

Introduction to Women's and Gender Studies (WGST 2100.002)

Spring 2024

Hybrid course that meets in-person once a week on Tuesdays 2.00 - 3.20 pm in BLB 040



Instructor

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Office hours: Tuesdays from 4 to 5.30 pm in GAB 119D. You can also email me for a Zoom appointment.

About Me (Özlem)

Welcome to my course! 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 who holds a Ph.D. in sociology from the University of Wisconsin – Madison, a master's degree in public service and administration 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 employ a feminist pedagogy of care and social justice advocacy in my classes. I expect that students acquire mastery of concepts in my courses, and that they think about their own privilege and responsibility in the world and apply their knowledge and themselves to affect social change. I love reading historical fiction, including crime mysteries, writing short stories and poetry (in addition to my academic writing), cooking Mediterranean food, walking while talking with friends, and travelling to and with my family.

About Ghazaleh Ebneenasir

Ghazaleh is a master's student in Women's and Gender Studies. She holds a degree in law from the Islamic Azad University of Isfahan in Iran. Her academic interests are Women's and Gender Studies, cultural studies, political and religious studies, and justice. Ghazaleh enjoys listening to self-improvement podcasts and watching true crime movies in her free time. She also likes cooking for friends and family. Exploring new places, meeting new people, and learning about their cultures are among her favorite hobbies.

Course Description

This hybrid course (51% online, with one in-person meeting on Tuesdays) 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 is a hybrid course that aims to combine the best of face-to-face learning with the best of online learning. Students will be conducting most of the reading and work online. We will meet in person every Tuesday from 2 to 3.20 pm in Business Leadership Building Room # 040 where we will discuss selected material as a class.

In addition to our meetings, I encourage everyone to participate in three community screenings of feminist films to be followed by discussions in February, March, and April as part of our Fem Flicks series. Details and schedule will be announced on Canvas and in class. You will receive 20 points (for a total of 60) **as extra credit** for this.

The Weekly Reading Schedule, which starts on page 12 of this syllabus, lists everything you need to read, watch and do in this class.

In sum, there are 12 Modules in this course. 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 1 Module and 1 Quiz. **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 April 22, 2024. Instructions for the film essay will be posted on Canvas. You may take the **Final Exam** any time after April 28. The final exam is due on May 5, 2024.

All the quizzes and assignments are due by 11:59 pm on Monday, before we meet as a class, starting with the first Monday after the semester begins (January 22, 2024).

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 (rather than fixed and inevitable).
2. Locate their gendered experiences in historical context and understand that all experiences are shaped by intersecting axes of privilege and inequality, such as gender, race/ethnicity, sexuality, ability, class, religion, and national origin.
3. Recognize feminism as a way of intervening in our vastly unequal world and how our assumptions, histories, and goals have influenced that intervention.
4. Recognize that social change is possible, identify effective strategies for social transformation, and see ourselves as important actors in that collective action.
5. Develop skills in critical thinking, observation, analysis, communication, and self-awareness.

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 includes 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. Since we will be meeting in person on Tuesdays, you can also ask me your questions in person. 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) (<https://clear.unt.edu/online-communication-tips>). Netiquette is important in any online course and for online communication more broadly.

Teaching Philosophy

I take seriously the argument Adrienne Rich makes in her 1977 essay “Claiming an Education.” As well, 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 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. Altıok). 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 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 or Hybrid Course

While the online classroom shares many similarities with the face-to-face classroom, success in online or hybrid 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) (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)	Materials to read & watch	Assignments to Submit	Your grades
January 16 – 22	Module 1: Course Basics	Self-Introduction Quiz 1 (30)	
January 23 – 29	Module 2: Writing	Quiz 2 (30)	
January 30 – Feb 5	Module 3: Women’s Movements...	Quiz 3 (30) Discussion 1 (40)	
February 6 – 12	Module 4: Systems of Privilege...	Quiz 4 (30) Discussion 2 (40)	
February 13 –19	Module 5: Bodies & Identities	Quiz 5 (40)	
February 20 – 26	Module 6: Gender & Family	Quiz 6 (30) Discussion 3 (40)	
February 27 – Mar 4	Module 7: Gender & Work	Quiz 7 (30) Discussion 4 (40)	
March 5 – 11	Module 8: Gender & Politics	Quiz 8 (40)	
March 12 – 18	SPRING BREAK	SPRING BREAK	
March 19 – 25	Module 9: Gender & Media	Quiz 9 (30) Discussion 5 (40)	
March 26 – Apr 1	Module 10: Gender & Violence	Quiz 10 (40)	
April 2 – 8	Module 11: Gender & Migration	Quiz 11 (40)	
April 9 – 15	Module 12: Activism & Change	Quiz 12 (30)	
April 16 – 22	Writing workshop	Film Essay due (200)	
April 23 – 29	Final exam study guide		
April 30 – May 5	Self-directed study	Final Exam due (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 or in person 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.

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 *before* coming to class on Tuesdays. 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.

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. *Read carefully 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) due by 11:59 pm, April 22, 2024.

Your essay or artwork will be over *No Más Bebés* (2015), *Bread and Roses* (2000) **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, poem, 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 read and follow the instructions, define your terms, cite properly, etc.

Final Exam (200 points) due by 11:59 pm on May 5, 2024

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.

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.

Instructor Responsibilities and Feedback

My 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, and do this in approximately 7 days after the due date.

Late Work

Late 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.

Attendance Policy

This is a hybrid class, so attendance 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.). Regular attendance in Tuesday's class meetings is required.

Class Participation

Discussion posts are there to encourage participation and dialogue. I evaluate your participation in this class by your attendance on Tuesdays and by monitoring your responses to the five discussion prompts and conversations with your classmates over Canvas.

Extra Credit Opportunities

For well over a decade, the WGST and LGBT Studies Programs, in cooperation with the Media Library and the Pride Alliance of the Multicultural Center at UNT have organized FemFlicks series every semester. You can receive 20 extra credit points) for your participation in each of these (for a total of 60 points). This semester's Femflicks schedule will be announced.

Syllabus Change Policy

If 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> **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 4 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: January 16 – 22 (Self-introduction & Quiz 1 due by 11:59 pm on Monday January 22)

Module 1: Course Basics

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

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

To do: Reading Quiz 1 (30 points)

Non-graded, but required: We will introduce ourselves in class, but please introduce yourself on Canvas and respond to at least one other person by Monday, January 22.

Week 2: Jan 23 – 29 (Submit Quiz 2 by noon on Tuesday, Jan 29)

Module 2: Focus on Writing

What to read: Online module #2, including the links in the online module (especially all that is under “Mechanics” and “Grammar” on Purdue’s [OWL website](https://owl.purdue.edu/owl/general_writing/mechanics/index.html))

https://owl.purdue.edu/owl/general_writing/mechanics/index.html

What to do: Reading Quiz 2 (30 points)

Week 3: Jan 30 – Feb 5 (Submit all assignments by noon on Tuesday, Jan 30)

Module 3: Women’s Movements & Feminist Thought

To read & watch: Online module #3

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

Required film: [Suffragette \(streamed online\)](#) 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 4: Feb 6 – 12 (Submit quiz by noon on Tuesday, Feb 6)

Module 4: Systems of Privilege, Social Inequalities & Power

To read & watch: Online Module #4

GVFV Chapter 2: Systems of Privilege & Inequality (41-60), Toward a New Vision (61-68), Intersectionality (68-72), There is no Hierarchy of Oppression (75), Explaining White Privilege to a Broke White Person (76-77)

Required short videos: Chimamanda Ngozi Adichie's [TED talk "Danger of a Single Story"](#)

Black Lives Matter Explained <https://www.youtube.com/watch?v=YG8GjILbbvs>

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 5: Feb 13 – 19 (Submit quiz by noon on Tuesday, Feb 13)

Module 5: Understanding Gender: Bodies & Identities

To read & watch: Online Module #5

GVFV Chapters 3 Learning Gender (pages 95-114) The Five Sexes Revisited (115-120) Social Construction of Gender (120-122), **and** Chapter 4 Inscribing Gender on the Body (155-176) Lisa Wade. 2013. The New Science of Sex Difference (posted on Canvas)

Required film: [Tough Guise 2 \(streamed online\)](#) through the UNT Media Library)

Optional reading: bell hooks. 2005. "From Angry Boys to Angry Men" in *We Real Cool* (posted on Canvas)

To do: Reading Quiz 5 (40 points)

Week 6: Feb 20 – 26 (Submit quiz by noon on Tuesday, Feb 20)

Module 6: Gender & Family

To read: Online module #6

GVFV Family Systems, Family Lives (398-416), Marriage and Love (417-419), Where are the Mothers? (419-428)

Brigid Schulte. 2019. [A Woman's Greatest Enemy? Lack of Time to Herself](#)

Özlem Altıok. 2015. [Muslim Family Laws and CEDAW: A Fact Sheet](#)

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: Feb 27 – March 4 (Submit quiz by noon on Tuesday, Feb 27)

Module 7: Gender & Work

To read & watch: Online Module # 7

GVFV Work Inside & Outside the Home (457-484), Brief History of Working Women (484-496), This is the hidden financial cost of being LGBTQ American in 2017 (512-514)

[AAUW. 2017. Power-point presentation](#) on the pay gap (Download and view)

Sharmila Rudrappa. 2012. [India's Reproductive Assembly Line](#) Contexts.

Required film: *Who's Counting: Marilyn Waring on Sex, Lies and Global Economics* ([streamed online](#) 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: March 5 – 11 (Submit quiz by noon on Tuesday, March 5)

Module 8: Gender & Politics

To read: Online Module # 8

GVFV Chapter 11 State, Law and Social Policy (584-611), Speech on Sweden's Feminist Foreign Policy (625-627)

Molly Bangs. 2017. [Women's Underrepresentation in Politics](#). The Century Foundation.

Özlem Altıok. 2013. [Reproducing the Nation](#). Contexts

To do: Reading Quiz 8 (40 points)

~ SPRING BREAK MARCH 11-17, 2024 ~

Week 9: March 19 – 25 (Submit quiz by noon on Tuesday, March 19)

Module 9: Gender & Media

GVFV Media & Culture (222-248), Thinking About Shakespeare's Sister (249-251), Poetry is not a Luxury (251-253), The Politics of Veganism and Beyoncé as Post-Feminist Celebrity (258-261)

Jessica Valenti. 2018. [Why the Handmaid's Tale is more relevant one year after the first season](#).

Required videos: [Killing Us Softly 4](#) (the latest version is online via UNT's Video on Demand)

To do: Reading Quiz 9 (30 points)

Discussion board #5: Pick 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)?

OR

- 2) The Covid-19 pandemic has impacted us all, but we were not all impacted in the same way. 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: March 26 – April 1 (Submit quiz by noon on Tuesday, March 26)

Module 10: Gender & Violence

To read & watch: Online Module 10 including Leslie's Story

GVFV Resisting Gender Violence (525-53), Why Sexual Assault Survivors do not Report (559-68)

TED Interview with the founders of Black Lives Matter

<https://www.youtube.com/watch?v=tbicAmaXYtM>

Melissa McEwan. "Rape Culture 101"

George Yancy. 2019. Judith Butler: When Killing Women isn't a Crime

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

To do: Reading Quiz 10 (40 points)

Week 11: April 2 – 8 (Submit quiz by noon on Tuesday, April 2)

Module 11: Gender & Migration

To read & watch: Online Module #11

Sarah Pierce and Andrew Selee. 2020. Immigration under Trump.... Migration Policy Institute, Read the first 19 pages, not the full report.

Anja Parish. 2017. "Gender-based violence against women"

Camille Baker. 2019. From the Mediterranean to Mexico, Capt. Pia Kemp... *The Intercept*

To do: Reading Quiz 11 (40 points)

Week 12: April 9 – 15 (Submit quiz by noon on Tuesday, April 9)

Module 12: Activism & Change

To read: Online Module #12

GVFV Activism, Change, and Feminist Futures (702-718), Feminist Men (719-721), Warning (745)

Visit the website for the Movement for Black Lives at <https://m4bl.org/>

On m4bl.org explore and read especially Black Power Rising and Vision for Black Lives tabs

To do: Reading Quiz 12 (30 points)

Week 13: April 16 – 22 (Film Essay due by 11:59 pm on April 22)

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

Watch **either** [*No Más Bebés*](#) or [*Bread and Roses*](#) (both available online via UNT's Media Library). You may also check out the physical [DVD from Media Library](#) to write your essay per the instructions (under Assignment Instructions).

Week 14: April 23 – 29 (Study and craft essays for the final exam)

Reflections on the semester and a discussion of the Final Exam Study Guide (to be posted on Canvas).

Week 15: April 30 – May 4 (Final exam due by 11:59 pm on May 5)

The final exam will be open on April 28, 2024, and will remain open until it is due (by 11:59 pm on May 5, 2024). 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) (<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) 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 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>)

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/>)

Other student support services offered by UNT include:

- [Registrar](https://registrar.unt.edu/registration) (<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>)
- ~~[Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)~~
- ~~[Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)~~
- 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) (<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, which is located at [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student Affairs-Academic Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student%20Affairs-Academic%20Integrity.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. 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) 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 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 seo@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 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.