Instructor Information:
Marina Villegas, M.A.
Email: mvillegas7@utep.edu
Virtual Office Hours: By appointment - email me

This is an asynchronous online course. All of the course material, aside from required books, is available on Blackboard. Virtual office hours are available by appointment.

UTEP help desk for technical support: 915-747-4357
Chat: https://www.utep.edu/technologysupport/
helpdesk@utep.edu

Course Description
The Global Feminisms course is an interdisciplinary analysis of the socioeconomic, political, and cultural forces that affect the status of women in a global context. This course will serve as an introduction to feminism on a global level. It will focus on how issues such as health, education, trade, war, domestic violence, and environment manifest themselves globally, looking at the interconnectedness of women’s issues throughout various regions of the world. We will also explore how feminist interests and organizations have become globalized into transnational forces for social change.

Required Books:
1. We Should All be Feminists by Chimamanda Ngozi Adichie
2. Half the Sky by N. Kristof and S. WuDunn
3. Dear Ijeawele, or a Feminist Manifesto in 15 Suggestions by Chimamanda Ngozi Adichie
Other readings (and media content) will be provided to you on Blackboard. You will need to access films online, which can often be found for free or for a small fee. It will be noted in each module what you will need to access a documentary.

**UTEPEEDGE** Learning Objectives:
By the end of the course, students will:

- Demonstrate an awareness of past and current issues in social and political arenas that influence the theoretical understanding of women’s global psyche and experience.

- Further develop strong reading, writing, comprehension, and critical thinking skills.

- Engage in self-reflection with respect to the weekly topics and readings, especially when it comes to your own position within your community, along with and in contrast to the position that other women assume within national and transnational contexts.

- Participate in written discussion of the required readings and content using at least 3 stages of Bloom’s Taxonomy (remembering, understanding, applying, analyzing, evaluating, and creating).

- Engage in discourse of provided topics while demonstrating the ability to consider different viewpoints.

**Methods of Assessment**
The following assessment methods will assess student learning in this class:
- Syllabus Quiz
- Module Assignments
- Discussion Board Prompts
- Final Research Project Paper
- Final Research Presentation

**Activities and Grading Plan**

**Syllabus Quiz (10 points total):** Multiple choice and true/false questions. This will be due at the end of the first week of classes.

**Participation (30 points total):** 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 and turning in all course materials and assignments to ensure understanding of requirements and exhibiting an understanding of all course content and readings
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the "grading information" area of each forum)
- Your responsiveness to all messages and the degree to which you follow instructions
- 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.

**Module Assignment:** Aside from the first week of class and finals, this class is classified into modules that take place over a 2 week period. To review the content in each module, you will have one assignment due biweekly (please note: there will be no required assignment for module 3). The assignment may be an essay, short answer questions, or a quiz that will be due at the end of the 2 week period. You will have the opportunity to demonstrate your understanding of the content through analysis, interpretation, application, synthesis and reflection. See course schedule for instructions on each assignment. All assignments are due by the last Sunday of each module, at 11:59 p.m. **(5 module assignments X 20 points = 100 points).**

**Discussion Board Posts:** The discussion board is where you will explore the weekly topic and engage with your classmates. Each module (and introductory week) will have its own thread in our class discussion forum with a prompt that you will discuss in your initial post. You will also respond to 3 classmates the following day. Each initial post should be 2-3 paragraphs minimum, and the responses should be 1-2 paragraphs minimum. Don’t forget to proofread your posts for brevity, clarity, grammar, spelling, and punctuation errors. Discussion board posts are due by the last Thursday of each module at 11:59 p.m., and responses are due by Friday at 11:59 p.m. **(7 total discussion board weeks X 10 points = 70 points)**

**Discussion Board Guidelines and Online Etiquette:**

- **Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then review it, before posting it in order to remove any strong language. 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.
- **Be Forgiving:** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion may be new to this form of
communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

- **This is Permanent:** Think carefully about the content of your message before posting it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word processor before posting them.

- **Test For Clarity:** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

- **Remember Your Place:** An online classroom is still an academic environment, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in an online course as well. Treat your instructor and your fellow students with respect.

- **Follow the Parameters/Stick To The Point:** Follow the posting requirements and parameters set up by your instructor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others’ time by going off on irrelevant tangents.

- **Read First, Write Later:** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized.

**Final Research Paper:** You will write a research paper on any country or group of women (i.e. indigenous women) that we did not cover in class and write an essay on the country's conditions and problems for women. The paper must be 4-5 pages, not including your reference page (double-spaced). APA format is required for the whole paper as well as 5 sources; both in-text citations and a reference page are required. At least 3 of your sources must be peer-reviewed academic articles/papers**, the other 2 can be documentaries, podcasts, or video presentations. *(Points Available: 40).*

**Final Paper Presentations:** As a part of your final, you will create a video of yourself presenting a short summary of your research topic and findings for no more than 5-7 minutes. Alternatively, you can create a presentation and add a voiceover. *(Points Available: 10).*

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>234-260</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>208-233</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>182-207</td>
</tr>
</tbody>
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Total Points: Participation (30) + Syllabus Quiz (10) + Module Assignments (100) + Discussion Boards (70) + Final Research Paper (40) + Final Research Topic Presentations (10) = 260 points
**Course Policies**

A. Because this course is fully online and lacks the usual face to face interaction, time management will be crucial to your success. I highly suggest using a planner and noting all due dates and assignments on it.

B. **Course communication:** Because this is an online class, we won’t see each other in the traditional ways you may be accustomed to. However, there are a number of ways we will be able to communicate:
   a. **UTEP email will be the primary way to read important class reminders and updates, as well as the best way to contact me.** I will make every attempt to respond to your email within 24-48 hours of receipt. When emailing me, be sure to email from your UTEP student account and please put the course number in the subject line and include your first and last name. In the body of your email, clearly state your question.
   b. **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
   c. **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.
   d. **Office Hours:** We will not be able to meet on campus, however, I will be happy to meet with you virtually! Please feel free to email me to set up a time to meet via Blackboard Collaborate.

C. **Late Work Policy:** It is your responsibility as the student to turn in your work on time. All due dates are listed clearly in the course calendar below. **Late work is subject to approval, and extensions will be granted only in the case of a documented emergency.** Please email me before the assignment is due and provide any pertinent documentation. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted. If you miss an assignment and the reason is not considered excusable, you will receive a zero. Please upload all *approved* late assignments directly to Blackboard; if you are unable to, you may email me the document by the deadline. Late work turned in without approval will not be accepted. It is the student's responsibility to ensure that it is properly turned into Blackboard and has received a confirmation email on their end. There will be no incompletes offered in this course.

D. Remember this syllabus is subject to change; you will be notified of any changes as soon as possible via email and/or Blackboard messages.
E. All work should be uploaded or posted on Blackboard unless specified in weekly announcements/emails. Please see the course schedule for due dates of all assignments. Ensure that you save your work and in case of technical difficulties, please still email your assignment with your full name and course information on it, and the assignment name + your name in the subject, as soon as possible. Assignments that come in late are subject to point deduction unless approved (see Late Work Policy above).

F. This class is ultimately centered around reading and writing skills. APA formatting is required for all formal essays; in all other assignments, please use size 12 Times New Roman font, double spaced, and always have a header with your name, the date, and the course name, as well as a title. Proper grammar, sentence structure, word choice, spelling, and punctuation are necessary at the university level. Your writing should also be clear and concise. Failure to provide any of the above will impact your grade. I highly recommend you proofread your work and use available resources, especially the UTEP Writing Center - https://www.utep.edu/uwc/ where appointments are available online or in person, and the cost is included in your tuition. Please see the additional UTEP resources provided in this syllabus as well. There are also many applications such as Grammarly that you can install to help you with your proofreading. Reading your work aloud is another great tool.

G. If you are having difficulties in the class, please talk to me. I am here to help you.

Technology Requirements

Course content is delivered through the Blackboard learning management system. Ensure your UTEP email 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.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with the technological needs of students. I recommend turning in your assignments at least 40 minutes prior to the time they are due to avoid any technical delays.

You will need to have access to a computer/laptop, and need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. Check that your computer hardware and software are up-to-date and able to access all parts of the course. In place of Microsoft, you may also use Google Suite (Google Docs) for writing assignments (downloaded as .doc). If you do not have 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.

Academic 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
Furthermore, would you student, spaces or are person's nationality, culture, the All are Diversity course. find deadline."

Copyright and Fair Use

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

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 to the University. Students requesting 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, email them at cass@utep.edu, or apply for accommodations online via the CASS portal. Please contact me in the first two weeks to discuss any special needs you may have.

Drop Policy

If you feel that you are unable to complete the course successfully, please let me know. I’m here to help. If you still want to drop after our conversation, contact the Registrar's Office (https://www.utep.edu/student-affairs/registrar/students/registration.html) to initiate the drop process. If you do not, and stop completing assignments, you are at risk of receiving an “F” for the course. 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.

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!

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. 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.

**WGS 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.

**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 (SSHHD):** 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

**Week 1: Course Intro**

**Dates:** August 28 - September 3

This week will help you get acclimated with the course materials, schedules, requirements, and policies for the class, and help you get an idea of what you need to be successful in this course.

**WEEK 1 DELIVERABLES**

1. Discussion Board (Introductions) due by Thursday, August 31 at 11:59 p.m., and responses are due by Friday, Sep. 1st at 11:59 p.m.
2. Syllabus Quiz due by Sunday, Sep. 3rd 11:59 p.m.

**Module 1: Intro to Feminism**

**Dates:** September 4 - 17 | Weeks 2 & 3

Upon completion of this module, you will be able to discuss what the meaning of feminism truly is, its various meanings, and how misconceptions can derail the objectives of feminism and the fight for gender equality.

- Required Readings: Bell Hooks Chapters & Biography posted on Blackboard

**MODULE 1 DELIVERABLES**

1. Discussion board due Thursday, Sep. 14 at 11:59 p.m., and responses are due by Friday, Sep. 15 at 11:59 p.m.
2. Module assignment due by September 17, at 11:59 p.m.

**Module 2: We Should All be Feminists**

**Dates:** September 18 - October 1 | Weeks 4 & 5

In this module, we will analyze and explore another perspective on feminism within a different culture. In “We Should All be Feminists,” Chimamanda Adichie provides a glimpse of what an African woman, educated or not, may experience in a patriarchal culture.

- Required Reading: "We Should All Be Feminists" by Chimamanda Adichie (entire book)
- Media Content: Chimamanda Ngozi Adichie Interview, We Should All be Feminists Ted Talk

**MODULE 2 DELIVERABLES**

1. Discussion board due by Thursday, September 28 at 11:59 p.m., and responses are due by Friday, September 29 at 11:59 p.m.
2. Module assignment due by Sunday, October 1, at 11:59 p.m.

**Module 3: Half the Sky**

**Dates:** October 2 - 15 | Weeks 6 & 7

This module, we will begin to explore Half the Sky, a book that surveys contemporary issues that affect women around the world and even goes as far as proposing solutions, providing some hope along with the harsh reality. This is what sets this reading apart – its ability to pose solutions and give examples of those who have confronted the issues in their country.
● Require Reading: Ch. 1, 2, and 4 of Half the Sky

**MODULE 3 DELIVERABLES**
1. Discussion board only (no module assignment due this week) due by Thursday, October 12 at 11:59 p.m., and responses are due by Friday, October 13 at 11:59 p.m.

**Module 4: Half the Sky continued…**
**Dates:** October 16 - 29 | Week 8 & 9
In this module, you will read the remaining assigned chapters of Half the Sky and watch the documentary.

● Required Reading: Ch. 5, 7, and 9 of Half the Sky

**MODULE 4 DELIVERABLES**
1. Discussion board due by Thursday, October 26 at 11:59 p.m., and responses are due by Friday, October 27 at 11:59 p.m.
2. Module assignment due by October 29 at 11:59 p.m.

**Module 5: Femicide and Feminism**
**Dates:** October 30 - November 12 | Weeks 10 & 11
This module will explore the “femicides” as they occur on a global level, as well as close to home in Cd. Juarez. What are the reasons behind what is happening in our sister city? What is really happening? See what our local scholars and members of our community have to say.

● Required Readings: All scanned pdfs and article links under module 5 Blackboard folder
● Media Content: (1) The Missing Women of Mexico documentary, (2) Highway of Tears video, (3) Honduras Femicides video, (4) HuffPost Live Understanding Femicide in Juarez video

**MODULE 5 DELIVERABLES**
1. Discussion board due by Thursday, November 9 at 11:59 p.m., and responses are due by Friday, November 10 at 11:59 p.m.
2. Module assignment due by Sunday, November 12, at 11:59 p.m.

**Module 6: Dear Ijeawele or a Feminist Manifesto**
**Dates:** November 13 - December 3 | Week 12, Thanksgiving Break, Week 14
Our last assigned book “Dear Ijeawele or a Feminist Manifesto” will be covered in this module. This book by an author we covered in module 2 is a heartwarming letter to a friend who asked her how to raise her baby girl as a feminist in modern day society. Keep in mind what you might want your kids or family members to take from these suggestions as you read.

● Required Readings: "Dear Ijeawele" by Chimamanda Adichie (entire book)
● Media Content: C. Adichie interview with Trevor Noah
**MODULE 6 DELIVERABLES**

1. Discussion board due by Thursday, November 30 at 11:59 p.m., and responses are due by Friday, December 1 at 11:59 p.m.
2. Writing assignment due by Sunday, December 3, at 11:59 p.m.

**Final Paper & Presentations**

**Dates:** December 4 - 12

- Week 15 - research week! Prepare, plan, and read.

**FINAL DELIVERABLES**

1. Final Presentations due Monday, December 11th by 11:59 p.m.
2. Final Paper due Tuesday, December 12 by 11:59 p.m.