

# Community Engagement & Leadership (CEL) Certificate Program

## Liberal Arts "CEL" Course Application Form

\*All fields below are required and please be sure also attach your proposed syllabus to this form (see also the "Faculty Syllabus Design Guide" for additional guidance).

Request for approval for the following course:

Faculty Member: Naomi Fertman

Course Prefix/Abbreviation and CRN Number: WS2360 CRN 19960

Course Title: Gender Sexuality and Identity

Undergraduate or Graduate Level: Undergraduate

Department: Women's and Gender Studies

Rational for including the course as a "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Certificate Program:

The community engagement component of WS 2360 gives students a chance to enhance their learning through direct service and work in their communities. Through students participation in the development and execution of the fall Queering Our Classrooms program students will develop connections between in-class learning and real world applications of these concepts by supporting this community project. For learning outcomes, students will contribute to solutions, activism, and change for the improvement of women's lives through various means of skill-building, including interpersonal teamwork and change-making activities, which lend themselves broadly to community engaged leadership.

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Certificate Program must fulfill the following requirements. Please describe how the proposed course meets each requirement and attach a copy of the syllabus for the course.

1. The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.  
All students in WS 2360 will work with Queering our Classrooms where they will complete a minimum of 20 hours of engaged service through various means of skill-building, including interpersonal teamwork and change-making activities, which lend themselves broadly to community engaged leadership.
2. What percentage of time will the above engagement hours and deliverables comprise for this course?  
Students will spend approximately 15% of their work time in this course completing the community engagement portion.
3. What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?  
The CEL portion of the course will compromise 15% of the students' grade in this course.
4. How will these elements be assessed?  
Students will log their community engaged hours and must meet a minimum of 20 hours of work. In groups students will be assigned specific tasks to complete to support the QOC program, and will be graded on the successful completion of those tasks.
5. What is the "alternative engagement" activity requirement for students experiencing extenuating circumstances?

We will utilize some in-class time to complete this project, so all students will have the opportunity to contribute in some way. Students who are not able to complete out of class hours will have the opportunity to complete a CE-related research paper instead.

6. How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?

**Through the students praxis work they will be able to contribute to solutions activism and change for the improvement of LGBTQ student's lives through community engaged practices.**

7. Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?

We will be partnering with the UTEP Queering our Classrooms Community as well as other community partners, including but not limited to the Borderlands Rainbow Center, Community Gay/Straight Alliances/YWCA.

8. How many faculty members within your departments are able and willing to teach this course in this format?

1 faculty member in the department is willing to teach the course in this format.

# COMMUNITY ENGAGEMENT & LEADERSHIP APPROVAL PAGE (CEL SIGNATURE FORM)

**Proposal Title:** WS 2360, Gender Sexuality and Identity


**College:** College Of Liberal Arts

**Department:** Women's and Gender Studies

## DEPARTMENT CHAIR

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I have read the enclosed proposal and approve this proposal on behalf of the department.



Signature



Date

## COMMUNITY ENGAGEMENT & LEADERSHIP REVIEW COMMITTEE CHAIR

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I have read the enclosed proposal and approve this proposal on behalf of the CEL review committee.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

## COLLEGE CURRICULUM COMMITTEE CHAIR

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I have read the enclosed proposal and approve this proposal on behalf of the college curriculum committee.

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Signature

\_\_\_\_\_

Date

## COLLEGE DEAN

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I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

# WS 2360 CEL

## Gender Sexuality and Identity

Instructor: Naomi Fertman

Office Hours: Tuesday and Thursday 10:30-11:45 and Tuesdays from 1:30-2:30. Also by Apt via zoom. Please email me with appointment request for zoom meetings and I will accommodate both of our schedules as quickly as possible.

Office located in Liberal Arts RM 232

E-mail: [nrfertman@utep.edu](mailto:nrfertman@utep.edu)

**Course Description:** This course is intended to provide students an overview of gender, sexuality and identity (GSI) in society. The course will offer students a historical perspective on identity that helps them to understand GSI in a contemporary context. The course will focus on these topics within the United States, but ground students understanding of the global nature of these issues. In GSI students will study the biological and psychological origins of gender. Students will analyze social and political concerns, movements and policies that have developed in response to changing attitudes towards identity politics. As well as the ways that language has shaped our understanding of GSI. Students will also research and analyze GSI's as they are understood in healthcare and workplace contexts. Through the course's reading, in class discussion, and critical writing assignments, students will develop the necessary skills to analyze the social change's impacts, and evolution of gender, sexuality and identity throughout the years.

**\*NOTE 1:** The "CEL" designation for this course stands for "Community Engagement & Leadership" and is part of a new certificate program in the College of Liberal Arts (full details to be provided at the start of the course). The purpose of this CEL course is to strengthen students' understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Accordingly, course assignments and assessments are developed in line with the CEL program mission in Liberal Arts, as well as within the broader framework and mission of UTEP's "Edge Advantages" goals.

**Course Goals & Learning Outcomes:** After completing this course, the student will be able to:

- Explore the key terminology that is used to describe gender and sexual identities
- Identify the way gender and sexuality are currently viewed globally
- Explore how language shapes the way that we view gender and identity
- Identify how sexuality and gender are displayed in the arts and media.
- Learn how evolving technologies impacts gender and sexuality.
- Discuss the intersection between gender, sexuality, and healthcare
- Explore how to support gender and sexual equality in the workplace.

- Analyze the violence that persists due to sexual and gender identity.
- Research social concerns that have arisen as a result of open discussion about gender expression and identity.
- Review political arguments that have been made to support and deny specific presentations of gender.
- Reflect on the development of their own identities
- Contribute to solutions, activism, and change for the improvement of women's lives through various means of skill-building, including interpersonal teamwork and change-making activities, which lend themselves broadly to community engaged leadership

## Required Learning Resources:

All readings that you will need for this class are made possible through Open Education Resources and can be found in the course library guide using this link:  
<https://libguides.utep.edu/ws/gender>

### **Grades:**

A (100-90 points), B (89-80 points), C (79-70 points), D (69-60 points), F (50 points or below)

Attendance and Participation-20 Points

Reading Reflections-26 points

Film Response- 4 points

Interview assignment- 15 points

Timeline assignment and presentation-20 points

Community Engaged Project, Queering Our Classrooms- 15 points

TOTAL- 100 points

### **Attendance and Participation:**

This is a discussion based course. If you are not in class you will not have the opportunity to participate. A significant portion of your learning will be based on our in class discussions/small group discussions and activities, so I expect you to be present and be prepared to be involved. There will be a number of days that students will submit in class participation assignments for credit. If you are not in class and miss one of those assignments it is your responsibility to reach out to one of your peers and find out what work needs to be done.

### **Reading Reflection:**

Students will turn in 1 critical reflection or critical question for 2 of the weekly readings in the library guide each week. Students must come to class prepared to share their reflections/questions with their peers. The reflections must be submitted via BB for credit at the start of class as is listed on the course schedule (no hard copies of RR will be accepted)

### **Interview assignment:**

Students will interview one older adult about their identity formation process. Students will record, edit and publish the audio of the interview on a class archive. More information about this assignment can be located on BB.

**Timeline assignment:**

In small groups of 2-3, students will choose one specific identity to research. Students will create a visual timeline representation (using the technology option of their choice) of that identity from inception to present times. They will research notable individual's who have identified this way, and analyze the way the identity has changed throughout time. Students will present their visual timelines to the class at the end of the semester.

**Film Response:**

We will watch a film "Growing Up Trans" during the first half of the semester. You will submit a 2-3 page response paper via BB based on a prompt provided on BB.

**Community Engaged Project:**

As a class we will support the UTEP and community facing program "Queering Our classrooms"(QOC). This will involve both in class time and out of class research/support/ and set up. Through this project students will have the opportunity to engage with faculty throughout the university and community members working on these issues. If possible students will attend the QOC event on October 20. Students will be graded for both the number of hours they put into the project and for the completion of specific tasks assigned to students by the QOC planning committee.

**POLICIES AND PROCEDURES:**

**Late Work:**

As a general policy I will not accept late work. I do commit to being flexible with any deadline. If you know that you are struggling to make a deadline, reach out to me. I will work with you to create deadlines that will work with your schedule. It is my goal to help everyone do well in this course and to help everyone complete all of the work. I know that all of you are balancing a lot of different things. To help you grow as students I am asking you to be accountable for your schedules and to be honest with me when you need more time. I will always accommodate your time line needs (with in reason).

**A note on Inclusion and being uncomfortable (adapted from Whitman College)**

The topics that we're covering in this class are often difficult, not just intellectually but emotionally. While I expect there to be rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for other members in the classroom. Aim to disagree without becoming disagreeable. In this class, we will not shy away from the uncomfortable. Critically examining and assessing our most basic assumptions and values is not just one of the tasks of Women and Gender Studies but is an activity vital to living an authentic life. I urge you to have the courage to the uncomfortable in this class. In exchange for your courage, I will work to ensure a classroom environment that supports your taking these intellectual and emotional risks.

### **Academic Dishonesty:**

Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

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### *Scholastic Dishonesty*

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From the UTEP Dean of Student Affairs

**(<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>):** It is an official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

"Cheating" includes: Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test; possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes"; using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission; collaborating with or seeking aid from another student for an assignment without authority; substituting for another person, or permitting another person to substitute for one's self, to take a test; and falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

**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 their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass). CASS’ Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

**COVID-19 PRECAUTIONS**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine and to wear masks. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org)

Week/Theme	Tuesday	Thursday
Week 1 (August 23/25): Welcome	Syllabus Reconnaissance	Groups for Timeline Presentation.
Week 2 (Aug 30/Sep 1) Intro to Terminology	RR Week 2 Due by midnight. Will complete assignment in class.	Submit identities for Timeline presentation.
Week 3 (Sep 6/7) Sex Vs Gender	RR Week 3 Due by the start of class. In class interview assignment brainstorm.	
Week 4 (Sep 13/15) Global Perspectives on Gender	RR Week 4 Due by the start of class.	
Week 5 (Sep 20/22)	RR Week 5 Due by the start of class.	Timeline Presentation Work Day (students will



Global Perspectives on Gender	In class Film Day!	not meet for class, but instead will meet in small groups).
Week 6 (Sep 27/29) The impacts of language	RR Week 6 Due by the start of class.	In class Film Day!
Week 7 (October 4/6) Gender/Sexuality in the media	Library Day! Class held in Library today. RR Week 7 Due by the start of class.	Film Response Due on BB by midnight.
Week 8 (October 11/13) Gender/Sexuality in technology	RR Week 8 Due by the start of class.	
Week 9 (October 18/20) Gender/Sexuality in healthcare.	RR Week 9 Due by the start of class.	Guest Speaker from Planned Parenthood  Interview summary due by midnight on BB.
Week 10 (October 25/27) Gender/Sexuality at work	RR Week 10 Due by the start of class.	Guest Speaker from Borderland Rainbow Center
Week 11 (Nov 1/3) Violence as an outcome	RR Week 11 Due by the start of class.	Interview Assignment Due on BB by midnight. Come to class prepared to share your learnings from your interview with your classmates.
Week 12: (Nov 8/10) Gender/Sexuality in the public eye	RR Week 12 Due by the start of class.	Timeline Presentation Work Day (students will not meet for class, but instead will meet in small groups).
Week 13 (Nov 15/17) Gender/Sexuality/Policy	RR Week 13 Due by the start of class.	
Week 14 (Nov 22) Reflections on self	Time line Presentations	No Class Thanksgiving Break!
Week 15 (Nov 29/Dec 1) Presentations and close	Timeline Presentations	Timeline Presentations In Class Final Reflection
Finals Week	Happy Winter Break	No Class This week

	No Class this week	
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