

*"We must use our lives to make the world a better place to live, not just acquire things. That is what we are put on earth for." ~ Dolores Huerta, 2004*

**Women's and Gender Studies: History of Women 3391**  
Online CRN: 15463 Fall 2023

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**Hours:** Email professor to set up an appointment.

¡Bienvenidos! Welcome to our Women's and Gender Studies Global Feminisms course! This course is designed to help you understand global causes and movements that seek to dismantle the current predominant structures of global patriarchy. A virtual live orientation will be offered during the first week of class. This orientation will be optional but helpful. Please review the announcements section of our course for the date and time for this. The recording will be made available for those who are unable to attend. Please reach out to me via email/phone if you would like to set up a one-on-one virtual meeting to discuss assignments, academic and professional interests, study strategies, or anything that can help you be successful in this class and on campus, and prepare you for your career and graduate school.

**UTEPEDGE**

*This course addresses the following UTEP Edge experiences:*



Research



Communication



Global  
Awareness



Social  
Responsibility



Community  
Engagement

Course Description and Goals: The History of Women course will examine the values, roles, and contributions of women in various historical contexts such as politics, education, and STEM (science, technology, engineering, and mathematics). This course will examine primary historical sources, debates on contemporary issues, and recent work in science, technology, and digital cultures through the ways gender, sexuality, class, and race/ethnicity shape our experiences, our culture, and the social institutions we belong to.

Expected Learning Outcomes

- Understand and engage in historical central debates.
- Define and apply basic terms and concepts central to this field.
- Apply a variety of methods of analyzing literature by drawing upon both primary and secondary sources.
- Apply concepts and theories of historical issues faced by women through historical events and processes.

- Communicate effectively about the history of women in both writing and speech, drawing upon existing literature and addressing a public audience.

**Format:** This course will be taught by employing multiple modes of learning including lectures, student presentations, media and discussions. The subject matter that is categorized as a social science lends itself to learning through class discussions and student presentations (seminar format). These modes of teaching are strongly emphasized as they place a high importance and value on your narratives as individuals and actors in society. Your stories and perspectives on the issues covered are consequential to the learning process.

**Theory:** Historical concepts and issues will be explored; what is your place in history and what is the importance of knowing your history? How is this history relevant to you, the student and your environment? (Establishing cultural relevance)

### **Grading, Course & Instructor Policies**

*Discussions (6)*—Discussion questions will be assigned throughout the course. For the discussions, you will be required to comment/provide in-depth feedback/extend on at least two other student’s posts. Detailed instructions will be provided within the discussion link.

*Assignments (6)*- Multimedia assignments will be assigned throughout the semester. You will have the opportunity to demonstrate your depth of knowledge in the readings and concepts learned.

*Service Learning or complete a Coursera Career Academy Certificate (1)* - If you choose to complete the Service Learning activity you will: engage in volunteering service for a total of 4 hours during the fall course. You may mix and match experiences or select only one place to provide all your volunteer service. You will need to sign the Service-Learning Contract through UTEP before conducting volunteer work. You will upload a digital copy of your completed timesheet and one-page reflection in order to receive credit for this assignment. Detailed instructions are located in the Service-Learning Folder in Blackboard.

-If you choose to complete a Coursera Career Academy certificate you will visit the UTEP Connect website and register for a Coursera Career Academy course. You will complete the course and submit your certificate. Detailed instructions for both will be provided to you in the assignments area of our course.

*Article Readings Matrix (1)*—An Article Readings Matrix will be assigned for you to organize the readings from this course and demonstrate your understanding of them. You will add to the matrix each week as you read each article. You will submit your completed matrix at the end of the course. You must include an entry for each reading to receive full credit for this assignment. Detailed instructions will be provided within the discussion link.

*Final Exam (1)*- A Final exam will be due during the last week of the semester. This will provide you the opportunity to demonstrate your mastery of the readings, videos, and vocabulary assigned each week.

Grading Policy --Your grade will be based on:

Discussions (6) 50 pts.	300 points
Assignments (6) 100 pts	600 points
Service-Learning/Coursera Certificate (1) 150 pts	150 points

Article Readings Matrix (1) 150 pts	150 Points
Final Exam (1) 100 pts	100 Points
<b>Total:</b>	<b>1300 Points</b>

You are expected to submit all course requirements on their due dates. Although this is an online course, attendance is determined by your active participation online each week. *\*\* Extra credit opportunities may become available throughout the semester. Please be sure to read the weekly/bi-weekly announcements in our course for more information.*

### Points grading Scale:

(1300-1170 =A), (1169-1040=B), (1039-910=C), (909-780=D), (779-0=Failing)

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### **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 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**

Because this is an online class, we won't see each other in the ways you may be accustomed to: 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 in the event that a meeting is necessary, an appointment can be made.
- **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 this netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of others' ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. 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 in these online spaces is intended for classmates and professors 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 for creating a community of learners. Participation is determined by the 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)
- 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 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 nonperformance 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**

### Assignments

- All assignments will be due on Sundays at 11:59 PM. No late work will be accepted if the reason is not considered excusable.

### Discussions

- Original posts will be due on Thursdays at 11:59PM. Responses to classmates are due on Sunday at 11:59PM.

## **ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES**

I strongly suggest that you submit your work with plenty of time to spare in the event that 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 backup. 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 backup 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.

## **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](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

## **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 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. 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.

## **GUIDANCE ON ARTIFICIAL INTELLIGENCE**

The use of artificial intelligence (AI) tools (such as ChatGPT) to create work that will be presented as the student's own outside of any guidelines provided in a course is not permitted and will be treated as an academic integrity violation that may result in academic sanctions. Any AI-generated work must be appropriately cited. Students should check with their instructor before using an AI tool in coursework and assignments.

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

## **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 circumstances. 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.

## **PLAGIARISM DETECTING SOFTWARE**

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

## **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.

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.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.

- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- The Miner Learning Center: Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- UTEP Edge: UTEP’s cross-campus framework for student success and empowerment – develops students’ assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

**Individual Resources**

- Student Success Help Desk (SSHD): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources my submit a ticket request assistance to studentsuccess@utep.edu
- 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.
- UTEP Food Pantry: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

**Course Schedule**

Dates, readings, and assignments are subject to change with reasonable notice to accommodate new, updated, or relevant material that I come across. Your course modules will reflect the most precise and up-to-date readings, dates, assignments, etc. In each course module, you will get module objectives, due dates, and exact instructions on what needs to be completed. Note that in general, your assignments are due every OTHER SUNDAY (every two weeks).

\*\*Please note: you will need access to video streaming platforms such as Netflix and Amazon films. You will see instructions in each module\*\*

Date	Online assignments	Readings/Audio/Visuals
Wks 1 & 2 Aug. 28-Sept 10 Module 1: Feminist Movement Waves	Sign Service-Learning Contract Begin Service-Learning Discussion 1 Assignment 1 <i>See Announcements for            Orientation Meeting            Zoom Link</i>	Article(s): <ul style="list-style-type: none"> <li>- What Are the Four Waves of Feminism?  <a href="https://www.history.com/news/feminism-four-waves#second-wave-1963-1980s">https://www.history.com/news/feminism-four-waves#second-wave-1963-1980s</a></li> <li>- How Second-Wave Feminism Forgot the Single Woman (Moran)</li> <li>- Barrio Women Community and Coalition in the Heartland (Weaver)</li> <li>- Fourth-wave feminism and postfeminism: The successes and failures (Day &amp; Wray)</li> <li>- Building Lesbian Studies in the 1970s and 1980s (Freeman)</li> </ul> Book Chapter(s)- How the Vote Was Won : Woman Suffrage in the Western United States, 1868-1914 <ul style="list-style-type: none"> <li>- The Context of the Western/Woman Suffrage Movement</li> <li>- The West and the Modern Suffrage Movement</li> </ul>

		<p>Book Chapter(s): Not My Mother's Sister : Generational Conflict and Third-wave Feminism</p> <ul style="list-style-type: none"> <li>- Chapter 1- Daughterhood is Powerful</li> <li>- Chapter 2-Finding Ourselves in the Past</li> </ul>
<p>Wk 3 &amp; 4</p> <p>Sept. 11-24</p> <p>Module 2: Women in The Workplace</p>	<p>Discussion 2</p> <p>Assignment 2</p>	<p>Article(s):</p> <ul style="list-style-type: none"> <li>- History backfires: Reminders of past injustices against women undermine support for workplace policies promoting women</li> <li>- Time to talk: What has to change for women at work</li> <li>- Influences of cultural orientations on Emirati women's careers</li> <li>- History backfires: Reminders of past injustices against women undermine support for workplace policies promoting women</li> <li>- Time to talk: What has to change for women at work</li> <li>- Influences of cultural orientations on Emirati women's careers</li> </ul> <p>Podcast:</p> <ul style="list-style-type: none"> <li>- Women, Career and Family: A conversation with Claudia Goldin</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>- History of Women in the Workplace</li> </ul>
<p>Wk 5 &amp; 6</p> <p>Sept. 25- Oct. 8</p> <p>Module 3: Women in Leadership</p>	<p>Discussion 3</p> <p>Assignment 3</p>	<p>Book Chapter(s): Women in leadership : contextual dynamics and boundaries</p> <ul style="list-style-type: none"> <li>- Chapter 2- History as Context for Women's Leadership</li> <li>- Chapter 7- Sports as Context for Women's Leadership</li> <li>- Chapter 5- Information Technology as Context for Women's Leadership</li> <li>- Chapter 6- The Media as Context for Women's Leadership</li> </ul> <p>Article(s):</p> <ul style="list-style-type: none"> <li>- Women's Leadership in Context p. 1-34</li> <li>- Leadership and Tactics in the American Woman Suffrage Movement (Strom)</li> <li>- Gender and Leadership: A Call to Action (Shea &amp; Renn)</li> <li>- Gender and Student Leadership (Haber-Curran &amp; Tillapaugh)</li> </ul> <p>Video(s):</p> <ul style="list-style-type: none"> <li>- A Leader of Women's Rights: Susan B. Anthony</li> </ul>



<p>Wk 7 &amp; 8</p> <p>Oct. 9-22</p> <p>Module 4 Women in Politics</p>	<p>Discussion 4</p> <p>Assignment 4</p>	<p>Book Chapter(s): Women in Leadership : Contextual Dynamics and Boundaries, Second Edition</p> <ul style="list-style-type: none"> <li>- Chapter 3- Political Systems as Context for Women’s Leadership</li> </ul> <p>Article(s):</p> <ul style="list-style-type: none"> <li>- Women in Politics (Rombough &amp; Keithly)</li> <li>- Women in Politics: A Very Short History</li> <li>- Women’s Underrepresentation in U.S. Congress (Sanbonmatsu)</li> <li>- Collective Representation as a Mobilizer (Uhlener &amp; Scola)</li> </ul> <p>Local Women Leaders: <i>(Do not include these in your Reading Matrix)</i></p> <ul style="list-style-type: none"> <li>- Alexandria Ocasio-Cortez</li> <li>- Veronica Escobar</li> <li>- Claudia Ordaz-Perez</li> <li>- Iliana Holguin</li> <li>- Mary Gonzalez</li> </ul> <p>Video(s):</p> <ul style="list-style-type: none"> <li>- The Rise of Greta Thunberg Explained</li> <li>- It’s Time For More Women in Politics Martina Fitzgerald</li> </ul>
<p>Wk 9-10</p> <p>Oct. 23-Nov. 5</p> <p>Module 5: Women and Education</p>	<p>Discussion 5</p> <p>Assignment 5</p>	<p>Article(s):</p> <ul style="list-style-type: none"> <li>- “We Took ’Em On”: The Latino Movement for Educational Justice in Boston, 1965-1980</li> <li>- Lives, Networks and Topographies of Time and Place: New Turns in the History of Women and Education</li> <li>- Status of Women in Higher Education</li> <li>- How Lifelong Stories of Women Leaders in Higher Education Facilitate Understanding of their Identities, Leadership, &amp; Conceptualization of Power</li> <li>- School Fights: Resisting Oppression in the Classroom in Gloria Velasquez’s Latina/o Young Adult Novel Juanita Fights the School Board</li> </ul> <p>Video(s):</p> <ul style="list-style-type: none"> <li>- It’s Revolutionary: Why Women’s Education Matters</li> </ul> <p>Audio(s):</p> <ul style="list-style-type: none"> <li>- Meet the Women Who First Integrated America’s Schools</li> </ul> <p>Local Women Leaders: <i>(Do not include these in your Reading Matrix)</i></p> <ul style="list-style-type: none"> <li>- Texas State Board of Education Members</li> <li>- Former UTEP President Dr. Diana Natalicio</li> <li>- Current UTEP President Dr. Heather Wilson</li> <li>- Former Dean of Education Dr. Josie Tinajero</li> </ul>

		- EPISD Superintendent Diana Sayavedra
Wk 11-13 Nov. 6-26 (three weeks) Module 6: Women in STEM	Discussion 6 Assignment 6	<p>Article(s):</p> <ul style="list-style-type: none"> <li>- Historical comparison of gender inequality in scientific careers across countries and disciplines (Huang, et. al.)</li> <li>- Feminism Confronts the Sciences</li> <li>- The Birth Control Pill: A History (Planned Parenthood)</li> <li>- The Immortal Life of Henrietta Lacks (Skloot)</li> <li>- “Pregnant? Need Help? Call Jane” (Kluchin)</li> <li>- The Egg and the Sperm</li> <li>- Latino/as in the hard sciences: Increasing Latina/o participation in science, technology, engineering and math (STEM) related fields</li> </ul> <p>Podcast (NPR):</p> <ul style="list-style-type: none"> <li>- How Changes in Abortion Law Could Impact Community Health</li> <li>- Telehealth Abortions are Changing the Culture of Medicine</li> <li>- Why Abortion Access is Important for a Healthy Community</li> <li>- The Radio Wave Mystery that Changed Astronomy</li> </ul> <p>Video(s):</p> <ul style="list-style-type: none"> <li>- How Rosalind Franklin Changed History</li> <li>- Mileva Maric-Albert Einstein’s Forgotten Wife</li> <li>- Mae Jemison: First African American Woman in Space</li> <li>- Hedy Lamarr and the Invention of Spread Spectrum Technology</li> </ul>
Wk 14-15 Nov. 27-Dec. 10th Final thoughts	Final Exam Service-Learning or Coursera Certificate Due Article Readings Matrix Due	

**Things to remember about an online course:**

Work will be assigned for each week in folders that are released on a weekly basis. This means each week materials will be made available to you and you will only have access to the material for that week.

Each week a folder will contain assignments, resources, and/or information for that week.

You must check Blackboard announcements EVERYDAY and review your Blackboard page. (Please be aware that instructors have the ability to view and monitor how many times students login and interact on Blackboard.)

Online courses require a substantial amount of self-learning, time management, planning, and pacing. Creating and sticking to a routine and keeping up to date with the reading will benefit you. For example, students can read on Mondays and Tuesdays, post their discussion responses on Weds or TH, and respond to their peers by Friday. Do not wait for the last minute to post your work.

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## ***POLICIES & OTHER IMPORTANT INFORMATION***

### **Course/Classroom Policies:**

Students are expected to log on to Blackboard on a daily basis.

The assigned readings should be read in order for you to successfully complete your assignments, exams, but most importantly to achieve your learning goals.

Digital citizenship is important in an online course. When discussing issues in class, please be respectful of others. Personal attacks are not permitted. This applies whether the person is a student, a visitor, or the instructor. I look forward to hearing your opinions and ideas. Your voice and ideas are important and should be to others as well. Respect for one another is mandatory. A violation of this policy will result in the student being removed from class. I will do my very best to ensure that every student in my course is heard and respected.

Students are expected to take exams and submit assignments on the assigned dates.

**Drop Policy:** The instructor reserves the right to drop a student for lack of attendance or participation on BB, lack of work turned in, or class disruptions. If at any time a student decides to drop the course, it is the student's responsibility to do so. If you drop before the UTEP drop deadline, you will receive a "W". If you drop yourself or are dropped by the instructor after the deadline, you will receive an "F".

### **Academic Dishonesty**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures (HOP). 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 person's as ones' own. And, 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. Please consult the Handbook of Operating Procedures at <http://hoop.utep.edu> for the complete University policy on academic dishonesty. You may also consult with the Assistant Dean of Students at the Student Union Building West, Room 102, or by calling 747-5648.

### **Students with Disabilities:**

If you have a disability and need accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit the 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).

### **Diversity and Inclusion**

Women's and Gender Studies supports an inclusive learning environment in which diversity and 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 diversity of lived experiences and knowledge that you bring to our courses are considered a resource, strength, and benefit. Thank you for the diversity you bring to our program!

**Policy on Children in Class:** It is our belief that if we want diversity in academia, 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 a diversity of thoughts, perspectives, and experiences, and honors your identities.