

Feminist Theory (3 credits):

WMST 301

Spring, 2016

Instructor:

Office Hours:

Phone

E-mail:

Website:

Course Description

A critical examination of feminist thought in its diversity: liberal, radical, Marxist, socialist, psychoanalytic, care-focused, multicultural, global, postcolonial, ecofeminist, postmodern and Third-Wave feminisms.

Learning Outcomes

Students who complete WMST 301 should be able to:

- develop respect for and engage in constructive discussion about significant social and ethical issues;
- demonstrate knowledge of how race, class and gender intersect;
- interpret and debate multidisciplinary perspectives;
- evaluate cultural and structural analyses;
- investigate both local and global activism.

Students who complete this course under my instruction should additionally be able to:

- demonstrate a complete understanding of the history and evolution of feminist thought in its diversity;
- develop more advanced critical thinking skills in order to analyze and interpret data;
- develop further confidence in expressing your thoughts both orally and in writing;
- integrate personal experience into the theoretical and analytical frameworks studied and discussed in class.

Required Text

The following is available for purchase from the UNLV bookstore or from booksellers/renters on the Internet:

- Mann, Susan and Ashly Peterson. 2015. *Reading Feminist Theory: From Modernity to Postmodernity*. Oxford University Press. ISBN: 9780199364985.

Additional Optional Texts

- Mann, *Doing Feminist Theory*. Oxford University Press, 2012.
- Moraga, Cherrie and Gloria Anzaldúa. 2015. *This Bridge Called My Back: Writings by Radical Women of Color*. (4th edition). SUNY Press.
- Anzaldúa & Keating, *This Bridge We Call Home*. Taylor & Francis, 2002.
- Maparyan, *The Womanist Idea*. Routledge, 2011.

- Allen, *The Sacred Hoop*. Beacon, 1992.
- Tohe & Erdrich, *Sister Nations: Native American Women Writers on Community*. Minnesota Historical Society Press, 2002.
- Harper, *Sistah Vegan*. Lantern Books, 2009.

Additional Resources

We also have additional readings and resources available via Web Campus (the specific locations of those readings are indicated in the Class Schedule section of the syllabus). These are also required. All films listed in the Learning are strongly suggested and can be viewed online. If you have any further questions about the films or the books, please contact the instructor.

Grades

Your final grade will be calculated as a composite of grades earned for each component of the class requirements, based on the following weighted percentages for each category:

Activity	Percentage of Final Grade
Identity Activity	10%
Book Presentation & Cofacilitation of Class	15%
Midterm exam	20%
4500-word term paper	20%
Final exam	25%
Class Participation	10%

Grading System

Letter Grade	Revised
A	91-100
A-	90
B+	89
B	81-88
B-	80
C+	79
C	71-78
C-	70
D+	69
D	61-68
D-	60
F	<59

Identity Activity --- Due T, 2/2

(10% of your final grade)

Students are expected to write a minimum of 1500 words in response to the question: "How do I identify myself and why?" Consider race/ethnicity, class, gender, religion/spirituality, sexuality and other aspects of your identity. More guidelines for this activity will be given in class and on WebCampus.

Book Presentation and Cofacilitation of One Class --- Dates TBD

(15% of your final grade)

Participants in the course will be expected to cofacilitate one class session (all eligible class sessions are indicated in red print in the "Readings by Section" portion of this syllabus) and orally present an analysis and critique of a feminist theory book to the class. The book must be chosen in consultation with and approved by the instructor. Books may be chosen from the list compiled by the instructor or the student may suggest a book for analysis. More guidelines and grading criteria for this assignment will be given in class and on WebCampus.

Midterm exam --- Th, 3/3

(20% of your final grade)

The midterm will be a multiple-choice, true-false, short identifications and essay exam. It will test your knowledge of the terms and concepts from the first half of the semester. More information and guidelines for this exam will be given in class and on Web Campus.

Given the format and time limits of the test, I strongly advise you to make sure you have done the following before the final to ensure maximum success: (1) Read all assigned readings before attempting to take the test and (2) Take good detailed notes on the information given in class at every session.

4500-word term paper --- Due Th, 4/28

(20% of final grade)

In consultation with the instructor, students will write a research paper on a topic covered by the course that they would like to learn more about. A paper with a minimum of 4500 words is required of students. More guidelines for this paper will be given in class and on Web Campus.

Final exam

(25% of your final grade)

Thursday, May 12, 10:10 a.m. --- 12:10 p.m.

The final will be a comprehensive multiple-choice, true-false, short identifications and essay exam. It will test your knowledge of the terms and concepts from the entire semester. More information and guidelines for this exam will be given in class and on Web Campus.

Given the format and time limits of the test, I strongly advise you to make sure you have done the following before the final to ensure maximum success: (1) Read all assigned readings

before attempting to take the test and (2) Take good detailed notes on the information given in class at every session.

Class Participation

(10% of your final grade)

I expect you to attend class regularly and to read the day's assigned materials prior to class. The success of this class depends on very active student participation.

Good attendance means more than simply being physically present. **It also means arriving on time, staying for the entire class, and actively contributing to class discussions or group work.** Above all, it means you're not text messaging or doing something else on your laptop computer or any other electronic device **(all laptops, cell phones and electronic devices should be turned off [or put away on silent mode] at the beginning of class and should not be taken out again until the end of class; if you wish, you may use paper and a pen to take notes during class time)**, unauthorized activities that may lead to your eventual expulsion from the classroom.

Since your preparedness will affect the quality of class interaction and the degree of learning taking place, you should also come ready to discuss, question and argue your interpretation of the readings. During every class session, students will be called on at random to answer questions about the readings and will be graded on their preparedness or lack thereof. So you may participate fully in these discussions, I suggest you write down your thoughts and reactions to the readings before class. Class discussions will include portions of the reading assignments with a variety of in-class exercises and structured group discussions. More guidelines for this component of your grade can be found on Web Campus in the document entitled "On Class Discussion."

Note: Exceptions to this policy are classes missed due to the observation of a religious holiday or an officially sanctioned extracurricular activity, in accordance with university policy (which states that students must notify instructors of an anticipated absence for religious observation by the last day of late registration). Provided you follow UNLV policy and notify me of anticipated absences by the last day for late registration, you will be provided with an opportunity to make up missed work in this case. Similarly, those of you who miss class because you had to represent UNLV at an official extracurricular activity will have an opportunity to make up missed work provided you give me official written notification no less than one week in advance. In both cases, I will work out a new set of deadlines with you – these new deadlines will be binding and subject to all the same policies about late or missed work, discussed above and below.

Protocol When Web Campus is Not Working:

If Web Campus doesn't allow you to attach your assignment or doesn't show your assignment or assessment has been submitted, you should:

- (1) Send me an attached copy of your work via Web Campus mail in a .doc or .rtf file **(1st preference)**; or

- (2) Send me an attached copy of your work in a .doc or .rtf file via to my e-mail address (*danielle.roth-johnson@unlv.edu*). **(2nd preference)**.
- (3) Any time there's a problem with the Web Campus system, you should contact Web Campus support immediately to inform them of the problem. Web Campus should then give you a ticket number for the issue. You should also contact me within 24 hours of the problem via Web Campus mail to inform me of the issue and give me the ticket number so I may contact Web Campus support for more information.

IMPORTANT: Students who assert they are turning in work late due to technical problems with Web Campus who have failed to adhere to the procedures detailed in this document will receive no credit for that particular assignment/assessment.

Course Calendar Spring 2016

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	1/18	1/19 Session 1 Classes begin	1/20	1/21 Session 2	1/22	1/23	1/24
2	1/25	1/26 Session 3	1/27	1/28 Session 4	1/29	1/30	1/31
3	2/1	2/2 Session 5 Identity Activity	2/3	2/4 Session 6	2/5	2/6	2/7
4	2/8	2/9 Session 7	2/10	2/11 Session 8	2/12	2/13	2/14
5	2/15 Holiday	2/16 Session 9	2/17	2/18 Session 10 Mini- conference on Black Popular Culture (details TBA)	2/19	2/20	2/21
6	2/22	2/23 Session 11	2/24	2/25 Session 12	2/26	2/27	2/28
7	2/29	3/1 Session 13	3/2	3/3 Session 14 Midterm	3/4	3/5	3/6
8	3/7	3/8 Session 15	3/9	3/10 Session 16	3/11	3/12 Midterm Grades	3/13
9	3/14	3/15 Session 17	3/16	3/17 Session 18	3/18	3/19	3/20
10	3/21 Spring Break	3/22 Spring Break	3/23 Spring Break	3/24 Spring Break	3/25 Spring Break	3/26	3/27
11	3/28	3/29	3/30	3/31	4/1	4/2	4/3

		Session 19		Session 20			
12	4/4	4/5 Session 21	4/6	4/7 Session 22	4/8	4/9	4/10
13	4/11	4/12 Session 23	4/13	4/14 Session 24	4/15	4/16	4/17
14	4/18	4/19 Session 25	4/20	4/21 Session 26	4/22	4/23	4/24

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
15	4/25	4/26 Session 27	4/27	4/28 Session 28 Research Paper Due	4/29	4/30	5/1
16	5/2	5/3 Session 29	5/4	5/5 Session 30	5/6	5/7 Instruction Ends	5/8
17	5/9	5/10	5/11	5/12 WMST 301 Final 10:10 a.m.- 12:10 p.m.	5/13	5/14	5/15
18	5/16 Spring Grades Due						

Readings by Session

1/19: Session 1

Introduction

1/21: Session 2

School/Life 101

1/26: Session 3

Chapter 1: Doing Feminist Theory

1/28: Session 4

Chapter 1: Doing Feminist Theory

Readings for Discussion:

1. Cheris Kramarae and Paula Treichler, "Woman", "Feminists" and "Feminism" from The Feminist Dictionary (1985)
2. bell hooks, "Theory as Liberatory Practice" from Teaching to Transgress (1994)
3. Sandra Harding, "The Woman Question in Science to the Science Question in Feminism" (1986)
4. Charlotte Bunch, "Not by Degrees: Feminist Theory and Education" (1979)
5. Maria C. Lugones and Elizabeth V. Spelman, "Have We Got a Theory for You! Feminist Theory, Cultural Imperialism and the Demand for 'The Woman's Voice'" (1983)
6. Jane Flax, "The End of Innocence" (1992)
7. Uma Narayan, "The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist" (1989)

2/2: Session 5

Chapter 2: Liberal Feminisms

2/4: Session 6

Chapter 2: Liberal Feminisms

Readings for Discussion:

8. Abigail and John Adams, Selected Letters from the Adams Family Correspondence (1776)
9. Mary Wollstonecraft, "Introduction" to A Vindication of the Rights of Woman (1792)
10. Sarah M. Grimke, from Letters on the Equality of the Sexes and the Condition of Women (1838)

11. Elizabeth Cady Stanton, "Declaration of Sentiments" from *The History of Women's Suffrage* (1848)
12. Harriet Taylor Mill, "Enfranchisement of Women" (1851)
13. John Stuart Mill, from *The Subjection of Women* (1870)

2/9: Session 7

Chapter 2: Liberal Feminisms

Readings for Discussion:

18. Jane Addams, "On Municipal Housekeeping" (1907)
19. Virginia Woolf, "Shakespeare's Sister" from Chapters III and VI of *A Room of One's Own* (1929)
20. Virginia Woolf, "A Room of One's Own" from Chapter I of *A Room of One's Own* (1929)
22. Betty Friedan, "The Problem That Has No Name" from *The Feminine Mystique* (1963)
23. National Organization for Women, "1966 Statement of Purpose" (1966)
24. Carol Gilligan, from *In a Different Voice* (1982)

2/11: Session 8

Chapter 3: Radical Feminisms

Readings:

25. Gertrude Stein, from "Miss Furr and Miss Skeene" (1922)
26. Joreen (Jo Freeman), from "The BITCH Manifesto" (1969)
27. Redstockings, "Redstockings Manifesto" (1969).
28. Shulamith Firestone, "Revolutionary Demands" from *The Dialectic of Sex* (1970)
29. Radicalesbians, "The Woman Identified Woman" (1970)
30. Charlotte Bunch, "Lesbians in Revolt" (1972)
31. Robin Morgan, "Theory and Practice: Pornography and Rape" (1974)

2/16: Session 9

Chapter 3: Radical Feminisms

Readings for Discussion:

32. Susan Griffin, "Use" from *Woman and Nature: The Roaring inside Her* (1978)
33. Carol P. Christ, "Why Women Need the Goddess: Phenomenological, Psychological, and Political Reflections" (1978)
35. Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence" (1980)
36. Gloria Steinem, "If Men Could Menstruate" (1983)
37. Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" (1984)
39. Suzanna Danuta Walters, "From Here to Queer: Feminism, Postmodernism, and the Lesbian Menace (Or, Why Can't a Woman Be More Like a Fag?)" (1996)

2/18: Session 10

Mini-conference on Black Popular Culture (details TBA)

2/23: Session 11

Chapter 4: Marxist, Socialist and Anarchist Feminisms

2/25: Session 12

Chapter 4: Marxist, Socialist and Anarchist Feminisms

Readings for Discussion:

41. Friedrich Engels, "Origin of the Family, Private Property and the State" (1884)
42. Charlotte Perkins Gilman, from *The Yellow Wallpaper* (1892)
43. Charlotte Perkins Gilman, from *Women and Economics: A Study of the Economic Relation between Men and Women as a Factor in Social Evolution* (1898)
44. Mother (Mary) Jones, "Girl Slaves of the Milwaukee Breweries" (1910)
45. Emma Goldman, "The Traffic in Women" from *Anarchism and Other Essays* (1910)

3/1: Session 13

Chapter 4: Marxist, Socialist and Anarchist Feminisms

Readings for Discussion:

47. Rose Schneiderman, "We Have Found You Wanting" (1911)
48. Alexandra Kollontai, "Working Woman and Mother" (1914)
49. Crystal Eastman, "Now We Can Begin" from *On Women and Revolution* (1919)
50. Margaret Sanger, "My Fight for Birth Control" (1920)
51. Tillie Olsen, "I Want You Women up North to Know" (1934)
52. Simone De Beauvoir, "The Married Woman" from *The Second Sex* (1949)

3/3: Session 14

Midterm

3/8: Session 15

Chapter 4: Marxist, Socialist and Anarchist Feminisms

Readings for Discussion:

53. Margaret Benston, "The Political Economy of Women's Liberation" (1969)
54. Nancy Chodorow, "Gender Personality and the Reproduction of Mothering" from *The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender* (1978)
55. Heidi I. Hartmann, "The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union" (1979)
57. Ynestra King, from "Feminism and the Revolt of Nature" (1981)
58. Dorothy E. Smith, from *The Everyday World as Problematic: A Feminist Sociology* (1987)
59. Nancy Hartsock, "Foucault on Power: A Theory for Women?" (1990)
60. Donna Haraway, "The Cyborg Manifesto and Fractured Identities" from *Simians, Cyborgs, and Women: The Reinvention of Nature* (1991)

3/10: Session 16

Chapter 5: Intersectionality Theories

3/15: Session 17

Chapter 5: Intersectionality Theories

Readings for Discussion:

61. Sojourner Truth (Isabella Baumfree), "Ain't I a Woman?" (1851)
62. Harriet Jacobs, from *Incidents in the Life of a Slave Girl* (1861)
63. Frederick Douglass, "On Woman Suffrage" (1888)
64. Anna Julia Cooper, "Woman versus the Indian" from *A Voice from the South* (1892)
65. Ida B. Wells-Barnett, "Lynch Law in America" (1900)
66. Zora Neale Hurston, "Sweat" (1926)

3/17: Session 18

Chapter 5: Intersectionality Theories

Readings for Discussion:

67. Maya Angelou, from *I Know Why the Caged Bird Sings* (1969)
68. Combahee River Collective, "A Black Feminist Statement" (1977)
69. Mitsuye Yamada, "Invisibility is an Unnatural Disaster: Reflections of an Asian American Woman" (1981)
70. Chrystos, "I Walk in the History of My People" (1981)
71. Alice Walker, "Womanist" from *In Search of Our Mothers' Gardens* (1983)
72. Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House" from *Sister/Outsider* (1984)
73. Gloria Anzaldua, from *Borderlands/La Frontera: The New Mestiza* (1987)
74. Kimberle Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of

- Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics" (1989)
75. Patricia Hill Collins, from *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* (1990)
 76. Chela Sandoval, "U.S. Third World Feminism: The Theory and Method of Differential Oppositional Consciousness" (1991)
 77. Angela Y. Davis, "Outcast Mothers and Surrogates: Racism and Reproductive Politics in the Nineties" (1993)
 78. Andy Smith, "Ecofeminism through an Anticolonial Framework" (1997)
 79. Rosemarie Garland-Thomson, "Integrating Disability, Transforming Feminist Theory" (2001)

3/29: Session 19

Chapter 6: Postmodernism, Poststructuralism, Queer, and Transgender Theories

3/31: Session 20

Chapter 6: Postmodernism, Poststructuralism, Queer, and Transgender Theories

Readings for Discussion:

80. Michel Foucault, "Method" Chapter 2 from *The History of Sexuality, Volume I: An Introduction* (1976)
81. Sandra Lee Bartky, "Foucault, Femininity and the Modernization of Patriarchal Power" (1988)
82. Judith Butler, "Imitation and Gender Insubordination" (1991)
88. Judith Halberstam, "Queer Temporality and Postmodern Geographies" from *In a Queer Time and Place: Transgender Bodies, Subcultural Lives* (2005)
89. Julia Serano, "Trans Woman Manifesto" (2009)

4/5: Session 21

Chapter 7: Third Wave Feminisms

4/7: Session 22

Chapter 7: Third Wave Feminisms

Readings for Discussion:

91. Rebecca Walker, "Being Real: An Introduction" from *To Be Real: Telling the Truth and Changing the Face of Feminism* (1995)
92. Susan Jane Gilman, "Klaus Barbie, and Other Barbie Dolls I'd Like to See" from *Adiós, Barbie* (1998)
93. Jennifer Baumgardner and Amy Richards, "A Day without Feminism" from *Manifesta: Young Women, Feminism, and the Future* (2000)
96. Julie Bettie, from *Women without Class: Girls, Race and Identity* (2003)
97. Leslie Heywood and Jennifer Drake, "'It's all about the Benjamins': Economic Determinants of Third Wave Feminism in the United States" (2004)
98. Astrid Henry, "Solitary Sisterhood: Individualism Meets Collectivity in Feminism's Third Wave" (2005)

4/12: Session 23

Chapter 8: Feminism and Imperialism in Early Modernity

4/14: Session 24

Chapter 8: Feminism and Imperialism in Early Modernity

Readings for Discussion:

101. Matilda Joselyn Gage, "Indian Citizenship" (1878)
102. Maria Amparo Ruiz de Burton, from *The Squatter and the Don* (1885)
103. Tekahionwake (Emily Pauline Johnson), "A Cry from an Indian Wife" (1885)
105. Susan B. Anthony and Elizabeth Cady Stanton, "Petition for the Women of Hawaii" (1889) and Samuel Gompers's Reply on Behalf of the American Federation of Labor (1899)
107. Rosa Luxemburg, "Militarism as a Province of Accumulation" from Chapter 32 of *The Accumulation of Capital* (1913)
109. Zitkala-Sa (Gertrude Bonnin), from *American Indian Stories* (1921)

110. Waheenee (Buffalo Bird Woman), from *An Indian Girl's Story Told by Herself* to Gilbert L. Wilson (1921)

4/19: Session 25

Chapter 9: Feminism and Imperialism in Late Modernity

4/21: Session 26

Chapter 9: Feminism and Imperialism in Late Modernity

Readings for Discussion:

- 112. Irene Tinker, "The Adverse Impact of Development on Women" (1976)
- 113. Mary Daly, from *Gyn/Ecology: The MetaEthics of Radical Feminism* (1978)
- 114. Barbara Ehrenreich and Annette Fuentes, "Life on the Global Assembly Line" (1981)
- 118. June Jordan, "Report from the Bahamas" (1985)

4/26: Session 27

Chapter 9: Feminism and Imperialism in Late Modernity

Readings for Discussion:

- 119. Maria Mies, from *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour* (1986)
- 120. Vandana Shiva, "Development, Ecology and Women" from *Staying Alive: Women, Ecology and Development* (1989)
- 121. Grace Chang, "The Global Trade in Filipina Workers" from *Dragon Ladies: Asian American Feminists Breathe Fire* (1997)
- 122. Cynthia Enloe, "Wielding Masculinity inside Abu Ghraib and Guantanamo: The Globalized Dynamics" (2007)

4/28: Session 28

Chapter 10: Feminism and Imperialism in Postmodernity

5/3: Session 29

Chapter 10: Feminism and Imperialism in Postmodernity

Readings for Discussion:

- 123. Edward W. Said, from *Orientalism* (1978)
- 124. Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses" (1984)
- 125. Gayatri Chakravorty Spivak, "Can the Subaltern Speak?" (1985)
- 126. Trinh T. Minh-ha, "Infinite Layers/Third World?" (1989)
- 127. Inderpal Grewal and Caren Kaplan, "Postmodernism and Transnational Feminist Practices" from *Scattered Hegemonies: Postmodernity and Transnational Feminist Practices* (1994)

5/5: Session 30

Chapter 10: Feminism and Imperialism in Postmodernity

Readings for Discussion:

- 129. Uma Narayan, "Introduction" to *Dislocating Cultures: Identities, Traditions, and Third World Feminism* (1997)
- 130. Greta Gaard, "Erotophobia and the Colonization of Queer(s)/Nature" (1997)
- 131. Ella Shohat, "After the Metanarratives of Liberation" from *Talking Visions: Multicultural Feminism in a Transnational Age* (2001)
- 132. Lila Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others" (2002)
- 133. Alison Symington, "From Tragedy and Injustice to Rights and Empowerment: Accountability in the Economic Realm" (2005)
- 134. Jyotsna Agnihotri Gupta, "Towards Transnational Feminisms" (2006)

Course Policies



Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and 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 employee or 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. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the

Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.
Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library statement:

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.