org/article/trump-un-anti-trans-agenda). ProPublica. 5 August 2025

~Lourdes Beneria *et al*. *Gender, Development and Globalization* (GDG).Chapter 4,pages 135-178 (Also skim Chapter 5. GDG is available as an [e-book](http://iii.library.unt.edu/record=b6215257~S12))

~UN Women. 2023. [The climate-care nexus.](https://www.unwomen.org/sites/default/files/2023-11/working-paper-the-climate-care-nexus-en.pdf) [Working Paper.](https://www.unwomen.org/sites/default/files/2023-11/working-paper-the-climate-care-nexus-en.pdf)

**~Film:** Who’s Counting. Marilyn Waring on Sex, Lies and Global Economics [streamed through UNT](https://libproxy.library.unt.edu/login?url=http://docuseek2.com/v/a/IJc/1/0/0)

**To do:** Quiz 4(30 points) **&** Analytical summary (150 points; 2students)

## **Week 5: September 17 (Submit all assignments by noon on Wednesday)**

## **Module 5: Globalization of bodies and work**

**To read:**

~Lourdes Beneria *et al*. [*Gender, Development and Globalization*](http://iii.library.unt.edu/record=b6215257~S12), pp. 112-134.

~Sharmila Rudrappa. 2012. “India's Reproductive Assembly Line” *Contexts* 11 (2): 22-27

~Gretchen Purser. 2009. “The dignity of job-seeking men” *Journal of Contemporary Ethnography* pp. 117-139

**To do:** Quiz 5 (30 points) **&** Analytical summary (150 pts; 2 students)

## **Week 6: September 24 (Submit all assignments by noon on Wednesday)**

## **Module 6: Globalization as the movement of gendered ideas, bodies and work**

**To read:**

~J.K. Gibson Graham. 1996. Ch. 6 “[Querying Globalization”](https://langurbansociology.files.wordpress.com/2013/01/gibson-graham-the-end-of-capitalism.pdf) in *The End of Capitalism (as we knew it): A Feminist Critique of Political Economy*, pp. 120-147

~Patricia Fernandez Kelly. 2011. “*Maquiladoras*: The view from the inside” in *The Women, Gender and Development Reader*, pp. 225-236 (posted on Canvas)

~Barbara Ehrenreich and Russell Hochschild. 2004. *Global Woman.* Selected pages posted on Canvas.

**To do:** Quiz 6(30 points) **&** Analytical summary (150 pts; 2 students)

## **Week 7: October 1 (Submit all assignments by noon on Wednesday)**

## **Module 7: Immigration, gender and government policies**

**To read:**

~Online lesson on immigration policies in the United States and Europe

~UN Women. 2021. [From Evidence to Action: Tackling Gender-based Violence against Women and Girls.](https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2021/Policy-brief-From-evidence-to-action-Tackling-GBV-against-migrant-women-and-girls-en.pdf)

# ~Ava Blando and Simone Jacques. 2025. [Men Are Impersonating ICE to Attack Immigrant Women. MAGA Emboldened Them](https://msmagazine.com/2025/07/10/men-impersonating-ice-agents-immigration-customs-attack-women-maga-trump/). Ms. Magazine.

~Carol Cleaveland and Michele Waslin. 2025. [Women Seeking Asylum in the Age of Trump.](https://genderpolicyreport.umn.edu/women-seeking-asylum-in-the-age-of-trump/)

~Immigration Equality. 2025. [Trapped in Danger:](https://immigrationequality.org/wp-content/uploads/2025/06/LGBTQ-Fact-Sheet-June-2025.pdf) [Trump Administration Policies Endanger Persecuted LGBTQI+ People](https://immigrationequality.org/wp-content/uploads/2025/06/LGBTQ-Fact-Sheet-June-2025.pdf)

~ Alicia Re Cruz. 2021. [The Objectification of Suffering as Policy](https://culanth.org/fieldsights/the-objectification-of-suffering-as-policy). Society for Cultural Anthropology.

**To do:** Reading Quiz 7(30 points) **&** Analytical summary (150 pts; 2 students)

## **Week 8: October 8 (Submit all assignments by noon on Wednesday)**

## **Module 8: Research preparation/self-guided research week**

**To read:** Online Module 8, which includes a [Resource Guide for Research Papers/Reports](https://libguides.law.umn.edu/c.php?g=125774&p=2838168)

**To do:** Finalize your research question by October 9. For this week’s Discussion posts, you will need to submit your specific research question(s). You should explain why you picked these, and the sources you have consulted so far or plan to consult for your paper.

## **Week 9: October 15 (Submit all assignments by noon on Wednesday)**

## **Module 9: Conflict, violence, and gender**

**To read**:

~Özlem Altıok. 2022. From the streets to social policy: How to end gender-based violence against women. In Global Agenda for Social Justice 2 (edited by Muschert et al.) Policy Press.

~Megan Specia. 2018. “[The five conflicts driving the bulk of the world’s refugee crisis](https://www.nytimes.com/2018/06/19/world/five-conflicts-driving-refugees.html)”

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

*~*European Union Agency for Fundamental Rights. 2016. [Women refugees at high risk of being victims of gender-based violence](http://fra.europa.eu/en/press-release/2016/women-refugees-high-risk-being-victims-gender-based-violence)

~BBC. March 2018. [Court rules that the government can’t block immigrant teens from abortion](https://www.pbs.org/newshour/nation/court-rules-that-government-cant-block-immigrant-teens-from-abortion)

**~Required films:** [Side by Side -- Women, Peace and Security](https://www.youtube.com/watch?v=a2Br8DCRxME)" (~32 minutes)

Al Jazeera [video on domestic violence in Iraq](https://www.aljazeera.com/features/2021/2/12/iraqi-women-struggle-to-escape-abuse-as-domestic-violence-rises) (~ 5 minutes)

**To do**: Quiz 8 (30 points) **&** Analytical summary (150 pts; 2 students)

## **Week 10: October 22 (Submit all assignments by noon on Wednesday)**

## **Module 10: Feminism as a global social movement**

**To read**:

~Lourdes Beneria *et al*. 2016. *Gender, Development and Globalization.* Chapter 6, pages 227-253. [E-book](http://iii.library.unt.edu/record=b6215257~S12) available via UNT Libraries.

~Desai, Manisha. 2007. “The Messy Relationship between Feminisms and Globalizations.”

*Gender & Society* 21 (6): 797-803.

~ Özlem Altıok. 2024. [Taliban's third year of rule in Afghanistan:  How women defend their rights 'silently and secretly'](https://bianet.org/haber/taliban-s-third-year-of-rule-in-afghanistan-how-women-defend-their-rights-silently-and-secretly-298782#google_vignette). Bianet News.

*~Optional*: Fraser, Nancy. 2009. “Feminism, Capitalism, and the Cunning of History.” *New Left Review*: 97-117.

**To do:** Quiz 9 (30) **&** Analytical summary (150 pts; 2 students)

## **Week 11: October 29 (Submit all assignments by Wednesday)**

## **Module 11: Feminist struggles across borders**

**To read**:

~Questions to guide your reading (Canvas)

~Valentine M. Moghadam. 2015. “Transnational Activism” in *Gender Matters in Global Politics* edited by Laura Shepherd. Routledge, pp. 331-345. Available as an [e-book](https://discover.library.unt.edu/catalog/b6075011) through the UNT Library

~Barbara Sutton and Nayla Luz Vacarezza. 2020. Abortion Rights in Images: Visual Interventions by Activist Organizations in Argentina. *Signs: Journal of Women in Culture and Society* 45 (3)

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

~Özlem Altıok. 2022. [#MahsaAmini: Gender-based violence against women in Iran and beyond](https://www.transformingsociety.co.uk/2022/10/11/mahsaamini-gender-based-violence-against-women-in-iran-and-beyond/) *Transforming Society Bristol University/Policy Press’ Blog*. 11 October

~**Skim** Thayer, Millie. 2000. "Transnational Feminism: Reading Joan Scott in the Brazilian Sertão” *Ethnography* 2.2: 243-271.

**To do:** Quiz 10 (30) **&** Analytical summary (150 pts; 2 students)

## **Week 12: November 5: Film week!**

**Potential films from past FemFlicks screenings:**

[**La Cocina de las Patronas**](https://www.twn.org/catalog/pages/cpage.aspx?rec=1507&card=price) **(66 minutes)** Day after day, for over 20 years, a group of women in Mexico, prepare and give meals to Central American migrants who travel atop La Bestia, a U.S.-bound freight train. They call themselves Las Patronas and their mission goes beyond humanitarian assistance, symbolizing a resistance against a system that criminalizes migrants.

[**SISTERS RISING**](https://www.wmm.com/catalog/film/sisters-rising/) **(59 minutes)** The story of six Native American women fighting to restore personal and tribal sovereignty in the face of ongoing sexual violence against Indigenous women in the United States.

You are expected to present your research findings in a 15-minute presentation. I will post the guidelines for this assignment. We can also discuss and workshop the presentations in class.

**Useful resources**

[Writing a research paper](http://writing.wisc.edu/Handbook/PlanResearchPaper.html)

[Ten steps for writing research papers](http://www.american.edu/ocl/asac/upload/ten-steps-for-writing-research-papers.pdf)

<https://guides.library.unt.edu/WGST4260LGBTQ>

[Country Conditions Research](https://libguides.law.umn.edu/c.php?g=125774&p=2838168):

How to convert your [paper into a presentation](http://twp.duke.edu/uploads/media_items/paper-to-talk.original.pdf)

Tips for [successful academic paper presentations](http://graddiv.ucsc.edu/about/blogs/grad-deans-blog/11-2013.1.html)

## **Week 13: November 12 – 18**

## Presentations.

## **Week 14: November 19 – 25 (Presentations and reflections on the semester)**

Presentations.

## **~ Week 15: November 24 – December 1, 2025 THANKSGIVING BREAK ~**

## **Week 16: December 4 – 10 (Work on finalizing and polishing your research papers)**

## Research papers by all students will be due on December 6; Graduate students’ papers/projects will be due on December 8.

You will need to submit your research papers using the Turnitin link posted on Canvas. The research papers should have, and answer to a clear research question. Resources on how to write research papers and how to present them are included below.

Revisit “Conducting Research” in our Canvas Module 1

Purdue University’s Writing Lab. [Writing a research paper](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/index.html) and [Genre and the research paper](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/genre_and_the_research_paper.html)

### **~ ~ ~**

**A note on Texas Senate Bill 17 that went into effect on January 1, 2024**

[Texas Senate Bill 17](https://url1005.email.actionnetwork.org/ss/c/u001.EtNV8HBC60Tl7UuGmXS3sbOXQDyyghHkKk4kQ3HpFRtsfbQBZccnYdlEMji-R93oSieHQdYhfFRHEcnd1UBJOkG0UrWvtmW0LvFwQmMYE57CNJHwQ6lbIi-gvEZbERmP02C9cX36-WpVutfP4TyW8fShanNb4R1oDli0o-om4BnNs50_aztP2jgoTrbrbDsJr4kEExAp9TNbkknnMu5AwPSRDwNVayaJMUjsb4fFdGRQbzvYz4hA6-WNS3aAx63rvr02RO9zHQwIq0wi0yhgKqWhUV2wRfira8xiDHbiBUyAeYfjjAuBX-eYyXFk8HkCeh6HnYEU12Mc-DH5Pom2qk4--cSCVciZyiFDFzNvgM4tHOi5lVQtNsQdJ5jmAvaqYg_K9qoGDV07D8hakCZMhm5Ua7xi1gQ114slwfz5jzG_4E-1zmk8RjgPZBLotAmd/48v/4ftRd85WQjWVq897mmusZA/h4/h001.bpRqy5rgnXCJjsxHXul36lR5BHHOcVOENw0NYkhncXs), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

### **~ ~ ~**

### **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) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (<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 (<http://deanofstudents.unt.edu/resources_0>). Contact UNT’s Student Advocate 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) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Other student support services offered by UNT include

* [Registrar](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\Registrar) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

### Academic Support Services

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

## **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, 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. 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).

### 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 students 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:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\oeo@unt.edu) or at (940) 565 2759.

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

The pandemic caused by COVID-19 and the government’s policies have complicated the lives and studies of international students.

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

### 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 IASystem Notification" ([no-reply@iasystem.org](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\no-reply@iasystem.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.

### 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.

If I want to share or display your exceptional or inspiring work, I will contact you to seek your permission.