Professor: Marina Villegas  
Email: mvillegas7@utep.edu

Virtual Office Hours: By appointment - email me

All of the course material is available on Blackboard. Virtual office hours by appointment only.
UTEP help desk for technical support: 915-747-4357
https://www.utep.edu/technologysupport/ (visit this page for chat)
helpdesk@utep.edu

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**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.

**Learning Objectives:**

By the end of this semester, students should be able to:

1. 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.
2. Continue to develop strong reading, writing, and critical thinking skills.
3. 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).
4. 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). Bring 2-3 discussion questions or prompts ready for each class meeting.

Methods of Assessment
The following assessment methods will assess student learning in this class:
- Syllabus Quiz
- Writing 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.

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 all course materials to ensure understanding of assignment requirements and exhibiting an understanding of all course content and readings through writing assignments
- 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

Writing Assignments: One writing assignment will be due for each module. These can include short answer questions, film critiques, or essays - detailed instructions will be available in each module. All assignments are due by the last Sunday of each module, at 7 p.m. - specific due dates will be on Blackboard and the course schedule (5 syntheses X 20 points = 100 points).

Discussion Board Posts: Discussion board prompts and instructions for each posting will be listed on Blackboard. You must post the initial discussion board post as well as respond to 3 of your classmates. 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.

For your responses to your classmates, try incorporating one or more of the following:

• Additional quote(s) or analysis that support their points
• Additional analysis of the quote(s) they used that further support their points
• Quote(s) and analysis that can counter your classmates' points if you disagree with them
• Additional analysis of the quote(s) they used that counter their points
• A discussion of why their points/arguments are significant

**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. Final Paper due Monday, May 8th by 11:59 p.m (Final research paper will account for 40 total points).

**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. Final Presentations due Tuesday, May 5th by 11:59 p.m. *(Points Available: 10).*

**Grading Scale**
Total Points: Participation (30) + Syllabus Quiz (10) + Writing Syntheses (100) + Discussion Boards (70) + Final Research Paper (40) + Final Research Topic Presentations (10) = **260 points**

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<thead>
<tr>
<th>Points Range</th>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>234-260 points</td>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>208-233</td>
<td>80 to 89%</td>
<td>B</td>
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<tr>
<td>182-207</td>
<td>70 to 79%</td>
<td>C</td>
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<tr>
<td>156-181</td>
<td>60 to 69%</td>
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<td>155 and below</td>
<td>59% and below</td>
<td>F</td>
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*As the rest of the syllabus, this grading scale is subject to change. Look for updates via Blackboard messages, announcements, etc. Any available extra credit opportunities will be updated there as well.*
Course Policies

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

B. Email communication is vital in this class, so please check your UTEP email and Blackboard messages as often as possible. It is important that you respond to messages when asked for a response, and keep me updated with any concerns or issues that may come up with the course. I will likewise be vigilant of my emails and messages in case you need to reach me. Please do allow/expect a minimum of 24 hours for incoming and outgoing communication to be received.

C. **Late Work Policy:** It is your responsibility as the student to turn in your work on time. With that being said, late work is subject to approval, please email me as early as possible to ask for an extension - points will be deducted for each day (if applicable). If you know an assignment is going to be late, email me as early as possible. I reserve the right to ask for documentation including doctor’s notes for illness. Please upload all *approved* late assignments directly to Blackboard. Late work turned in without approval will be assessed at my discretion and dependent upon the circumstance. 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. There will be a deadline towards the end of the semester after which NO late work will be accepted, no exceptions - stay up to date with emailed announcements to be notified of the deadline.

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. 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.

F. 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 (documents) 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](https://www.microsoft.com/en-us/microsoft-365) and follow the instructions.
G. 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.

H. This class is 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/](https://www.utep.edu/uwc/) where appointments are available online or in person, and the cost is included in your tuition. 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.

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

**Academic Integrity**
All cases are reported to the Dean of Students for Academic Sanctions. These sanctions may include expulsion. All work submitted must be original; students may not submit graded work from another course. Forms of academic dishonesty include: Collusion— lending your work to another person to submit as his or her own; Fabrication— deliberately creating false information on a Works Cited page, and Plagiarism— the presentation of another person's work as your own, whether you mean to or not (i.e. copying parts of or whole papers off the Internet).

**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](https://www.utep.edu/student-affairs/registrar/students/registration.html). Please contact me in the first two weeks to discuss any special needs you may have.

**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 excused absences. Therefore, if I find that, due to non-performance in the course, and you are therefore at risk of failing, you are at risk of being dropped from the course. I will provide 24 hours of advance notice via email.

*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.*

**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!

**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.

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.
Course Schedule

Week 1: Course Intro
Dates: January 17 - 22
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.

- Discussion Board (Introductions) due by Thursday, January 19 at 11:59 p.m., and responses are due by Friday, Jan. 20 at 11:59 p.m.
- Syllabus Quiz due by Sunday, Jan. 22 11:59 p.m.

Module 1: Intro to Feminism
Dates: January 23 - February 5 | 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
- Discussion board due Thursday, Feb. 2 at 11:59 p.m., and responses are due by Friday, Feb. 3 at 11:59 p.m.
- Writing assignment due by February 5, at 7 p.m.

Module 2: We Should All be Feminists
Dates: February 6 - 19 | Weeks 4 & 5
In this module, we will analyze and explore another perspective on "feminism". In "We Should All Be Feminists," Chimamanda Adichie provides one with 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
- Discussion board due by Thursday, Feb. 16 at 11:59 p.m., and responses are due by Friday, Feb. 17 at 11:59 p.m.
- Writing assignment due by Sunday, February 19, at 7 p.m.

Module 3: Half the Sky
Dates: February 20 - March 5 | Weeks 6 & 7
Half the Sky surveys contemporary issues that affect women around the world and even goes as far as proposing solutions. This is what sets this reading apart-it's ability to pose solutions and give examples of those who have confronted the issues in their country. You will find these chapters powerful and inspiring!

- Require Reading: Ch. 1, 2, and 4 of Half the Sky
- Discussion board only (no writing assignment due this week) due by Thursday, March 2 at 11:59 p.m., and responses are due by Friday, March 3 at 11:59 p.m.

Module 4: Half the Sky continued…
Dates: March 6 - 26 | Week 8, Spring Break, and Week 9
In this Module, you will read the remaining assigned chapters in Half the Sky and watch the documentary.

- Required Reading: Ch. 5, 7, and 9 of Half the Sky
- Discussion board due by Thursday, March 23 at 11:59 p.m., and responses are due by March 24 at 11:59 p.m.
- Writing assignment due by March 26 at 7 p.m.

Module 5: Femicide and Feminism
Dates: March 27 - April 9 | Weeks 10 & 11
In this Module, we will be reading and discussing "femicides" as they occur on a global level as well as close to home in Cd. Juarez.

- 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
- Discussion board due by Thursday, April 6 at 11:59 p.m., and responses are due by Friday, April 7 at 11:59 p.m.
- Writing assignment due by Sunday, April 9, at 7 p.m.

Module 6: Dear Ijeawele or a Feminist Manifesto
Dates: April 10 - 23 | Weeks 12 & 13
For this module, simply read our last assigned book "Dear Ijeawele or a Feminist Manifesto". The author writes this as a letter to a friend who asked her how to raise her baby girl as a feminist.

- Required Readings: "Dear Ijeawele" by Chimamanda Adichie (entire book)
- Media Content: C. Adichie interview with Trevor Noah
- Discussion board due by Thursday, April 20 at 11:59 p.m., and responses are due by Friday, April 21 at 11:59 p.m.
- Writing assignment due by Sunday, April 23 at 7 p.m.

Final Paper & Presentations
Dates: April 24 - May 8
- Week 15 - research week! Prepare, plan, and read.
- Final Presentations due Tuesday, May 5th by 11:59 p.m.
- Final Paper due Monday, May 8th by 11:59 p.m.