

Introduction to Gender and Sexuality Studies

GNST108

Tuesday, 7:10-10 pm, Old Library 104

Fall 2026



Professor:

Bridget Gurtler, Ph.D.

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Office Hours: By appointment only

Course Overview:

From political discussions about access to birth control and abortion to debates over access to gender affirming care and from the emergence of new aesthetic trends like Tradwives and Looksmaxing to the impact of #MeToo movement, issues of gender and sexuality matter greatly throughout society. By exploring what feminist and queer thinkers have illuminated about gender and sexuality in multiple historic and present-day contexts, this course will provide you with the ability to analyze how gender and sexuality have been regulated, transgressed, and reimagined in diverse cultural settings.

Course Learning Goals:

1. Gain an introductory understanding into how feminist and queer scholars have questioned and resisted gender and sexual norms, as well as what they have illuminated about how gender and sexual hierarchies have been maintained and regulated.
2. Develop the analytical abilities to examine gender in diverse contexts, while also considering how race, sexuality, religion, and nationality shape gender.
3. Communicate theories on feminism, gender, and sexuality in uncomplicated ways so that people who have never taken a course like this will be able to gain similar insights.

Given the nature of the course, students will be required to read, talk, and write about a variety of genders, sexual practices, and identities. Class discussions and assignments will focus on course materials. Students will not be required to reveal their own gender or sexual identities or practices, but some students may choose to do so. If such revelations in class or in assigned readings will make you uncomfortable, or if you will be unable to respectfully and maturely discuss a diverse range of gender and sexual practices, you should not be in this class.

Class Format:

This is a **discussion** course where our focus is on cultivating critical thinking skills through regular reading assignments, writing assignments, and in-class discussions. You should not expect the professor to lecture every class period. Rather, you should be an active participant in all seminar discussions and activities. **Class participation constitutes 22% of your semester grade.**

Class Expectations:

1. Attend every class. If you have an emergency or religious holiday that requires you to miss class, notify me by email. You are allowed **two absences** over the course of the semester. After that, your participation grade lowers by 20 percent.
2. Complete the reading for every class and come prepared to discuss the reading. This is crucial if you expect to succeed in this course. You will have, on average, **60-80 pages** of reading each week. Plan accordingly.
3. Be on time for class. Arriving late is distracting. You also need to stay for the entire class.
4. Cell phones must be put away and silenced prior to class. Please turn off laptop messaging/social media as well.
5. Check your Haverford or Bryn Mawr email account every day.

I want every student to succeed in this class. To be successful, you must do the work outlined in the syllabus and take initiative if problems arise by notifying me ASAP.

Honor Code and Laptops in this Class:

The Honor Code binds students in this course. The Honor Code extends not only to the written work you submit, but also to how you conduct yourself in class. In this class, unless otherwise requested, you are not to access the internet or apps during class time if you bring a laptop or tablet to class. Accessing the internet is distracting to other students and it is a disruption to our course. Students may use laptops and tablets, and connect to Moodle, to view readings as we discuss them in class. Students may also use such devices to take notes if they prefer them to pen and paper.

Generative AI

A Few Words about Generative AI (e.g. ChatGPT)...Writing is integral to thinking. It is also hard. Natural language processing (NLP) applications like ChatGPT or Sudowrite are useful tools for helping us improve our writing and stimulate our thinking. However, they should never serve as a substitute for either. And, in this course, they cannot.

Think of the help you get from NLP apps as a much less sophisticated version of the assistance you can receive (for free!) from a Writing Center tutor. That person might legitimately ask you a question to jump-start your imagination, steer you away from the passive voice, or identify a poorly organized paragraph, but should never do the writing for you. A major difference here, of course, is that an NLP app is not a person. It's a machine which is adept at recognizing patterns and reflecting those patterns back at us. It cannot think for itself. And it cannot think for you. In fact, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic

particularly when drawing from the breadth of problematic opinions on issues pertaining to gender and sexuality out there. Beware that use may also stifle your own independent thinking and creativity.

With that analogy in mind, you will need to adhere to the following guidelines in our class.

Appropriate use of AI when writing essays or discussion board entries

- You are free to use spell check, grammar check, and synonym identification tools (e.g., Grammarly, and MS Word)
- You are free to use app recommendations when it comes to rephrasing sentences or reorganizing paragraphs you have drafted yourself
- You are free to use app recommendations when it comes to tweaking outlines you have drafted yourself

Inappropriate use of AI when writing essays or reading response entries

- You may not use entire sentences or paragraphs suggested by an app without providing quotation marks and a citation, just as you would to any other source. Citations should take this form: OpenAI, chatGPT. Response to prompt: “Explain what is meant by the term ‘Triple Bottom Line’” (February 15, 2023, <https://chat.openai.com/>).
- You may not have an app write a draft (either rough or final) of an assignment for you

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Any plagiarism or other form of cheating will be dealt with severely under relevant BMC and Haverford policies. I’m assuming we won’t have a problem in this regard but want to make sure that the expectations are clear so that we can spend the semester learning things together—and not worrying about the origins of your work. Be aware that other classes may have different policies and that some may forbid AI use altogether

Accessibility: Students who think they may need accommodations in this course because of the impact of a learning difference or a disability are encouraged to meet with me privately early in the semester. Students who attend Bryn Mawr should also contact Deb Alder, Coordinator of Access Services, at 610-526-7351 or dalder@brynmawr.edu), as soon as possible, to verify their eligibility for reasonable accommodations. Haverford students should contact *the Office of Access and Disability Services (ADS)* at hc-ads@haverford.edu. *The Coordinator will confidentially discuss the process to establish reasonable accommodations.* Early contact will help to avoid unnecessary inconvenience and delays.

Any student with an accommodation-based need should contact me privately to discuss the specific situation as soon as possible. Please bring the necessary documentation with you.

It is a state law in Pennsylvania that individuals must be given advance notice if they are to be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Director of Access and Disability Services and then must speak with me. Other class members will need to be aware that this class may be recorded.

REQUIRED READINGS

*All course readings are posted on Moodle or linked through the syllabus. Follow the syllabus closely.

PLEASE NOTE: The syllabus will likely change a bit over the course of the semester as new literature, ideas, and directions come to light. Always check Moodle for the most up to date readings and course assignments.

“The humanities allow us to learn to read carefully, with appreciation and a critical eye: to find ourselves, unexpectedly, in the middle of the texts we read, but also to find ways of living, thinking, acting, and reflecting that belong to times and spaces we have never known...to read across languages and cultural differences in order to understand the vast range of perspectives in and on this world. How else can we imagine living together without this ability to see beyond where we are, to find ourselves linked with others we have never directly known, and to understand that, in some abiding and urgent sense, we share a world?” -- Judith Butler, feminist philosopher and gender theorist

COURSE OUTLINE

Introduction to the Study of Gender and Sexuality

September 1 *Course Overview (Asynchronous Online)*

September 8 *What is Gender? - What is Sexuality?*

Read:

- Mapping the Field: An Introduction to Women’s, Gender, and Sexuality Studies p. 2-20.
What is Gender?
 - Explore “Understanding Gender“ on *Gender Spectrum* website
<https://www.genderspectrum.org/quick-links/understanding-gender/>
 - Listen to: The Gender Tag TED Talk
(https://www.youtube.com/watch?v=VjzpRvXNh7Q&ab_channel=TEDxTalks)
- What is Sexuality?*
- Read: Gayle Rubin, “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality,” 3-22 [Moodle]

Due Response 1: Discuss what double binds you see and/or experience across gender identities/expressions and sexualities? Think critically about your answers through an intersectional approach. What do you think it means for you as a student to be self-reflexive when talking about feminist and queer issues, cultural identities, and power?

Knowing and Experiencing Bodies

September 15 *Historicizing Gendered Bodies*

Read:

- Watch brief “Two-Spirit” clip before class: <https://pbswisconsin.org/watch/wisconsin-pride/two-spirit-4v6fn5/>
- Kathleen Brown, "Changed....into the Fashion of a Man": The Politics of Sexual Difference in a Seventeenth-Century Anglo-American Settlement." *Journal of the History of Sexuality*, Oct 1995, p 171-93

Historicizing Sexuality

Read:

- Theda Perdue, “Columbus Meets Pocahontas in the American South,” p. 4-20.
- Gina Metallic. “My coming out: finding my true identity meant reconnecting to my culture” *Montreal Gazette*. Aug 05, 2015. <https://montrealgazette.com/life/my-coming-out-finding-my-true-identity-meant-re-connecting-with-my-culture>

Due: 1 page response to Gina Metallic article—describe what “two spirit” means in your own words and how it is similar and different from identifying as gender fluid. Why is it important to know the history of two-spirited people? Is it possible for someone who does not identify as Indigenous to be two-spirited? Why or why not? How does Metallic’s story add to your understanding of queer? How does it help you think through how people live in the world as they embody and inhabit many communities? Why is personal narrative a crucial tool for understanding how people identify?

Feminism: Waves, Disputes, and Activism

September 22 ***What is Feminism?***

Read:

- bell hooks. “Feminist Politics: Where We Stand” (2000), 23-25.
- Allan Johnson. “Patriarchy, The System: An It, Not a He, a Them, or an Us” (2014), 26-34.

First and Second Wave Feminism: Problems of Race and Health

Read:

- Read either: Louise Michele Newman, “The Making of a White Female Citizenry: Suffragism, Antisuffragism, and Race,” 56-75 OR Wendy Kline, "Please Include this In Your Book": Readers Respond to *Our Bodies Ourselves*, *Bulletin for the History of Medicine*, p. 81-110.
- Combahee River Collective, “A Black Feminist Statement,” 325-330.

Due: Response to: “Why We Have Too Few Women Leaders”

https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders?language=en Feminist scholars like Susan Faludi and bell hooks argue that Sandberg’s approach is a cooptation of feminism that undermines gender equality and female solidarity. In your response discuss what Sandberg’s main strategies for producing more women leaders are. Using intersectional analysis, which women do you think Sandberg is talking about and how does she propose to address structural sexism? Why

do you think hooks and Faludi say Sandberg is “coopting feminism”? Feel free to discuss any other major figures or cases in which you see a similar trend occurring as well.

In class discussion of feminist anthems and the guiding vision and definition of principles of the 2019 Women’s March on Washington. What is feminism today?!

The Regulation of Sexuality: Feminist and Queer Critiques

September 29 *Ongoing Feminist Activism: Sex Education*

Read:

- “The Word Made Flesh”: Language, Authority, and Sexual Desire in Late Nineteenth-Century America (252-264).
- Zimmerman, *Too Hot to Handle: A Global History of Sex Education*, CHAPTER FOUR: A Right to Knowledge? Culture, Diversity, and Sex Education in the Age of AIDS, 1984– 2010 and CONCLUSION: A Mirror, Not a Spearhead: Sex Education and the Limits of School

In class documentary film viewing and discussion of: *Sex(ed) How did you Learn About Sex?*

Due: Reading Response and Reflection: Respond to Zimmerman and discuss what place and form sexual education should take today. To help have the most up to date response please explore this link to current policies on sexual education [by state](#) through the USA. And, why SEICUS believes they most [matter](#). And then examine the [National Sex Education Standards](#) in the United States: Do you agree with the curriculum? Why or why not? Please mention which 3 recommendations would be most important to implement and why.

October 6 *Ongoing Feminist Activism: The Porn Wars and their Legacy*

Read:

- Excerpt From Dennis Altman’s *Global Sex*,
 - Chapter 7 “The New Commercialization of Sex: From Forced Prostitution to Cybersex”p. 106-121
 - Chapter 9 “Squaring the Circle: The Battle for “Traditional” Morality,” p. 138-156.
- Peggy Ornstein, *Boys and Sex*, “Chapter 2: If it Exists, There is a Porn of It,”p. 39-71.
- Watch Documentary prior to class: *The Money Shot: The Pornhub Story* <https://www.netflix.com/watch/81406118?source=imdb> Note: film includes visual images and discussions that might be offensive to some viewers. Please be judicious about using public spaces when viewing. Read essay prompt due next week for questions to keep in mind while viewing.

Due: Reading Summary of either Chapter 7 or 9 for all students

In class discussion of the evolving feminist and queer critiques/acceptance of pornography, the changes within the industry and “ethical” porn. In class resource:

<https://www.womenshealthmag.com/sex-and-love/a42637997/ethical-porn/>

October 13 **Fall Break – No class**

October 20 ***Sex, Law, and Religion in the United States***

Read:

- Janet Jakobsen and Ann Pellegrini, *Love the Sin: Sexual Regulation and the Limits of Religious Tolerance*, Chapter 2: What's Wrong with Tolerance? And Ch. 5: Valuing Sex.
- Dagmar Herzog, *Sex in Crisis*, Chapter 2.

Regulating Sex Project: 5-7 page paper, double-spaced, Chicago style (footnotes).

October 27 ***Ongoing Feminist Activism: Gender and Sexual Violence***

Read:

- Susan Brownmiller, "Against Our Will: Men, Women, and Rape," 312-317
- Carol Smart, "Rape: Law and the Disqualification of Women's Sexuality," 26-49
- Lila Abu-Lughod, Rema Hammami, Nadera Shalhoub-Kevorkian, Laura Charney. "Feminism and Geopolitics: A Collaborative Project on the Cunning of Gender Violence," *Feminist Studies*, Volume 48, Number 3, 2022, pp. 638-654.
- Beth Richie "A Black Feminist Reflection on the Antiviolence Movement" *Signs* 25:4 (Summer 2000).
- Courtney Bailey. "A Queer #MeToo Story: Sexual Violence, Consent, and Interdependence." 302-306.
- Homework: watch documentary film CUSP (available on prime and showtime). Will have copy available in library (trying to get streaming privileges for class).

November 3 ***Postcolonial Feminist Critiques, Part 1: Islamic Feminism***

Read:

- Homar Hoodfar, "The Veil in their Minds and on Our Heads: The Persistence of Colonial Images of Muslim Women" *Resources for Feminist Research*, Toronto Vol 22. Issue ¾, (1993).
- Lailatul Fitriyah. "Can we stop talking about the 'hijab'? Islamic Feminism, Intersectionality, and the Indonesian Muslim Female Migrant Workers", p. 401-405 from *Intro to Women's, Gender and Sexuality Studies*, Oxford (2021).

Postcolonial Feminist Critiques, Part 2: Female Circumcision

Read:

- Fuambai Ahmadu, "Ain't I a Woman, Too? Challenging Myths of Sexual Dysfunction in Circumcised Women," 278-310
- Michela Fusaschi, "Gendered genital modifications in critical anthropology: from discourses on FGM/C to new technologies in the sex/gender system" *IJIR: Your Sexual Medicine Journal* (2023) 35:6–15; <https://doi.org/10.1038/s41443-022-00542-y>

Due: Engaged Learning Response: Find two recent articles from a major news source about Muslim women. What words and images frame the stories (i.e. does veiling figure prominently in the story)? What is the intended audience and purpose of the story? Whose voices are experts in telling the story? When framed through an Islamic feminist analysis or intersectional analysis does the story change?

Regulating Gender

November 10 ***Intersex and the Medical Regulation of Gender***

Read:

- Anne Fausto-Sterling, "Of Gender and Genitals: The Use and Abuse of the Modern Intersexual," 45-77.
- Cheryl Chase "Hermaphrodites with Attitude: Mapping the Emergence of intersex Political Activism"

The Pervasiveness of the Gender Binary

Read and Complete:

- Christina Crosby "Masculine, Feminine, or Fourth of July (2016) from *A Body Undone: Living On After Great Pain* NYU Press. 387-391.
- C.J. Pascoe, "Dude, You're a Fag: Adolescent Masculinity and Fag Discourse," 329-346

Due: Reading Summary of "Of Gender and Genitals"

November 17 ***Transgender and Gender Nonbinary, Part 1***

Read:

- Kate Bornstein, *Gender Outlaw: On Men, Women, and the Rest of Us*, xi-49
- Jane Mock. From *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*. (2014) p. 357-363.
- Tina Vasquez. "It's Time to End the Long History of Feminism Failing Transgender Women" (2014), p. 171-174.

Due: Reading Summary of *Gender Outlaw*, xi-49

REGULATION OF GENDER PAPER DUE NOV 19 BY CLASS TIME

Bring your paper to class. We will spend some of the class period discussing the project.

Queer Families, Theory, and Feminism

November 24 ***Queer Arguments about Assimilation***

Read:

- John D Emilio, Capitalism and Gay Identity, p. 250-258.
- Michael Warner, "Normal and Normaller: Beyond Gay Marriage" in *Gay and Lesbian Quarterly* 5:2 (1999), 119-171
- "Sex Panic" and "Love Makes a Family"

Due: Reading Summary of "Normal and Normaller"

Love and Sex in the Digital Age

December 1

Read:

- Lauren Palmer. "Dating in the Age of Tinder: Swiping for Love?"
- Excerpts: Orenstein. *Girls & Sex*, Chapter 4: Hookups and Hang-Ups, and *Boys & Sex*

- In Class Film: Swiped

Note: No reading summaries due this week

Queer Theory at the Crossroads: Recent Trends in the Field

December 8

Read:

- Jasbir K. Puar. *Terrorist Assemblages: Homonationalism in Queer Times*. Duke, 2017. [Available online]
 - Chapter 1: The Sexuality of Terrorism, 37-78
 - Postscript: Homonationalism in Trump Times, 223-236

Note: No reading summaries due this week, in class work time with Parenting Manual Groups.

December 13-18

FINAL PROJECT DUE: A Feminist Parenting Manual

- December 15—Presentation
- December 18—Parenting Manual Due (12:30pm)

COURSE ASSIGNMENTS

1. Reading Summaries and Engaged Learning Exercises

Engaged learning responses are asking you to make connections between the concepts presented in class and your life OR to think more about the interconnectedness of our world OR encourage you to take an active role in changing your community/make connections between theories and activism.

The purpose of the reading summaries is to make sure you understand the readings, to ensure that you can synthesize scholars' writings in your own words, and to practice writing concisely and coherently. Engaged learning exercises will be graded on a 5-10 point scale depending on depth of analysis and reading required.

Instructions: In one paragraph of about five-six sentences, summarize the main points of the reading in your own words. What would you say are the most important aspects from the reading, and how can you describe them in a way that presents a coherent, full, yet succinct picture of the reading? Put differently, if someone asked you to briefly describe the reading, what would you say? Make sure to consider if the reading contains an argument. If so, be sure to include the author's argument in your summary. **Do not quote** from the reading. The paragraph should be entirely in your own words.

The Reading Summary paragraphs will be graded out of 5 points.

5=excellent understanding of the reading and/or argument(s) that sufficiently captures the author's main points, well organized paragraph, well written with no grammar mistakes.

4=good understanding of the reading or argument(s), missing something of significance from the author's main points, or some small writing, organizational, or grammar issues.

3=average or superficial-level understanding of the reading or argument(s), missing important points that are key to the reading, and/or more than a couple writing, organizational, or grammar issues.

1-2=poor understanding of the reading or argument(s), and/or several writing issues.

2. Regulating Sex Project

What are the central issues involved in regulating sex? You will write a 5-7 page paper that discusses how pornographic content has been, is currently, and will be/should be regulated. 70 points

3. Regulation of Gender Project

You are to pick a two-day period when you will note each time you become aware of how or when gender is regulated. The purpose of this assignment is for you to notice the many different ways that gender regulations manifest and to use our course texts to analyze the insidiousness of gender regulations within contemporary society.

Instructions:

Step 1: Select a two-day period when you will be able to take note of each time you observe gender regulations and subversions. In other words, you might notice that you are expected to wear gendered clothes, or you might notice that you subvert gender expectations through your clothing. You might notice particular spaces that regulate gender, or you might be engaged in conversations with language that reinforces normative gender ideas. You might see a television show with a character who intentionally transgresses gender, or you might watch a movie that tacitly prescribes gender norms. You might notice toys in a store that are gendered, or you might notice paperwork with questions that instill normative ideas about gender. You might notice someone, or yourself, exhibiting male privilege, or you might notice someone, or yourself, treating people of various genders differently. You do not need to do anything outside of your normal routine during this two-day period. Rather, the point is to notice when gender regulations and transgressions appear in what you read, watch, wear, discuss, in interpersonal relationships, in social norms, etc. Have a journal (or your phone—something to record things) with you from the time you wake up until the time you go to bed for each of the two days.

Step 2: Go over what you observed. Where did you see gender being regulated and/or subverted? What were the most common ways in which gender was regulated? Were there ways in which ideas were explicitly or implicitly instilled about how different people are supposed to behave based on their perceived gender?

Step 3: In 4-5 double-spaced pages, present an analysis of your two days examining gender regulations. You will not be able to discuss each time gender was regulated. Rather, you will need to draw out themes and/or select a few of the most salient examples for your paper. You will need to ground your explanation in course readings so that you make clear what qualifies as the regulation of gender analytically. How does what you observed about gender fit (or not) with our course texts this semester? Using course texts to guide your analysis, what do your observations reveal about gender possibilities, or limitations, in 2024 (in Haverford/Bryn Mawr, PA)? Make a clear argument (thesis) about how gender is regulated in the present moment in your present location. You need to substantiate your analysis by citing or referencing at least four texts from the semester's readings throughout your paper.

*Please note: You do not need to disclose anything about your own gender or gender choices. You may do that if it fits with your argument, but it is not necessary because your paper's analysis/argument will not focus on you. The analysis should focus on how gender is regulated broadly in the present moment.

The Regulation of Gender project is out of 100 points. 90-100=astute analysis, clear argument about how gender is regulated, well organized, strong connection to course readings, and well written. 80-89=mostly clear connection to course readings, good analysis, sufficiently clear argument about the regulation of gender, mostly well organized, and/or some grammar mistakes. 70-79=decent connection to course readings, unclear argument about the regulation of gender, small problems with organization, and/or multiple grammar mistakes. 69 and below=subpar analysis, unclear argument about the regulation of gender, poor organization, weak connection to course readings, and/or multiple grammar mistakes.

4. Final Project: 21st Century Parenting Manual

You will work in small groups to compose a short parenting manual for parents who want to avoid prescribing gender and sexual norms, who want to teach their children about gender and sexual variance, and who want their children to know about gender and sexual violence, discrimination, and oppression. The purpose of this assignment is to re-think how society could be organized if children (and their parents) are taught about many of the concepts and topics presented in this class in ways that address gender and sexual hierarchies, gender and sexual diversity, as well as how to make society a more just place by building on the work of feminist scholars and activists. Put differently, if the Regulation of Gender assignment allowed you to reflect on the pervasiveness of gender regulations, this assignment allows you to think through how one might undo some of those regulations.

Instructions:

Each person in the group will be responsible for a different 4-5 page section of the parenting manual. One section should cover pre-birth to age 4, one section should cover ages 5-10, one section should cover ages 11-14, and one section should cover ages 15-18. You will then work as a group to write a short introduction of about 1- 2 pages that explains how you created the manual, what you wanted to emphasize, and what perspectives/theories helped determine the shape of the manual.

Each section should be written with parents as the audience. *Possible* topics to cover: How to avoid gender stereotyping, how to avoid heteronormative expectations, how to talk to kids about gender and sexual variance, how to teach kids to understand that other families handle gender and sexuality differently, how to talk about gender and sexual violence, homophobia and transphobia, and how to raise children who will not contribute to such violence and oppression. The manual should also be written so that it acknowledges racial, ethnic, and religious diversity, and so that it does not assume what constitutes a family or a parenting structure.

Each section should be written for an audience unfamiliar with what you have studied in this class. You will need to think about how to present ideas on gender and sexuality as clearly as possible. Include examples, scenarios, sample dialogue, etc. **The manual should be CREATIVE AND ENGAGING. Your “manual” can take many forms, including a website, a film, a book, a podcast, a Tumblr page, and more.** You also need to substantiate what you write in the manual by citing or referencing at least five course texts in each section of the manual. The same texts may be referenced in multiple sections of the manual.

Your group will deliver a 10-15 minute presentation about your manual during finals period. The presentation will take the form of a “pitch meeting” where you will try to convince a publishing (or media) company to publish your manual. In the nine minutes you will want to explain why your manual is important, how it is unique, and you will want to give samples of what parents would learn from the manual. The presentation should be creative and interactive.

Students will receive individual grades based on the sections they wrote, their collaborative effort to the manual and the presentation, and how well they presented during class.

The 21st Century Parenting Manual is out of 100 points. 90-100=clearly presented ideas, creative, well organized, strong connection to course readings, and well written. 80-89=mostly clear connection to course readings, sufficiently presented ideas, mostly well organized, and/or some grammar mistakes. 70-79=decent connection to course readings, unclear ideas in some parts, not particularly creative, small problems with organization, and/or multiple grammar mistakes. 69 and below=unclear ideas, poor organization, low creativity, weak connection to course readings, and/or multiple grammar mistakes.

The Group Presentation is out of 50 points. 45-50=creative presentation, strong ability to communicate material clearly, good public speaking skills, and well organized. 40-44=mostly creative presentation, good public speaking skills with some room for improvement, some problems clearly communicating the material, and/or mostly well organized. 35-39=minimally creative presentation, fair public speaking skills, difficulty communicating the material, and/or not well organized. 34 and below=not creative presentation, poor public speaking skills, unable to communicate the material clearly, and/or not organized.

5. Participation Grade

Your participation grade is out of 100 points and is based on the following factors:

- Volunteering to answer questions posed by the professor and other students.
- Actively engaging in class discussions.
- Regular attendance.
- Arriving to class on time.
- Paying attention to other students when they speak in class.
- Participating in class activities (small group discussions and exercises, writing reflections, etc.).
- Paying attention to video clips shown during class.
- Bringing discussion questions with you to class on assigned days.
- Bringing your completed Gender Aptitude Quiz with you to class
- Bringing an advertisement or media clip with you to class

GRADING

Your semester course grade is composed of the following:

- 1) Reading Summary/Engaged Learning Papers: 5-10 points
- 2) Regulation of Gender Paper = 100 points
- 3) 21st Century Parenting Manual = 100 points
- 4) Parenting Manual Group Presentation = 50 points
- 5) Regulation of Sexuality Essay = 70 points
- 5) Participation = 100 points (22%)

You will be graded on *how* you think, not on *what* you think. You are not expected to agree with the professor, fellow students, or the arguments in the assigned readings. You will be graded on how well you express your thoughts and positions, and how closely you read the assigned texts.

Please note: All assignments are graded, in part, on the quality of your writing. Your writing needs to be clear, well-organized, and free of spelling and grammatical mistakes with accurate and adequate citations.

Letter grade distribution for semester grade:

A = 94 – 100 B = 84 – 86 C = 74 – 76 D = 64 – 66
A- = 90 – 93 B- = 80 – 83 C- = 70 – 73 D- = 60 – 63
B+ = 87 – 89 C+ = 77 – 79 D+ = 67 – 69 F = 59 and lower

Incompletes: An incomplete semester grade (I) may not be given unless both the student and the professor sign a contract specifying the conditions necessary for completing the course. This means that if you stop submitting work, your grade will reflect the missed assignments. Please note that I rarely give out “I” grades, except in exceptional circumstances where the student has communicated well in advance the reasons for petitioning for an incomplete grade.

A Note on Course Topics Related to Various Forms of Violence: This course, at times, engages with topics, like sexual assault and gender-based violence, which can be troubling and can evoke painful thoughts and memories. We explore these topics during specific class sessions because of their prevalence, so that the response to them is not to ignore the magnitude of the problem. All topics for the semester are outlined in the syllabus. If you know that reading about a particular topic could be traumatic for you, please notify me and I will make alternative arrangements for you for that specific class. You do not need to disclose any reasons other than simply to request an alternative reading. I also recognize that sometimes we do not know that a particular discussion or reading will feel traumatizing until we are already in it. Should this happen, I welcome you to have a discussion with me and to utilize the counseling resources at Haverford and Bryn Mawr. My ultimate goal is for us to have productive discussions about gender-based and sexual violence, and for you to feel that you are in a safe environment to learn.