### Title of Course: Transnational and Postcolonial Feminisms
SCFE 5313 CRN 19326

| Semester: | Fall 2022 |
| Credits: | 3 |
| Class Hours: | 3 |

**Day/Time:**
- Course is from August 22-December 2
- Census day is September 2
- Last day to withdraw with “W” is November 17
- Final grades post December 14
- Course is fully online and asynchronous
- Course requires completion of weekly assignments at specific dates and times

**Instructor Information:**
- **Name:** Dr. Christina Convertino (she, her, hers)
- **Email:** cconvertino@utep.edu
- **Office Hours:** Email for a virtual appointment

**Teaching Associate Information:**
- **Name:** Dr. Caro Téran López (she, her, hers)
- **Email:** ccteran@utep.edu

**COURSE DESCRIPTION:** This course focuses on transnational and postcolonial feminist theory with particular emphasis on decolonizing theory, practices, and knowledge in informal and formal educational settings. It explores the significance of intersectionality to disrupt universalism and essentialism within earlier iterations of white, Western middle-class feminist thought and practice. It examines scholarship that expands debates on transnationalism, postcolonialism, and globalization, engaging in contemporary debates around sexuality, nationalism, racism, and casteism in education. Through explorations of intersectionality, history/historicity, and understandings of space/place, this course familiarizes students with the key issues in transnational and postcolonial feminist theory, especially as related to informal and formal education.

**COURSE FORMAT INFORMATION:** This course will be conducted **fully online** [there are no in-person/campus-based class meetings]. Course work is due by a specific day and time; however, you are NOT required to be online at any specific time. The standard recommendation in higher education is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, each week you can expect to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus VERY carefully, understand in advance what you need to do.
and when you need to do it, and then plan your time accordingly. If at any time you do not understand what to do or when to do it, contact me (Dr. Convertino) immediately at (cconvertino@utep.edu).

COURSE OBJECTIVES: The following table outlines the course objectives and the assignments that will be used to assess student mastery of course objectives.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES SCFE 5315 students will be able to:</th>
<th>Measurements (means of assessing course objectives listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify key tenets and issues of transnational and postcolonial feminist theory.</td>
<td>Discussion board, formative assessments, and final paper.</td>
</tr>
<tr>
<td>2. Outline the history, evolution, and debates in transnational and postcolonial feminist theory.</td>
<td>Discussion board, formative assessments, and final paper.</td>
</tr>
<tr>
<td>3. Use and apply these theoretical frameworks to critically analyze historical and contemporary issues in education at various scales, e.g., local, national, and global.</td>
<td>Discussion board, formative assessments, and final paper.</td>
</tr>
<tr>
<td>4. Outline transformative action to modify educational practice, programs, and policies using ideas from these frameworks.</td>
<td>Discussion board, formative assessments, and final paper.</td>
</tr>
</tbody>
</table>

COURSE MATERIALS:
Readings (all required readings can be found on Blackboard in corresponding content folder, see course schedule).

Media (all required media can be found on Blackboard in corresponding week content folder, see course schedule).
- What is Feminist Research Series with Sara Ahmed
- Sara Ahmed: Dresher Conversations
- #Female Pleasure
- The 2020 MAKERS Conference
- I am the Revolution
- Toxic Twitter-Women’s Experiences of Violence and Abuse on Twitter
- Water
- Under Western Eyes
- Birth on the Border
- Senorita Extraviada

**COURSE ASSIGNMENTS:** The following is a description of course assignment categories: a) participation, b) formative assessment, and c) final paper with detailed directions and grading rubrics for all assignments for each category. To complete assignments, you will need to access weekly content folders in our online course site in Blackboard. **No late work will be accepted.**

**Participation,** the first category of course assignments, is a major way in which learning occurs in this course. Participation is comprised of three main areas: **preparation, contribution,** and **reflection.** **Preparation** requires students to thoughtfully complete all assigned readings and watch all assigned media. **Reflection** requires students to think deeply about the course content and to pay close attention to their learning process, their level and quality of written responses, their willingness to grow intellectually, and their comportment in creating a thriving, robust, and rigorous intellectual online class learning community. **Contribution** requires students to advance their own learning and the learning of their peers through relevant and thoughtful insights, observations, and questions. Since we do not actually meet in person, participation in this course occurs through discussion board posts and responses in our course site on Blackboard. The following are assignments for participation:

- **Self-introduction:** You will post a Self-introduction (SI) to the SI Discussion Board. The purpose of the Self-introduction is for you to introduce yourself to all of us. Your SI should:
  a) be at least **300 but no more than 500 words**
  b) include word count at the bottom of your SI post
  c) include your preferred pronouns
  d) include description of how you self-identify, i.e., ethnically, racially, gender or non-binary, languages, and so on
  e) describe your educational and professional background
  f) provide the focus of your graduate studies
  g) identify your thesis topic
  h) present your initial ideas and thoughts on what feminism is broadly, and then more specifically, what you think transnational and postcolonial feminism is about
  i) describe your prior engagement or experiences with feminism or as a feminist.

The following rubric will be used to evaluate the SI:

<table>
<thead>
<tr>
<th>3 pts.</th>
<th>0 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student addressed all components (a-i) of the SI = 2 pts.</td>
<td>Student did not address all components of the SI= 0 pt.</td>
</tr>
<tr>
<td>Student’s SI was well-written, free of grammatical and spelling errors, and well organized=1 pt.</td>
<td>Student’s SI was not well-written, included grammatical and spelling errors, and was not well organized=0 pt.</td>
</tr>
</tbody>
</table>

- **Discussion Board Response (DBR):** On designated weeks (see course schedule), you will compose and post a DBR to the discussion board prompt. You will find the prompt in the corresponding folder (see course schedule for dates). Your DBR must (see rubric for additional requirements):
  a) be in your own words
  b) **not include** direct quotes
  c) be based on the relevant readings and media
  d) paraphrase and **reference** readings and media
  e) represent a critical and intellectual engagement with course content, not your personal opinions or evaluation, i.e., no statements like, “I like....” Or “I agree with” (unless that reflects
the prompt), rather, acceptable statements include for example, “the author demonstrates the following...” or the “main idea is that ...” and so on
f) be at least **400 but must not exceed 600 words**
g) include the total word count at the end of your response.

The following rubric will be used to evaluate each DBR:

<table>
<thead>
<tr>
<th>1-5 pts.</th>
<th>0 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student responded directly to DB prompt= 1 pt.</td>
<td>Student did not respond directly to DB prompt= 0 pt.</td>
</tr>
<tr>
<td>Student provided a thorough and thoughtful response to the DB prompt,</td>
<td></td>
</tr>
<tr>
<td>paraphrasing ideas and examples from the reading and media content to</td>
<td></td>
</tr>
<tr>
<td>support their responses =1 pt.</td>
<td></td>
</tr>
<tr>
<td>Student’s response demonstrated an understanding of main arguments and</td>
<td></td>
</tr>
<tr>
<td>concepts in readings and media content as evidenced in the appropriate</td>
<td></td>
</tr>
<tr>
<td>use of examples and accurate representation of ideas, concepts, points</td>
<td></td>
</tr>
<tr>
<td>made in the readings and media content =1 pt.</td>
<td></td>
</tr>
<tr>
<td>Student’s response contributed to building a robust, rigorous, and</td>
<td></td>
</tr>
<tr>
<td>thriving intellectual class community=1 pt.</td>
<td></td>
</tr>
<tr>
<td>Student’s response was well-written, free of grammatical and spelling</td>
<td></td>
</tr>
<tr>
<td>errors, and well organized=1 pt.</td>
<td></td>
</tr>
</tbody>
</table>

- **Feedback to peer discussion board (FPDB):** FPDB is your feedback to a peer’s response on a designated DB (see course schedule for exact details). The purpose of peer feedback is to advance the conversation on course topics. Thus, your feedback should engage with the ideas expressed in your peer’s DBR. For example, if your peer interpreted a reading or an idea differently than you did, you might post a response that addresses how your interpretation is different. You might also comment on how their interpretation helps you to think differently about an idea in the readings, or how their response raises a specific question for you about a course topic. As is clear in these suggestions, the objective is to build intellectual discourse around the course topics that extends the limits of current thinking. Thus, this is not the space to post comments, like, “great job on your response,” or “I like what you wrote.” Your response needs to be substantive. It is also critically important that responses remain respectful, analytical, intellectual, helpful, and supportive. Constructive criticism is an important form of communication in learning communities and should be provided where appropriate. Disparaging, discriminatory, hostile, rude and other related forms of communication will not be allowed. In addition, this activity requires you to craft and post responses that are grounded in analysis of course texts and media not based on opinion. Please contact me if you are unclear on what this means and or entails. For the FPDB, you must (see rubric for additional requirements):
  a) **read all peer responses each time** (this will expand your understanding of course content)
  b) select one new peer to review (see d below)
  c) post feedback to peer
  d) rotate peer feedback, do not repeat the same peer for each time you are required to provide feedback (keep track of who you respond to)
  e) be no less than 200 and no more than 300 words
f) include word count for your FPDB.

The following rubric will be used to evaluate each FPDB:

<table>
<thead>
<tr>
<th>1-5 pts.</th>
<th>0 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student read all peer responses to DB and responded to one new peer DB= 1 pt.</td>
<td>Student did not read all peer responses to DB and did not respond to one new peer DB= 0 pt.</td>
</tr>
<tr>
<td>Student provided a thoughtful, respectful, and scholarly response to peer DB, paraphrasing ideas and examples from the reading and media content to support their responses =1 pt.</td>
<td>Student did not provide a thoughtful, respectful, and scholarly response to peer DB, did not paraphrase ideas and examples from the reading and media content to support their responses =0 pt.</td>
</tr>
<tr>
<td>Student’s responses contributed to building a robust, rigorous, and thriving intellectual class community as evidenced by responding directly to the content in peer DB=1 pt.</td>
<td>Student’s responses did not contribute to building a robust, rigorous, and thriving intellectual class community because response did not respond directly to the content in peer DB=0 pt.</td>
</tr>
<tr>
<td>Student’s response to the peer DB was no less than 200 and no more than 300 words, total word count was included=1 pt.</td>
<td>Student’s response to the peer DB was less than 200 or more than 300 words, total word count was not included=0 pt.</td>
</tr>
<tr>
<td>Student’s response was well-written, free of grammatical and spelling errors, and well organized=1 pt.</td>
<td>Student’s response was not well-written, contained grammatical and spelling errors, and was not well organized=0 pt.</td>
</tr>
</tbody>
</table>

Formative assessment (FA) is the second category of course assignments. The purpose of the FA is to help you and I to know more about your understanding of course content through a short, timed, forced completion quiz style assessment. The FA will be short answer (see course schedule exact dates and times for FA). The FA will include a total of three short answer questions based on the readings and the media for that designated week. You will have 60 minutes to complete the FA from the minute you begin it. For the FA, you must:

a) complete all readings and media for that designated week prior to taking the FA
b) complete the FA in one sitting, you will have 60 minutes to complete it (you cannot save it and then later return to complete it)
c) answer in your own words, absolutely no quotes from the readings or media
d) refer directly to the readings and media (this does not require citing)
e) complete it by the date and time designated on the course schedule (it will be available for the entire week that it is scheduled but once you open it, you must complete it).

The following rubric will be used to evaluate each FA:

<table>
<thead>
<tr>
<th>6 pts.</th>
<th>4 pts.</th>
<th>2 pts.</th>
<th>0 pt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has answered all questions correctly =6 pts.</td>
<td>Student has answered 2 questions correctly =4 pts.</td>
<td>Student has answered 1 question correctly =1 pts.</td>
<td>Student has answered 0 questions correctly =0 pts.</td>
</tr>
</tbody>
</table>

Final paper (FP), the third course assignment category, is an opportunity for you to reflect on, synthesize, and extend the knowledge you gained from the course content. The final paper will address a specific topic related
to transnational and postcolonial feminism and education. I recommend that you choose a topic that will help you prepare for your final thesis paper. The final paper involves multiple assignments (outlined below). Although there are multiple assignments leading up to the FP it is imperative that you have a solid understanding of final FP requirements from the outset, this will help you build a strong and relevant basis for your FP.

**FP outline (FPO)**, the first assignment for the FP category, is an opportunity for you to (a) articulate your research topic, and (b) develop a preliminary outline and reference list for your FP. For the FPO, you must (see rubric for additional requirements):

- a) provide a working title
- b) provide a numbered outline that includes I) a thesis statement, II) argument with three separate topics to support the argument (a-c), III) a conclusion statement that summarizes argument (thesis) and supporting evidence (three topics) and that names the connection between the topic of the paper and transformative education action, IV) a reference list with a total of ten references, three from the course and seven additional resources from your own research
- c) adhere to APA (7th edition) guidelines and

Here are some tutorials to help you with using the UTEP library:

- Intro to the UTEP Library: [https://www.youtube.com/watch?v=YFdlEZPxQ-U](https://www.youtube.com/watch?v=YFdlEZPxQ-U)
- Searching the Library on MinerQuest (this one will cover basic searching): [https://www.youtube.com/watch?v=9iriDTsv3gvE](https://www.youtube.com/watch?v=9iriDTsv3gvE)
- Find Scholarly Articles Using MinerQuest (this one will break down advanced searching): [https://www.youtube.com/watch?v=S_Jo9yTj5Oo](https://www.youtube.com/watch?v=S_Jo9yTj5Oo)
- Find Full Text Articles: [https://www.youtube.com/watch?v=-7oNJra4qM8](https://www.youtube.com/watch?v=-7oNJra4qM8)
- Get Library Resources from Home: [https://www.youtube.com/watch?v=bbxnRMAmJG](https://www.youtube.com/watch?v=bbxnRMAmJG)

The following rubric will be used to evaluate the FPO:

<table>
<thead>
<tr>
<th>1-5 pts.</th>
<th>0 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student addressed all components in the outline (I-IV plus reference list)= 1 pt.</td>
<td>Student did not address all components in the outline (I-IV plus reference list)= 0 pt.</td>
</tr>
<tr>
<td>Student’s outline represents a coherent and logical roadmap for a short research paper on a course related topic and how it connects to transformative education action=1 pt.</td>
<td>Student’s outline does not represent a coherent and logical roadmap for a short research paper on a course related topic or it does include statement to point to connection with transformative education action=0 pt.</td>
</tr>
<tr>
<td>Student’s outline and reference list are fully formatted according to APA guidelines (7th edition)=1 pt.</td>
<td>Student’s outline and reference list are not fully formatted according to APA guidelines (7th edition)=0 pt.</td>
</tr>
<tr>
<td>Student’s reference list includes a minimum of ten references, three from the course and seven additional references=1 pt.</td>
<td>Student’s reference list does not include a minimum of ten references, three from the course and seven additional references=0 pt.</td>
</tr>
<tr>
<td>Student’s outline is free of grammatical and spelling errors =1 pt.</td>
<td>Student’s outline is not free of grammatical and spelling errors =0 pt.</td>
</tr>
</tbody>
</table>

**A full draft of the final paper (DFP)**, the second assignment for the FP category, is a full draft of the final paper. The DFP must (see rubric for additional requirements):

- a) include all required components a) title page, b) introduction of topic, b) thesis statement, c) argument
with three topics to support argument, d) conclusion with summary of thesis and evidence and developed description of how topic connects with or informs transformative education action, and e) reference list
b) be a fully developed research paper
c) adhere to final paper requirements (see final paper requirements and rubric)
d) adhere to APA (7th edition) formatting
e) reference a minimum of three sources from course readings, and seven additional resources
f) be free of grammatical and spelling errors
g) represent a coherent and logical research paper
h) be well-organized and well-written.

The following rubric will be used to evaluate the DFP:

<table>
<thead>
<tr>
<th>1-5 pts.</th>
<th>0 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student addressed all components in the full draft of FP (a-e)= 1 pt.</td>
<td>Student did not address all components in the full draft of FP (a-e)= 0 pt.</td>
</tr>
<tr>
<td>Student’s full draft of FP represents a coherent and logical research paper=1 pt.</td>
<td>Student’s full draft of FP does not represent a coherent and logical research paper=0 pt.</td>
</tr>
<tr>
<td>Student’s full draft of FP is formatted according to APA guidelines (7th edition)=1 pt.</td>
<td>Student’s full draft of FP is not formatted according to APA guidelines (7th edition)=0 pt.</td>
</tr>
<tr>
<td>Student’s references a minimum of ten references, three from the course and seven additional references=1 pt.</td>
<td>Student’s does not reference a minimum of ten references, or does not reference three from the course and seven additional references=0 pt.</td>
</tr>
<tr>
<td>Student’s first full draft is well-written, well-organized, and free of grammatical and spelling errors =1 pt.</td>
<td>Student’s first full draft is not well-written, not well-organized, and not free of grammatical and spelling errors =0 pt.</td>
</tr>
</tbody>
</table>

**Peer feedback (PFB),** the third assignment in the FP category, is written feedback on an assigned peer’s DFP. For this assignment, you will use the rubric provided in PFB DB our course site on Blackboard to provide feedback to an assigned peer’s draft of their final paper. I will assign you a peer for peer review. You will complete and upload the rubric with your feedback to PFB DB (see PFB DB on Blackboard for additional guidelines, see course schedule for exact dates).

The following rubric will be used to access your feedback

<table>
<thead>
<tr>
<th>1-3 pts.</th>
<th>0 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student completed all sections of the feedback form= 1 pt.</td>
<td>Student did not complete all sections of the feedback form= 0 pt.</td>
</tr>
<tr>
<td>Student provided constructive and helpful feedback on each component in the feedback form=1 pt.</td>
<td>Student did not provide constructive and or helpful feedback on each component in the feedback form=0 pt.</td>
</tr>
<tr>
<td>Student’s feedback was clear, used explanation to support suggestions, well-written, and free of grammatical and spelling errors =1 pt.</td>
<td>Student’s feedback was not clear, did not use explanation to support suggestions, was not well-written, and was not free of grammatical and spelling errors =0 pt.</td>
</tr>
</tbody>
</table>
**Final paper (FP)**, the fourth and final assignment in the FP category, is the final version of your final paper, which should include revisions based on feedback from your peer (see course schedule for specific date and time).

The following rubric will be used to evaluate the FP:

<table>
<thead>
<tr>
<th>Component</th>
<th>Exceeds Standard 100-90</th>
<th>Meets Standard 89-70</th>
<th>Does not Meet Standard 69-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>The title clearly references what the research paper is about=8-10 pts</td>
<td>The title isn’t clearly connected to the focus of the paper=5-8 pts</td>
<td>The title is generic, such as “Final Paper”=5-0 pts</td>
</tr>
<tr>
<td>Introduction</td>
<td>The introduction introduces the topic, provides a definition of the topic, and offers background on the topic so that the reader has a clear understanding of the topic=13-15 pts</td>
<td>The introduction gives a partial definition of the topic and background, but it is not explicit or sufficiently developed for the reader to have a good sense of the topic=11-14 pts</td>
<td>The introduction doesn’t clarify the definition of and or background on the topic, so the reader does not have a clear sense of the focal topic of the paper=11-0 pts</td>
</tr>
<tr>
<td>Thesis Statement</td>
<td>There is a clear thesis statement that explicitly states the overarching claim that the paper will make=13-15 pts</td>
<td>The thesis statement is there, but it’s implicit. The reader must guess what the thesis is=11-14 pts</td>
<td>There is no thesis statement, implicit or explicit=11-0 pts</td>
</tr>
<tr>
<td>Argument</td>
<td>The main body of the paper is a coherent and logical argument that explicitly connects to and supports the thesis statement. The evidence and explanation used to support the thesis statement are based on three topics (core ideas) that come from the literature. These three topics are explicitly named and explained in terms of how they support the thesis statement. The entire argument must also lay the groundwork for connecting the topic with transformative education action=17-20 pts</td>
<td>The main body of the paper is a partially coherent and logical argument that partially connects to and supports the thesis statement. The evidence and explanation used to support the thesis statement are based on three topics (core ideas) that come from the literature. These three topics are partially named and explained in terms of how they support the thesis statement. The entire argument mostly lays the groundwork for connecting the topic with transformative education action=14-18 pts</td>
<td>The main body of the paper is not a coherent and logical argument that explicitly connects to and supports the thesis statement. The evidence and explanation used to support the thesis statement are not based on three topics (core ideas) that do not come from the literature. These three topics are not sufficiently named or explained in terms of how they support the thesis statement. The entire argument does not lay the groundwork for connecting the topic with transformative education action=14-0 pts</td>
</tr>
<tr>
<td>Conclusion</td>
<td>The conclusion provides a clear and succinct summary of the thesis and argument, followed</td>
<td>The conclusion provides a summary of the thesis and argument, but it is not entirely clear and or</td>
<td>The paper just ends, with no conclusion. Or the paper ends with either no summary of thesis and argument, or no</td>
</tr>
</tbody>
</table>


by an argument on how the thesis and argument can be leveraged to create transformative action to modify educational practices, programs, and or policies = 14-15 pts

argument for transformative action = 10-0 pts

References

There are a minimum of ten references, three from the course and seven additional resources. All references are listed according to APA (7th edition) guidelines = 15 pts

There are a minimum of ten references, and or, there is not seven additional resources. More than six of references are not listed according to APA (7th edition) guidelines = 13-0 pts

Mechanics

The paper is well-organized, well-written, and free from grammatical and spelling errors = 10 pts

The paper is mostly well-organized, mostly well-written, and is not free from grammatical and spelling errors = 6-7 pts

The paper is not well-organized, not well-written, and is not free from grammatical and spelling errors = 5-0 pts

Summary of course grade categories with assignments and weights:

<table>
<thead>
<tr>
<th>CATEGORY AND ASSIGNMENTS</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTICIPATION (SI, DBR, FPDB, PFB)</td>
<td>40%</td>
</tr>
<tr>
<td>FORMATIVE ASSESSMENT</td>
<td>20%</td>
</tr>
<tr>
<td>FINAL PAPER (FPO, FP)</td>
<td>40%</td>
</tr>
</tbody>
</table>

Please note that there will be no late assignments. I have provided pages and time for media so that you can manage your time. Account in advance for unexpected events in your professional and personal life. Stuff happens! Any assignment that is submitted late will not be graded. No exceptions.

COURSE SCHEDULE

Week One Read:
- Ahmed: “Introduction” and “Feminism is Sensational” (42 pages)

Week One Media:
- “What is Feminist Research Series with Sara Ahmed” (2:24 minutes)

Week One Assignment:
- Self-introduction (due by 11:45 PM MT, Aug 29)
- FA I (due by 11:45 PM MT, Aug 29)
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Week Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Aug 29-Sept 5</td>
<td>Feminism as Everyday Practice</td>
<td><strong>Week Two Read:</strong>&lt;br&gt;• Ahmed: “On Being Directed” and “Willfulness and Feminist Subjectivity” (45 pages)&lt;br&gt;<strong>Week Two Media:</strong>&lt;br&gt;• “Sara Ahmed: Dresher Conversations” (18:23 minutes)&lt;br&gt;<strong>Week Two Assignment:</strong>&lt;br&gt;• Read all peer Self-introductions (due by 11:45 PM MT, Sept 5)&lt;br&gt;• Post Response to Discussion Board (DB) One (due by 11:45 PM MT, Sept 5)</td>
</tr>
<tr>
<td>3</td>
<td>Sept 5-Sept 12</td>
<td>Feminism: A Transformational Politic</td>
<td><strong>Week Three Read:</strong>&lt;br&gt;• bell hooks: “Feminism: A Transformational Politic” and “Toward a Revolutionary Feminist Pedagogy” (12 pages)&lt;br&gt;<strong>Week Three Media:</strong>&lt;br&gt;• #Female Pleasure (101 minutes)&lt;br&gt;<strong>Week Three Assignment:</strong>&lt;br&gt;• Read all posts to DB 1 (due by 11:45 PM, MT, Sept 12)&lt;br&gt;• Post peer response to DB 1 (due by 11:45 PM, MT, Sept 12)&lt;br&gt;• FA II (due by 11:45 PM, MT, Sept 12)</td>
</tr>
<tr>
<td>4</td>
<td>Sept 12-Sept 19</td>
<td>Intersectionality</td>
<td><strong>Week Four Read:</strong>&lt;br&gt;• Collins &amp; Bilge: “Getting the History of Intersectionality Right” (28 pages)&lt;br&gt;• Crenshaw (58 pages)&lt;br&gt;<strong>Week Four Media:</strong>&lt;br&gt;• “The 2020 MAKERS Conference” (13:45 minutes)&lt;br&gt;<strong>Week Four Assignment:</strong>&lt;br&gt;• FA III (due by 11:45 PM, MT, Sept 19)</td>
</tr>
<tr>
<td>5</td>
<td>Sept 19-Sept 26</td>
<td>Intersectionality</td>
<td><strong>Week Five Read:</strong>&lt;br&gt;• Collins &amp; Bilge: “Intersectionality’s Global Reach” (37 pages)&lt;br&gt;• Blackwell &amp; Naber (9 pages)&lt;br&gt;<strong>Week Five Media:</strong>&lt;br&gt;• “I am the Revolution” (72 minutes)&lt;br&gt;<strong>Week Five Assignment:</strong>&lt;br&gt;• Post Response to DB 2 (due by 11:45 PM MT, Sept 26)</td>
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| 6     | Sept 26-Oct 3 | Intersectionality   | - Collins & Bilge: “Intersectionality and Critical Education” (29 pages) | - "Toxic Twitter-Women’s Experiences of Violence and Abuse on Twitter” (45-60 minutes) | - Read all posts to DB 2 (due by 11:45 PM, MT, Oct 3)  
|       |              |                     |                                               |                                               | - Post peer response to DB 2 (due by 11:45 PM, MT, Oct 3)  
|       |              |                     |                                               |                                               | - Post response to DB 3 (due by 11:45 PM, MT Oct 3) |
| 7     | Oct 3-Oct 10 | Postcolonial Feminisms | Week Seven Read:  
|       |              |                     | - Jones: Ch 1 & 2 (37 pages)                  | Week Seven Media:  
|       |              |                     |                                               | - None                                             | Week Seven Assignment:  
|       |              |                     |                                               | - Read all posts to DB 3 (due by 11:45 PM, MT Oct 10)  
|       |              |                     |                                               | - Post peer response to DB 3 (due by 11:45 PM, MT, Oct 10)  
|       |              |                     |                                               | - FA IV (due by 11:45 PM MT, Oct 10)               |
| 8     | Oct 10-Oct 17| Postcolonial Feminisms | Week Eight Read:  
|       |              |                     | - Jones: Ch 3 & 4 (61 pages)                  | Week Eight Media:  
|       |              |                     |                                               | - None                                             | Week Eight Assignment:  
|       |              |                     |                                               | - FA V (due by 11:45 PM MT, Oct 17)               
|       |              |                     |                                               | - Post response to DB 4 (due by 11:45 PM MT, Oct 17) |
| 9     | Oct 17-Oct 24| Postcolonial Feminisms | Week Nine Read:  
|       |              |                     | - Jones: Ch 9 (24 pages)                      | Week Nine Media:  
|       |              |                     |                                               | - “Water” (116 minutes)                           | Week Nine Assignment:  
|       |              |                     |                                               | - Read all posts to DB 4 (due by 11:45 PM, MT, Oct 24)  
|       |              |                     |                                               | - Post peer response to DB 4 (due by 11:45 PM, MT, Oct 24)  
<p>|       |              |                     |                                               | - Post response to DB 5 (due by 11:45 PM, MT Oct 24) |</p>
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| 10   | Oct 24-Oct 31 | Postcolonial and Transnational Feminisms | **Week Ten Read:**  
  - Mohanty (27 pages)  
 **Week Ten Media:**  
  - “Under Western Eyes” (98 minutes)  
 **Week Ten Assignment:**  
  - Read all posts to DB 5 (due by 11:45 PM, MT, Oct 31)  
  - Post peer response to DB 5 (due by 11:45 PM, MT, Oct 31)  
  - Post response to DB 6 (due by 11:45 PM, MT, Oct 31) |
| 11   | Oct 31-Nov 7  | Postcolonial and Transnational Feminisms | **Week Eleven Read:**  
  - Patil (15 pages)  
  - Bhattacharya (16 pages)  
 **Week Eleven Media:**  
  - “Birth on the Border” (28 minutes)  
 **Week Eleven Assignment:**  
  - Read all posts to DB 6 (due by 11:45 PM, MT, Nov 7)  
  - Post peer response to DB 6 (due by 11:45 PM, MT, Nov 7)  
  - FA VI (due by 11:45 PM MT, Nov 7)  
  - Final paper and outline (due by 11:45 PM, Nov 7) |
| 12   | Nov 7-Nov 14  | Borderland Feminisms                      | **Week Twelve Read:**  
  - Anzaldúa (56 pages)  
  - Alarcón (5 pages)  
 **Week Twelve Media:**  
  - “Senorita Extraviada” (74 minutes)  
 **Week Twelve Assignment:**  
  - Post response to DB 7 (due by 11:45 PM, MT, Nov 14) |
| 13   | Nov 14-Nov 21 | Peer Feedback                              | **Week Thirteen Assignment:**  
  - Read all posts to DB 7 (due by 11:45 PM, MT, Nov 21)  
  - Post peer response to DB 7 (due by 11:45 PM, MT, Nov 21)  
  - First draft of final paper (due by 11:45 PM MT, Nov 14)  
  - Feedback on peer final paper (due by 11:45 PM MT, Nov 21) |
| 14   | Nov 21-Dec 2  | Final                                      | **Week Fourteen Assignment:**  
  - Final paper (due by 11:45 PM, MT, Dec 2) |
COURSE NORMS AND RELATED RESOURCES:

Texas Senate Bill 212: Many of the course readings and media with which we engage in this course present explicit examples of the multiple forms of violence and oppression that women, in particular women of color face on a regular basis. Students may find the content disturbing, upsetting, and troubling. Content might also trigger or resonate with students’ own personal experiences of gender violence, assault, or harassment. If you think that the content of this course will be too difficult for you to engage with at a theoretical and intellectual level, please contact me immediately Dr. Convertino [cconvertino@utep.edu]. Also, it is important for you to know that as a UTEP employee, I am obliged to comply with Texas Senate Bill 212. You might also be obliged to comply with this policy if a peer shares with you an experience of sexual violence, assault, or harassment. Texas Senate Bill 212 (2019), which took effect on January 1, 2020, requires all employees at a public or private post-secondary institution to report any knowledge of sexual assault, sexual harassing, dating violence committed by or against a student or an employee of the institution at the time of the incident (source). The law which, resulted from studies showing that one in five female students experienced assault as college students (Senate Research Center, 2019), aimed to ensure that victims and witnesses of sexual violence had access to a reporting structure that was safe and reliable. The UTEP Title IX operates with extreme caution when it comes to incidents of gender violence, assault, or harassment. Consequently, there are some instances in which incidents that took place prior to enrollment at UTEP have also been reported. This information is meant to inform students of mandatory reporting. In addition, students who have experienced sexual violence, assault, or harassment can seek support through the following services:

- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Chosen Name/Pronoun Statement: I will gladly honor your request to address you by your chosen name or specific gender pronouns. You will have an opportunity to indicate your chosen pronouns in the self-introduction assignment (week one). However, you can also remind me of this preference early in the semester so that I can make appropriate changes to my records.

Standards of academic integrity: Students are expected to uphold the highest standards of academic Integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (http://www.utsystem.edu/bor/rules) with system and University rules, with
directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

**Equal Opportunity:** All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with Dr. Convertino [cconvertino@utep.edu] to set up a phone meeting.

**Course Values:**
The values guiding this course are based on the Principles of Civility for the National Endowment of Humanities (NEH) Seminars. All discussion board posts, interactions, and assignments should be:

- Firmly grounded in rigorous scholarship and thoughtful analysis;
- Represent an ethos of respect and openness;
- Conducted without partisan advocacy;
- Respectful of divergent views;
- Free of ad hominem commentary;
- Devoid of ethnic, racial, gender, disability, or religious bias.

**Writing Style:**
All assignments, including discussion board posts must be free of error, and should conform to the style and reference notation format found in the seventh edition of the *Publication Manual of the American Psychological Association* (APA). The University Writing Center (UWC) is located in UTEP Library Building, Rm.227; phone: 915.747.5112. The UWC provides online consultations to all UTEP students at no cost. They also have walk-in services if you are local. It is a terrific resource. If I suggest you attend the Writing Center, it’s because I think you will benefit from it. It’s not a judgement – it’s intended to help you. Another useful resource accessible online is the Purdue Owl Website: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**UTEP Academic Resources:**
UTEP provides a variety of student services and support, including the resource below.
UTEP Library: You can access to a wide range of resources, including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students

**Guide to Online Etiquette:**
As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

**A. You are expected to actively engage in the learning community of this class.**
This includes completing the coursework tasks as outlined in each week’s session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit you if you ask your question) and exhibiting professional courtesy during interactions with peers/your instructor. Class participation includes but is not limited to engaging in in-class activities and writing, answering questions, and sharing completed and thoughtful assignments with your peers.

**B. You are expected to exhibit appropriate behavior for a higher learning environment.**
Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to fully participate in all activities possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:
• All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment (please note exceptions under Texas Senate Bill 212).
• You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/public Internet page. Also, please note the obligation of mandatory reporting under Texas Senate Bill 212).
• Do not use inappropriate language, all capital letters, or language shortcuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
• When responding to someone else's ideas, whether in agreement or disagreement, address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
• Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
• Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

C. You are expected to exhibit high level time management skills and turn your work in ON TIME.

As previously mentioned, this is a fast-paced, intensive course that requires you to devote significant time to complete the required readings, discussions and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week to focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e., your peers rely on you to do your readings early in the week and contribute to the discussion on time for them to be able to post feedback later in the week). Therefore, no late work will be accepted. All online assignments are due by the due date and time listed in the course schedule. After the scheduled due date and time for each assignment, you will not be able to access the link to upload your assignment. Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule your time accordingly.

Failure to complete three assignments will result in your automatically failing this course, regardless of any points earned.

Note: Exceptions may be made in the case of extreme emergency with supporting documentation. I will not accept ANY late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation prior to the due date of the assignment. Without prior notice, late assignments will NOT receive any credit.

If Blackboard is down and you cannot get into our course site to post work by the required due date: All coursework should be posted in our online course site in the corresponding folder. If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular e-mail at cconvertino@utep.edu) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an
attachment in the message, you will not receive credit for your work or if Blackboard was not in fact down during
the time you indicated then you will not receive credit for your work.

D. You work is expected to be your own.
Everything you turn in for this course must be your own work. The purpose of coursework is to know what you
think, so use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism
or any other form of academic misconduct WILL be referred to the Dean of Students Office for disciplinary action.
Students may be suspended or expelled from UTEP for such actions. It’s serious! Don’t do it.

E. You are expected to contact me for help if needed throughout the semester.
My office hours for this course are by appointment. Please email me to set up a day/time for a phone or Zoom
meeting.

My email is cconvertino@utep.edu. Please include your first and last name and the title of the course you are
taking with me in the body of your message. You can expect a response from me within 24 hours (usually sooner)
for any email communication you send.

If at any time, you have difficulty understanding my expectations or the course material or completing course
work for any reason—BE PROACTIVE!!! I am here for you (email, phone, Zoom). I strongly encourage you to
reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester)
and we will work together to make this class a success for you!

Course Resources: Where you can go for assistance
UTEP provides a variety of student services and support:
Technology Resources
• Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can
submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat,
website, or in person if on campus.
Academic Resources
• UTEP Library: Access a wide range of resources including online, full-text access to thousands of
journals and eBooks plus reference service and librarian assistance for enrolled students.
• University Writing Center (UWC): Submit papers here for assistance with writing style and formatting,
ask a tutor for help and explore other writing resources.
• RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start
Guide.
Individual Resources
• Military Student Success Center: Assists personnel in any branch of service to reach their educational
goals.
• Center for Accommodations and Support Services: Assists students with ADA-related accommodations
for coursework, housing, and internships.
• Counseling and Psychological Services: Provides a variety of counseling services including individual,
couples, and group sessions as well as career and disability assessments.