The University of Texas at El Paso
Women and Gender Studies Program
Syllabus

COURSE INFORMATION:
WS 3335-001, Feminist Film
CRN: 25286
Term: Spring 2024
Delivery Method: Online (Asynchronous)

INSTRUCTOR INFORMATION
Dr. Miguel Juárez, Email: mjuarez6@utep.edu
Written Communication: Use Course Messages first, then use regular email.
Phone Number: 915-202-1649 (text messages please). Specify the course, include your name.
Office Hours:
• Virtual: (By appointment only), via Zoom.
• Please contact me using Blackboard’s Course Messages first. Outside office hours may take 12 to 24 hours to respond. If you need a virtual live meeting, contact me via Blackboard Messages and I will schedule an appointment.

Our Women’s Studies Librarian is Lisa A. Weber, Subject Areas: Children’s Literature, Women's Studies, Department: Head, Access Services & Technology, Room Number: Access Services, 203B, (915) 747-5039, lweber@utep.edu

Our Film Studies Librarian is Jacob Galindo, Text us: (915) 249-3383 (U.S. numbers only) or Call us: (915) 747-5643, (during Research/Instruction hours).

COURSE INFORMATION
The UTEP Catalog states:
This course focuses on the film made by and/or about women that have a feminist perspective or address a feminist issue. Students will gain an introduction to feminist theory, as well as the ideological and formal principles of "feminist film" through readings, lecture, film viewings, reflection, and discussion. Both feminist fictional films and documentary films will be studied (http://catalog.utep.edu/course-search/).

Jade Budowski in her Feb 19, 2018, article in the Decider: So, What Really Makes a Film “Feminist”? states:
A feminist film is one with an agenda, a political work intended to spark thought and conversation about women’s social status and the female experience. It utilizes the “female gaze” and explores notions of femininity, sexuality, and feminist theory. As Biller writes, “to be feminist, a movie must have the express
purpose of educating its audience about social inequality between men and women. Not just portray women in a non-misogynistic light.

COURSE OBJECTIVES AND LEARNING OUTCOMES

At the end of this course, students will be able to:

- Understand major trends in feminist film studies.
- Understand how various generations have identified feminist films.
- Connect the similarities of concepts and intellectual ideas in feminist film studies.
- What can be considered a feminist film and not be considered a feminist film.
- Be able to identify and talk and write about various feminist film genres.
- Be able to analyze creative films that represent feminist film studies.
- Understand the roots of modern thoughts on feminist film studies.
- Be able to analyze feminist films via written film critiques and reviews.

REQUIRED MATERIALS:

Available at the UTEP Bookstore or via Online vendors (Rent or Purchase):
ISBN: 978-0-415-57528-7 (pbk)

Available Online in the UTEP Library:
Title: Women Filmmakers and Feminist Authorship by Hole, Kristin Lené ; Jelača, Dijana
The book discusses notable women pioneers of silent cinema from around the world, as well as contemporary international women filmmakers that have made their mark with provocative feminist work.

Available at the UTEP Bookstore or via Online vendors (Rent or Purchase):

Additional articles will be provided to you on Blackboard or in class, as PDFs.

**You need to read the assigned chapters and articles before the week that they will be assigned so you can incorporate theories, films, etc. in your film reviews and reflective essays.
ASSIGNMENTS AND GRADING

ASSIGNMENTS                                Points

Bio Sheet                                  25

Introduce Yourself                         50

Syllabus Quiz                              25

7 Film Critiques (50 points each)          350
Instructions will be provided.

Mid-Term Reflective Essay                  150

Select two films and write a 3-page       200
research paper

Final Reflective Essay                     200

+ Extra Credit Assignments

TOTAL POINTS                               1,000

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.
IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

**Course Communication:** How we will stay in contact with each other

Because this is an online class, we won’t see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate using this link: [insert link] and during the following times:
  - Mondays: 12-1 p.m. Mountain Time
  - Tuesdays: 10-11 a.m. Mountain Time
  - Thursdays: 4-5 p.m. Mountain Time

- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students’ questions if you have a helpful response.

- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

**NETIQUETTE**

As we know, sometimes communication online can be challenging. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other’s ideas.

- Respect and courtesy must be always provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.

- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

**Course Policies:** What do you need to do to be successful in the course

**ATTENDANCE AND PARTICIPATION**
Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum)
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

**EXCUSED ABSENCES AND/OR COURSE POLICY**
According to UTEP Catalog, “At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline.” See Policies and Regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

**DEADLINES, LATE WORK, AND ABSENCE POLICY**
Major Writing Assignments

- Major writing assignments will be due on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.
Quiz and Blog/Discussion Assignments

- All quiz, blog, and discussion board assignments will be due on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

MAKE-UP WORK

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Campus IT Remote Learning Support (Mobile Hotspot Checkout, Laptop Checkout, Etc.):
https://www.utep.edu/technologysupport/learningremotely.html

UTEP Student Blackboard Help:
https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

Technology Support: UTEP Library Room 300 | helpdesk.utep.edu | 915-747-4357

NOTE: I strongly recommend that you download the Blackboard App for your mobile devices. If you are using a laptop or desktop computer, I suggest you use Mozilla Firefox or Google Chrome Browsers to access Blackboard.

Technical difficulties - If you experience technical difficulties, you need to contact the help desk and get a receipt/report about the technical difficulty; then forward the receipt to me with a full explanation.
COURSE READINGS

This course will consist of required readings in which you are responsible for reading on your own time as well as other required research pertaining to your assignments and projects. Some readings and videos will be subject to change, but an email announcement will be given. Readings will consist of web links which will be posted in the “weekly folders” section on Blackboard by specific week.

IMPORTANT DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan 15th</td>
<td>Dr. Martin Luther King, Jr. Holiday – University Closed</td>
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<tr>
<td>Jan 16th</td>
<td>Spring classes begin</td>
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<tr>
<td>Jan 16th-19th</td>
<td>Late Registration (Fees are incurred)</td>
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<tr>
<td>Feb 1st</td>
<td>Spring Census Day</td>
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<td></td>
<td>Note: This is the last day to register for classes. Payments are due by 5:00 pm.</td>
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<tr>
<td>Feb 13th</td>
<td>20th Class Day</td>
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<td>Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.</td>
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<tr>
<td>Feb 16th</td>
<td>Graduation application deadline for degree conferral</td>
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<tr>
<td>Mar 11th-15th</td>
<td>Spring Break</td>
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<tr>
<td>Mar 28th</td>
<td>Spring Drop/Withdrawal Deadline</td>
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<td></td>
<td>Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.</td>
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<tr>
<td>Mar 29th</td>
<td>Cesar Chavez Holiday - No classes; Spring Study Day</td>
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<tr>
<td>Apr 7th</td>
<td>Spring Study Day</td>
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<tr>
<td>Apr 12th</td>
<td>Deadline to submit candidates’ names for commencement program</td>
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<tr>
<td>May 2nd</td>
<td>Spring – Last day of classes</td>
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<td>May 3rd</td>
<td>Dead day</td>
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<td>May 6th-10th</td>
<td>Spring Final Exams</td>
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<tr>
<td>May 11-12th</td>
<td>Spring Commencement</td>
</tr>
<tr>
<td>May 15th</td>
<td>Grades are Due</td>
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<tr>
<td>May 16th</td>
<td>Grades are posted to student records; students are notified of grades and academic standing</td>
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GRADE DISTRIBUTION

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

Class participation, rather than simply listening to lectures, you are expected to construct your own knowledge through collaborative learning, discussions, reading and presentations.

ASSIGNMENTS DESCRIPTIONS

Bio Sheet: a mandatory assignment that you need to upload the first week of class. Please answer all the questions in the Bio Sheet. You will need to upload to Blackboard. If you do not know how to use Blackboard, please go to the Blackboard for Students page: https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

Seven Film Critiques: I will assign a prompt based on the weekly themes. These film critiques will be due on Sundays at 11:59 p.m. (see Course Calendar for deadlines). These film reviews must incorporate the assigned readings (either from the Hollinger book or from the Supplemental readings and/or assigned media, podcasts, etc. I want to see how to incorporate the readings into your writing in your critique of the films you are watching. If you do not incorporate the readings in your reviews, your critiques will review lower points.

Mid-Term Reflection Paper and Final Reflection Paper: I will provide you with review questions that will serve as your Mid-Term and Final Exams that you will answer via essays. Directions will be provided.

Write a 3-page research paper on a film genre of your choice.

Guest Speakers – An emphasis will be placed on inviting guest speakers to class. At times, speakers may not be able to join us. If they cannot join us, we will watch film clips or read articles they have written.

COMMUNICATION

Please visit me during my office hours after class in LART, Room 333 or send me an email via Course Messages. Also, be sure to check out the announcements for updates and reminders. Announcements will appear in your email. However, the hyperlinks in the announcements do not show up in the emails. They show up in the Announcements section in Blackboard.

ATTENDANCE/PARTICIPATION POLICY

Check in to Blackboard at least twice a week. Look at the announcements, the unit for that week, and at the syllabus as well to anticipate what is happening in the following weeks. Black
Board keeps track when you log in and for how long. Look at all the power points, videos, and the readings for that week.

**SUBMITTING LATE WORK**

All due dates are according to Mountain Standard Time MST. If you need to make up work due to an excused absence, talk to me during my office hours or make an appointment to meet on Zoom. You have a week to make up excused work. It would be wise to contact me ahead of time. Do not wait for me to ask you because I will not ask you. If you need to make up work, you need to have a legitimate documented excuse. If you do not have a documented excuse, you will be deducted 10 percent of the grade for every day your work is not turned in.

To make up exams, you must have a documented excuse/emergency. Scheduled appointments are not included as an excuse. There is no time to make up final exams, so there are no make up for final exams. If you need to take an exam early discuss this issue with me in my office. All assignments are to be turned in via Blackboard. **Assignments without proper citations will not be accepted; they must be resubmitted with the proper citations. They will be counted as late and deducted 10 percent every day that it is not corrected and resubmitted. Use in-text citations in the essays such as (Hollinger, pg#), etc.**

**ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Learn more here: [UTEP Center for Accommodations and Support Services](http://www.sa.utep.edu/cass).

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

**SCHOLASTIC INTEGRITY**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. **Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of**
another people as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Learn more here: HOOP: Student Conduct and Discipline You will face penalties if you cheat on tests and assignments. You need to turn in your original work. All test and assignments must come from your own efforts and words. Plagiarism is to use ideas, information, and wording as your own without giving credit to the original scholar.

Owl at Purdue is a website that has an informative section about the definitions of plagiarism and how to avoid plagiarism: https://owl.english.purdue.edu/owl/resource/589/01/. Assignments without proper citations will not be accepted; they must be resubmitted with the proper citations. They will be counted as late and deducted 10 percent every day that it is not corrected and resubmitted. Under student resources below are resources on how to do MLA and Chicago style citations.

A Message from Women's & Gender Studies:

Women’s and Gender Studies supports a learning environment in which individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our program must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person’s race, ethnicity, nationality, culture, gender, gender identity, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of our program. All our faculty and staff are responsible for promoting inclusive spaces for all, including students with children and breastfeeding mothers. While a Women’s and Gender Studies student, you will be given an equitable opportunity to contribute and succeed. The lived experiences and knowledge that you bring to our courses are considered a resource, strength, and benefit. Thank you for the experiences that you bring to our program!

Policy on Children in Class: It is our belief that if we want to reach all students, that we should also expect parents and children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus a reflection of Women’s and Gender Studies’ commitment to student, staff, and faculty parents. If you are breastfeeding or are the guardian of a child, feel free to bring them to class if there is a gap in childcare. You may sit near the door, and we understand if you must step out occasionally to meet their needs.

Furthermore, I would like to create a learning environment for my students that supports your thoughts, perspectives, and experiences, and honors your identities. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official UTEP records, please let me know.
• I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities. To help accomplish this:

• If you have a name and/or set of pronouns that differ from those that appear in your official UTEP records, please let me know.

• I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

EDGE INTERGRATION – WOMEN’S STUDIES

UTEP Edge, our Quality Enhancement Plan (QEP), enriches student learning and pre-professional achievement through integrative and applied learning experiences, known as Edge Experiences, within and beyond the classroom. The Edge Experiences enhance students’ personal and professional skills and equip them with a competitive advantage when they graduate and enter the workforce or pursue a graduate degree. Students gain that competitive advantage by fine-tuning and articulating their strengths and skills, which we refer to as Edge Advantages.

As part of the integration of enriching learning experiences into curricular and co-curricular settings, students must be able to identify and reflect upon their unique strengths and skills in a context that applies to their future aspirations, such as graduate school, careers, and civic responsibility. Integration of the Edge Experiences within and beyond the classroom requires faculty and staff to take inventory of, map, articulate, and assess Edge Advantages within curricular and co-curricular areas.
**Edge Experiences**

**Capstone Project:** Culminating experiences that require students to create a project that integrates and applies what they have learned.

**Creative Activities:** Experiences that require students to create or take part in visual, literary, or performing art that integrates and applies what they have learned.

**Community Engagement:** Service-learning experiences that require students to apply what they are learning in real-world settings.

**First-Year Experience:** First-year seminars or programs that bring small groups of students together with faculty or staff on a regular basis.

**Internship:** Provide students with direct experience in a work setting—related to their career interests. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

**Learning Communities:** Students take two or more linked courses as a group and work closely with one another and with their professors.

**Study Abroad or Study Away:** Help students explore cultures, life experiences, and worldviews different from their own through study abroad or study away.

**Student Leadership:** In a curricular setting, this may include activities such as forming teams to examine real-world problems, formulate solutions, and examine their problem-solving processes in a Socratic discussion led by the instructor. In a co-curricular setting, this may include activities such as joining a student organization, where students engage in meaningful interactions with peers to collaborate and lead projects that will help them develop new ways of thinking about and responding immediately to novel circumstances.

**Student Employment:** On-campus employment that helps students develop transferable skills such as communication, problem-solving, and teamwork.

**Undergraduate Research:** Involving students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

**NETIQUETTE**

Here is a link to proper on-line communication. [10 Rules of Netiquette for Students](#)

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering a course) as well as the resources below.
• MLA Citations: [https://owl.english.purdue.edu/owl/resource/747/2/](https://owl.english.purdue.edu/owl/resource/747/2/)
• Chicago Style Citations: [https://owl.english.purdue.edu/owl/resource/717/01/](https://owl.english.purdue.edu/owl/resource/717/01/)
• 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.

TECHNOLOGY REQUIREMENTS

Course content is also connected to the Blackboard Management System. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. Your assignments must be uploaded online using Microsoft Word files. Do not turn in your assignments as PDF’s or other software or links which I will be unable to open. If you turn in your assignment as a PDF, you will get ZERO.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped to assist you!

Course Communication: How we will stay in contact with each other

There are several ways we can keep the communication channels open:

• **Office Hours:** By appointment over Zoom.
• **Email:** **Please use the Blackboard Course Messages first.** I will make every attempt to respond to your e-mail within 24-48 hours of receipt. If I do not get back to you within 24-48 hours, then email me using your UTEP student account (please put the course number and the class CRN# in the subject line). In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name.
• *** IMPORTANT: You must get into the habit of checking your UTEP student e-mail TWICE A WEEK to make sure you do not miss any important announcements, which will be sent to your UTEP student e-mail address.
• Announcements: Check the Blackboard Announcements frequently for any updates, deadlines, or other important messages.

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EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

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DEADLINES, LATE WORK, AND ABSENCE POLICY

Writing Assignments

- Major writing assignments will usually be due on Sundays before midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable. I will deduct 10 points off your assignment for every day that you are late in turning it.
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Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one’s own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

AI Prohibited

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is not allowed for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work...
will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

**AI allowed only with prior permission from instructor**

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is *only allowed with approval from the instructor BEFORE being used*. Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools.

If given permission to use any of these tools, students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

```
Chat-GPT(version). Date of query (year/month/day). “Text of your query.”
Generated using OpenAI. https://chat.openai.com/
```

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

**AI allowed with proper acknowledgement**

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is *only allowed with proper attribution given for its use*.

Students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

```
Chat-GPT(version). Date of query (year/month/day). “Text of your query.”
Generated using OpenAI. https://chat.openai.com/
```

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

**Using AI for brainstorming**

Some AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use.

That said, you are not allowed to submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).
Free use of AI without acknowledgement
Use of AI technologies or automated tools, including generative AI such as ChatGPT or DALL-E, is permitted in this class. Students must include a short paragraph, with each relevant assignment, explaining how the tool was used.

CLASS RECORDINGS
The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP’s acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

COPYRIGHT STATEMENT FOR COURSE MATERIALS
All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated. You must know the differences between Copyright and Fair use.

PLAGIARISM DETECTING SOFTWARE
Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Course Resources: Where you can go for assistance
UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources.
ATTENDANCE

Attendance will also be measured in the completion of the assignments. If you fail to complete your work, you will be dropped from the course.

Late Work: Late papers will be penalized -25 points each day they are late, and no papers will be accepted after 3 days. Further instructions will be given to you online on Blackboard. This assignment will also be due on Blackboard.

Time Management/Your Investment Online: Time Management Tips to Complete an Online Course. These tips apply to the time you need to apply to the course. If you are having trouble completing your work or have time management issues, please contact us as ASAP.

Academic Integrity: A student must not adopt or reproduce ideas, words, or statements of another person without attribution. The words and ideas of others must be cited. Plagiarism is using information or original wording in a paper without giving proper credit to the source of that information or wording. Do not submit work under your name that you did not do yourself. Do not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per the official UTEP policy. Any suspected cases of plagiarism will be referred to the Office of Student Life for investigation. Refer to: http://sa.utep.edu/osccr/academic-integrity/ for further information.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.
**CALENDAR AND ASSIGNMENTS (COURSE CALENDAR) THIS SYLLABUS IS SUBJECT TO CHANGE**

“The instructor reserves the right to change the schedule as needed”

All readings must be completed each week.

**Changes or additions and the latest class syllabus will be uploaded and announced in class. All assignments are due on Blackboard.**

Suggested time requirement to complete weekly assignments: 1 to 2 hours.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>1/16-1/21</th>
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<tbody>
<tr>
<td><strong>Introduction to the Course: What is Feminist Film and What It Isn’t.</strong></td>
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<tr>
<td>• Fill out and use Bio Sheet and using the Bio sheet, follow the directions on the Introduce yourself to your classmates group discussion and post on Blackboard.</td>
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<tr>
<td><strong>Read:</strong></td>
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<tr>
<td>• Hollinger, Introduction and What is Feminist Film Theory? in <em>Feminist Film Studies</em>.</td>
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<tr>
<td>• Hole, Kristin Lené ; Jelača, Dijana: Book: Women Filmmakers and Authorship <em>(Available online at the UTEP Library)</em></td>
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<tr>
<td>• (Rory Dicker) Preface and Prologue in <em>A History of U.S. Feminisms</em></td>
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<tr>
<td><strong>Additional:</strong></td>
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<tr>
<td>Please visit the film glossary of film terms, etc. You must incorporate glossary, genre, and film terms in your essays, or points will be deducted.</td>
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<tr>
<th>Week 2</th>
<th>1/22-1/28</th>
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<tr>
<td><strong>Week 2: What is Feminist Film Theory?</strong></td>
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<tr>
<td><strong>Read:</strong></td>
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<tr>
<td>• Hollinger: Introduction and Chapter 1, What is Feminist Film Theory?</td>
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<tr>
<td>• Hole, Kristin Lené ; Jelača, Dijana: Chapter one: Women Filmmakers and Feminist Authorship, pages 6-51.</td>
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<tr>
<td>• Dicker: Chapter 1. Feminism’s Legacy in <em>A History of U.S. Feminisms</em></td>
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<tr>
<td><strong>Film/Clips:</strong></td>
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<tr>
<td>Watch film <em>Vertigo</em> <em>(link will be provided)</em>.</td>
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<tr>
<th>Week 3</th>
<th>1/29-2/4</th>
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<tr>
<td><strong>Week 3: Women and Genre Films</strong></td>
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<td><strong>Read:</strong></td>
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<tr>
<td>• Hollinger, Chapter 2: Women and Genre Films: From the Woman’s Film to Chick Flicks</td>
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<tr>
<td>• Dicker: Chapter 2: First Wave Feminism: Fighting for the Vote in <em>A History of U.S. Feminisms</em></td>
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<td><strong>Film/Clips:</strong></td>
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<tr>
<td>Watch film <em>Stella Dallas</em> <em>(link will be provided)</em>.</td>
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<tr>
<th>Week 4</th>
<th>2/5-2/11</th>
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<tr>
<td><strong>Week 4: Women in Avant-garde and Documentary Filmmaking</strong></td>
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<tr>
<td><strong>Read:</strong></td>
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</tbody>
</table>
| Week 5  
2/12-2/18 | Week 5: Lesbian Film Theory and Criticism  
Read:  
- Hollinger, Chapter 4: Lesbian Film Theory and Criticism  
- Dicker: Chapter 4: Third Wave Feminism: Embracing Contradiction in A History of U.S. Feminisms  
Film/Clips:  
Watch Desert Hearts [link will be provided].  
Assignment:  
Film Review #1: Watch and write a two-page film review of Desert Heart, due February 25th. |
|---|---|
| Week 6  
2/19-2/25 | Week 6: Literary Adaptations, Biopics and Women  
Read:  
Hollinger, Chapter 5: Literary Adaptations, Biopics and Women  
Hole, Kristin Lené; Jelača, Dijana: Chapter three: Cinema and the Body, pages 89-133.  
Dicker: Chapter 5: Knowing Our History, Changing the Future in A History of U.S. Feminisms  
Film/Clips:  
Watch Film Frida [link will be provided].  
Assignment:  
Film Review #2: Watch and write a two-page film review on Frida, due March 3rd. |
| Week 7  
2/26-3/3 | Week 7: Feminist Film Studies and Race  
Read:  
- Hollinger, Chapter 6: Feminist Film Studies and Race.  

March is Women’s History Month! There will be lectures and film screenings throughout the month.  
Film/Clips:  
- Watch Illusions and Fire [links will be provided].  
Assignment:  
- Film Review #3: write a two-page essay on either Illusions or Fire, due March 10th. |
| Week 8  
3/4-3/10 | Week 8: The Woman Auteur and the Actress  
Read:  
- Hollinger, Chapter 7: The Woman Auteur and the Actress |
<table>
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<tr>
<th>Week 9</th>
<th>Happy Spring Break!</th>
<th>March 11th-17th</th>
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<tbody>
<tr>
<td>3/11-3/17</td>
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**Extra Credit Assignment:** Write a two-page review on the film review of *No Mas Bebes*, using terminology and theories you have learned in the course so far. Points will be counted off if you do not use the terminology. Use in-text citations to quote various feminist ideas and theories. **Due March 17th.**

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Week 10: Write your Mid-Term Reflective Essay (worth 150 points!)</th>
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<tbody>
<tr>
<td>3/18-3/24</td>
<td>Read:</td>
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<td>- Hollinger, Chapter 8: <em>Films in Focus: Susan Sarandon</em> and Thelma &amp; Louise</td>
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<td>Assignment:</td>
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<td><strong>Mid-Term Reflective Essay:</strong> Write a two-page reflective essay on what you have learned so far in the course and based on your interests, what other topics, media or films you would like to be screened? <strong>Due March 31st.</strong></td>
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<tr>
<th>Week 11</th>
<th>Week 11: (Focus on Dr. Elvira Carrizal-Dukes, filmmaker):</th>
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<tbody>
<tr>
<td>3/25-3/31</td>
<td>Read:</td>
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<td></td>
<td>- “Chicanx Filmmaking: Producing the Next Generation of Resilient Cinema,”</td>
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<td></td>
<td>More of Dr. Elvira Carrizal-Dukes’ work”</td>
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<td></td>
<td>- The Weeping Pimp, <a href="https://vimeo.com/user5100002">https://vimeo.com/user5100002</a></td>
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<td>Assignment:</td>
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<td><strong>Film Review #4:</strong> write a film review of the Wimping Pimp in context to Feminist Film theories you have read so far, due April 7th.</td>
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<tr>
<th>Week 12</th>
<th>Week 12: Experimental Film and Video</th>
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<tr>
<td>4/1-4/7</td>
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<tr>
<td>Week 13</td>
<td>Week 13: Research and write your 4-page film Research Paper – Due May 7th</td>
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<tr>
<td>4/8-4/14</td>
<td>Assignment: Compare and contrast two of the films listed below – this assignment serves as your 3-page film Research Essay. Due April 21st</td>
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</table>

**Films to pick from (links will be provided).**
- Salt of the Earth (1954)
- Vertigo (1958)
- Thelma & Louise (1991)
- Sense and Sensibility (1995)

For your 3-page Research Paper, don’t forget to consult with Librarian Mr. Jacob R. Galindo (I will give you an additional 25 points for this assignment, if you consult with Mr. Galindo on your research paper—you must present some kind of proof).

Jacob Galindo, jrgalindo@utep.edu
Section Head of Instruction and Assessment
Psychology\Communication\Film Studies
University Library
The University of Texas at El Paso
Office: 915-747-6702
utep.edu/library

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<tr>
<th>Week 14</th>
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<tr>
<td>4/15-4/21</td>
<td>Read:</td>
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<tr>
<td></td>
<td>- Hole, Kristin Lené ; Jelača, Dijana: Chapter seven: Narrative Film, Gender and Genre, pages 265-306.</td>
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<td>- Hole, Kristin Lené ; Jelača, Dijana: Chapter eight: From, Film to New Media, Emergent feminist perspectives, pages 307-349.</td>
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<td>Film/Clip:</td>
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<td>- The German Sisters (Die Bleierne Zeit) (1981) (link will be provided).</td>
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<td>Assignment:</td>
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<td>▪ Film Review #6: Write a two-page film review of the German Sisters. Due April 28th.</td>
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<th>Week 15</th>
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<tr>
<td>4/22-4/28</td>
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<tr>
<td>Hole, Kristin Lené ; Jelača, Dijana: Chapter eight: From, Film to New Media, Emergent feminist perspectives, pages 307-349.</td>
</tr>
<tr>
<td>Assignments:</td>
</tr>
<tr>
<td>▪ Film Review #7: Write a two-page film review of a feminist film of your choice. Due May 3rd</td>
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<tr>
<td>▪ Final Reflective Essay – Instructions and Questions will be provided- the Reflective Essay takes place of the Final Exam.</td>
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| 4/29-5/2 |
| 5/3-dead day |
| Take the remainder of the semester to finish any assignments, essays, or extra credit assignments that you have not completed. All Assignments due May 10th. |

**Additional assignments not listed in this syllabus will be assigned as Extra Credit Assignments.**
Grading Rubric for Papers, Essays, and Workshops

1) Identifies and addresses the problem/question at issue. Includes a strong thesis statement and tells the reader what the paper will cover (Example: This essay will address issues in...)

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<tr>
<th>Poor</th>
<th>Some knowledge</th>
<th>Well-Developed</th>
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2) Identifies and presents the textbook and/or professor's perspective and position in relation to the issue. Follows the topics to be covered as outlined in the introduction.

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3) Identifies and considers other salient perspectives and positions that are important to the analysis of the issue. Includes good transition sentences. Includes in-text citations (Author, page#, example: Foner, 39).  

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4) Identifies and assesses the quality of supporting data/evidence or provides own supporting data/evidence about the issue. Makes good use of language. Few misspellings. Does not repeat similar words over and over. Uses proper grammar.

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5) Identifies and assesses conclusions, implications, and supporting logic. Includes a strong conclusion.

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