



## **COURSE REQUIREMENTS:**

*GEPA Participation:* Engagement in and outside of the classroom is essential to your learning and the learning of others in the course. Students are expected to be members of, or work in concert with, the Gender Equality in Public Administration (GEPA) Working Group. This work will entail data collection, analysis, and reporting. You will work both independently and in collaboration with others. Assignments will be due every two weeks. The first assignment is due in class on September 11.

*Case Study:* Across the semester, you are expected to develop a country case study on gender equality in public administration. You will be assigned a case, and we will provide you with access to data and research. The case study should be written with a policy audience in mind and, once completed, may be posted to the Gender Inequality Research Lab (GIRL) website.

*Presentation:* At the end of the semester, students are expected to present your semester's research at a symposium, which will be attended by UNDP. Presenters are required to use a PowerPoint presentation, and presentations will be timed.

## **COURSE GRADING:**

GEPA Participation	50%
Case Study	35%
Presentation	15%

If you believe a grading error has occurred at any point during the class, please see one of the instructors as soon as possible. We will retain all grading materials for two semesters following this one.

## **DISABILITIES:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu. (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

## **STUDENT CONDUCT:**

*Withdrawal:* The deadline for monitored withdrawal is **Oct. 25**.

*Classroom Conduct:* This class may at times address sensitive and/or controversial issues. Students are expected to be respectful of diverse opinions and present themselves in such ways as to keep the classroom as safe, open environment for learning.

*Academic Integrity:* Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may

include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

*Email Policy:* Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

*Gender Inclusive and Non-Sexist Language:* Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.