

SEX, POWER, AND POLITICS: U.S. CONTEXT COURSE SYLLABUS

PSCI/WMST 3174: FALL 2017

HUMANITIES 125: TTH 3:30-4:45PM

PROFESSOR

NAME: Michaele Ferguson

OFFICE: Ketchum 137

OFFICE HOURS: Tuesdays and Thursdays, 11:30am-1:30pm, and by appointment. Office hours may be booked online at <https://professorferguson.youcanbook.me>.

CONTACT: Email me at michaele.ferguson@colorado.edu, or send me a message via our Slack team.

CLASS DESCRIPTION

“Who makes breakfast, who gets a paycheck, who gets whistled at in the street – all the experiences of daily life are a part of the distribution of wealth and power in society.”

– Mari Matsuda

This course explores how norms of sex, gender, race, and sexuality find expression in institutions and policies in ways that legitimize only certain individuals as political actors, certain identities as politically relevant, certain relationships as important, and certain practices as the means by which one might change political status. We will critically examine how these norms may be exposed, resisted, changed, and often unintentionally reinstated by examining the history and politics of three social movements in the United States: feminism, the men’s movement, and gay liberation.

COURSE OBJECTIVES

This course is designed to aid students in

- developing familiarity with significant works of political thought on the themes of sex, gender, and sexuality;
- enriching reading skills appropriate to advanced theoretical and philosophical texts;
- improving writing skills and expressive abilities, both technically and aesthetically;
- expanding independent critical capacities, both in analyzing moral arguments on their own merits and in relating those arguments to their own lives;
- enhancing capacity to work with and learn from other members of the class.

REQUIRED TEXTS

The following texts are available for purchase at the **University Bookstore** and are also available on 72 hour reserve at **Norlin Library**. You are expected to **bring a copy of these texts to class** when we are using them, whether you use your own copy or a library copy of the book.

Linda Hirshman, *Get to Work*
Ariel Levy, *Female Chauvinist Pigs*
C.J. Pascoe, *Dude, You're A Fag*
Dorothy Roberts, *Killing the Black Body*
Michael Warner, *The Trouble with Normal*

All other required readings (marked with *) are available online **on the course D2L website**. You are expected to bring a **printed out copy** of these readings with you to class when we are discussing them, except for readings that are from short newspaper articles.

COURSE SCHEDULE

This course schedule is preliminary and subject to change. If there are any changes to the schedule, I will communicate these to you in class and by posting an updated schedule into our course Slack team. If you are ever in doubt about the schedule, please ask.

I. WHAT IS GENDER? WHAT IS SEX? POLITICIZING GENDER, SEX, AND SEXUALITY

TUESDAY, AUGUST 29 - INTRODUCTION TO THE COURSE

THURSDAY, AUGUST 31 – SETUP DAY I

READ: *Judith Lorber, “‘Night to His Day’: The Social Construction of Gender”
 *Anne Fausto Sterling, “The Five Sexes” and “The Five Sexes, Revisited”

QUIZ I

FRIDAY, SEPTEMBER 1

DUE by 5pm: Letter of Introduction (submit to GradeCraft)

TUESDAY, SEPTEMBER 5

- READ:** *Emily Martin, "The Egg & the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles"
*Ruth Padawer, "The Humiliating Practice of Sex-Testing Female Athletes"
*Juliet Macur, "What Qualifies a Woman to Compete as a Woman?"
- LISTEN:** *Ira Glass, "220: Testosterone," *This American Life*
- DUE:** **Homework 1**

THURSDAY, SEPTEMBER 7

- READ:** *Kathie Sarachild, "Consciousness-Raising: A Radical Weapon"
*Cape Cod Women's Liberation, "Getting Together: How to Start a Consciousness-Raising Group"
*The Chicago Women's Liberation Union, "How to Start Your Own Consciousness-Raising Group"

QUIZ 2

TUESDAY, SEPTEMBER 12

- READ:** *Hanna Rosin, "A Boy's Life"
*Adam Liptak, "Supreme Court Blocks Order Allowing Transgender Student Restroom Choice"
*Lisa Selin Davis, "My Daughter Is Not Transgender. She's a Tomboy."
- LISTEN:** *NPR, "Two Families Grapple with Sons' Gender Identity"
- DUE:** **Homework 2**

THURSDAY, SEPTEMBER 14

- READ:** *Kate Bornstein, *My (New) Gender Workbook*, chapters 1 and 4
*NCTE, "Transgender Terminology"
*GLAAD, "Understanding Issues Facing Transgender Americans"
*T Cooper, "Don't Be a Jerk About Gender Pronouns"

QUIZ 3

II. MASCULINITY, HOMOPHOBIA, AND VIOLENCE: THE MAKING OF MEN

TUESDAY, SEPTEMBER 19

- READ:** *Michael Kimmel, "Masculinity as Homophobia"
C.J. Pascoe, *Dude, You're a Fag*, chapters 1 & 2
- DUE:** **Homework 3**

THURSDAY, SEPTEMBER 21

READ: C.J. Pascoe, *Dude, You're a Fag*, chapters 3 & 4

QUIZ 4

TUESDAY, SEPTEMBER 26

READ: *Michael Kimmel, *Guyland*, chapters 3 & 5

WATCH: *Jackson Katz, *Tough Guise* video

*Michael Rohrbaugh, *American Male* video

DUE: **Homework 4**

THURSDAY, SEPTEMBER 28

READ: *Jackson Katz, "Bystanders" and "It Takes A Village to Rape a Woman"

*Kate Harding, "Simple Safety Tips for Ladies" and "Pop Rape"

QUIZ 5

FRIDAY, SEPTEMBER 29

DUE by 5pm: Gender Fieldwork Essay (submit to GradeCraft)

III. THE POLITICS OF MARRIAGE: HETEROSEXUALITY, RESPECTABILITY, AND THE GENDERED DIVISION OF LABOR

TUESDAY, OCTOBER 3

READ: *Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence"

DUE: **Homework 5**

THURSDAY, OCTOBER 5

READ: *Susan Okin, "Vulnerability by Marriage"

*Claire Cain Miller, "More Than Their Mothers, Young Women Plan Career Pauses," "Millennial Men Aren't the Dads They Thought They'd Be," and "A Disadvantaged Start Hurts Boys More Than Girls"

QUIZ 6

TUESDAY, OCTOBER 10

READ: *Iris Young, "Reflections on Marriage in the Age of Murphy Brown"

*Lori Marso, "Marriage and Bourgeois Respectability"

DUE: **Homework 6**

THURSDAY, OCTOBER 12

READ: Linda Hirshman, *Get to Work*

QUIZ 7

TUESDAY, OCTOBER 17

READ: *Anne Marie Slaughter, "Why Women Still Can't Have It All"
*Sheryl Sandberg, "Don't Leave Before You Leave" and "Make Your Partner a Real Partner"
*Claire Cain Miller, "Stressed, Tired & Rushed: A Portrait of the Modern Family," "Men Do More At Home, But Not As Much As They Think," "Equality in Marriages Grows, So Does Class Divide," and "How to Bridge That Stubborn Pay Gap"

DUE: Homework 7

THURSDAY, OCTOBER 19

READ: *Michaele Ferguson, "Choice Feminism and the Fear of Politics"
*Claire Snyder-Hall, "Third-Wave Feminism and the Defense of Choice"

QUIZ 8

FRIDAY, OCTOBER 20

DUE by 5pm: First Political Action completed

IV. ABORTION, CHOICE, AND REPRODUCTIVE FREEDOM: FREEDOM FOR WHOM?

TUESDAY, OCTOBER 24

READ: *Eileen McDonagh, *Breaking the Abortion Deadlock*, chapters 2 & 4

DUE: Homework 8

THURSDAY, OCTOBER 26

READ: *Bridget Potter, "Lucky Girl"
*Jack Hitt, "Who Will Do Abortions Here?"
*Emily Bazelon, "The New Abortion Providers"
*Katha Pollitt, "Abortion and Punishment"
*Lynn Beisner, "I Wish My Mother Had Aborted Me"
*Judy Nicastro, "My Abortion, at 23 Weeks"
*Meaghan Winter, "My Abortion"
*Serrin M. Foster, "The Feminist Case Against Abortion"

QUIZ 9

TUESDAY, OCTOBER 31

- READ:** *Richard Florida, "The Geography of Abortion"
*Linda Greenhouse, "The Abortion Map Today" and "The Facts Win Out on Abortion"
*Seth Stephens-Davidowitz, "The Return of the DIY Abortion"
*Valerie Peterson, "How Did I Get an Abortion in Texas? I Didn't"
*Alexandra Sifferlin, "How Abortion Restrictions Could Collide With Zika in the U.S. This Summer"
*Emily Bazelon, "The Dawn of the Post-Clinic Abortion"
*Pam Belluck, "Birth Control via App Finds Footing Under Political Radar"
- DUE: Homework 9**

THURSDAY, NOVEMBER 2

- READ:** Dorothy Roberts, *Killing the Black Body*, Introduction and chapter 1
- QUIZ 10**

TUESDAY, NOVEMBER 7

- READ:** Dorothy Roberts, *Killing the Black Body*, chapters 4 & 7
- LISTEN:** *"What if there was no Destiny?" Radiolab
- DUE: Homework 10**

V. SEX, DESIRE, SHAME, LIBERATION, AND POLITICS

THURSDAY, NOVEMBER 9

- READ:** *Gayle Rubin, "Thinking Sex" (read at least half)
- QUIZ 11**

TUESDAY, NOVEMBER 14

- READ:** *Gayle Rubin, "Thinking Sex" (finish)
*Charles M. Blow, "Sexual Attraction and Fluidity"
- DUE: Homework 11**

THURSDAY, NOVEMBER 16

- READ:** Michael Warner, *The Trouble with Normal*, Preface and chapters 1-2
- QUIZ 12**

TUESDAY, NOVEMBER 21 – NO CLASS – THANKSGIVING BREAK

THURSDAY, NOVEMBER 23 – NO CLASS – THANKSGIVING BREAK

TUESDAY, NOVEMBER 28

READ: Michael Warner, *The Trouble with Normal*, chapter 3
*Andrew Sullivan, *Virtually Normal*, Ch. 5

DUE: **Homework 12**

THURSDAY, NOVEMBER 30

READ: *Nancy Polikoff, “We Will Get What We Ask for: Why Legalizing Gay and Lesbian Marriage Will Not ‘Dismantle the Legal Structure of Gender in Every Marriage’”
*Danielle Tcholakian, “A Transgender-Military Reading List”
*Nicole Russell, “Trump’s Transgender Military Ban is Psychologically Justified”

QUIZ 13

TUESDAY, DECEMBER 5

READ: Michael Warner, *The Trouble with Normal*, chapter 4 and Conclusion
*Dora Mortimer, “Can Straight People Be Queer?”
*Jenna Wortham, “When Everyone Can Be ‘Queer,’ Is Anyone?”

DUE: **Homework 13**

THURSDAY, DECEMBER 7

READ: *Margot Weiss, “Gay Shame and BDSM Pride: Neoliberalism, Privacy, and Sexual Politics”
*Timothy Stewart Winter, “The Price of Gay Marriage”
*Jodi Kantor, “Gay Culture’s Outsider Element Fades as Marriage Rights Arrive”

QUIZ 14

FRIDAY, DECEMBER 9

DUE by 5pm: Second Political Action completed

TUESDAY, DECEMBER 12

READ: Ariel Levy, *Female Chauvinist Pigs*, Introduction and chapters 1-3

DUE: **Homework 14**

THURSDAY, DECEMBER 14

READ: Ariel Levy, *Female Chauvinist Pigs*, chapters 4-6, Conclusion, and Afterword
*Editorial Board of *The New York Times*, “An Assault on Efforts to Prevent Teenage Pregnancy”

QUIZ 15

FRIDAY, DECEMBER 15

DUE by 5pm: CR Group Essay

WEDNESDAY, DECEMBER 20

DUE by 5pm: Final Essay (submit to GradeCraft)
Reflective Essay (submit to GradeCraft)

COURSE REQUIREMENTS

CLASS PREPARATION

This course is time-intensive. You should plan on spending 3 hours outside of class for each hour of class. That means you should budget **9 hours per week outside of class** for reading, writing, and meeting in consciousness-raising groups. Sometimes you may need more. If you do not feel that your schedule or interest will support such a heavy reading load and time commitment, please do not take this class.

The discussions in this course will focus on the readings assigned for that day on the syllabus. I expect you to come to class having completed the reading assignment and prepared to discuss that reading critically, imaginatively, and insightfully. To take your preparation a step further, write down 1-3 questions that you have about the days' reading that you can raise in discussion or office hours. **Always bring the physical text with you to class.** Using electronic versions of the reading is strongly discouraged as devices will be disallowed in class. Research shows that handwritten notes lead to better retention and processing of information: write on the printed text, and take notes by hand as you read!

You are required to *thoughtfully* read every assignment. When I say that you are required to read, I do not mean that you should mechanically scan every page, but that you should *grapple with the ideas*. Mark up your text, read with a pen and paper, and write down ideas, questions, quotations, and points of confusion or contention. *Read for comprehension rather than completion, pondering every idea rather than looking at every word.* This means that you may need to read a section, think about it, read it again, write about it, discuss it, and then read it again. **So “do the reading” means “engage yourself with the ideas of the texts.”**

PARTICIPATION

Participation includes participation in class discussions, participation in discussions on Slack, and participation in discussions with the professor outside of class. Only the first is required, but the latter is strongly encouraged and, if significant, can raise your overall participation grade.

Classes will consist primarily of discussion; there will be no formal lectures for this course. Students' participation in class discussion should include demonstrating both speaking and listening skills; in other words, students are encouraged to speak and to speak often, but also to listen to their peers & to respond thoughtfully to others' comments. Students should demonstrate familiarity and critical engagement with the course material, as well as intellectual curiosity. The point is not to have understood everything before coming to class – but to show up with questions, difficulties, and issues ready to explore the course material.

Participation will be evaluated on an o/s/u scale where the *minimum* standard for earning each grade is as follows:

O (OUTSTANDING)

Demonstrates **excellent preparation**: has analyzed each day's reading exceptionally well, and is able to relate it to other material (e.g., previous readings, course material, discussions, experiences, etc.). Always has physical text in class.

Regularly contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives in a constructive way.

S (SATISFACTORY)

Demonstrates **good preparation**: has done each day's reading and is able to think through its implications. Always has physical text in class.

Sometimes contributes to the discussion in the ways mentioned above.

U (UNSATISFACTORY)

Demonstrates **inconsistent or poor preparation**: often has not completed the day's reading, or does not show evidence of trying to interpret or analyze the reading.

Infrequently or never contributes to the discussion in the ways mentioned above.

N.B.: To be eligible to earn a B-, B, or B+ final grade in the course, students must earn at least an "s" for participation; to be eligible to earn an A- or A, students must earn an "o" for participation. Thus, the maximum course grade you can earn in this course if your participation is unsatisfactory is a C+, regardless of how you perform on your graded assignments.

LETTER OF INTRODUCTION (15,000 POINTS)

A 1-2 page letter of introduction is due by 5pm on Friday, September 1 (see the handout on GradeCraft for more details). This is a required assignment for which you will earn full points if you complete the assignment on time. *If you add the course after the first day of classes, your letter of introduction is due by 5pm on the day after you register for the course.*

READING QUIZZES (225,000 POSSIBLE POINTS)

At the beginning of our Thursday class sessions, there will be a 10-minute quiz based on the week's readings.

Quizzes will be evaluated on an o/s/u scale, where the *minimum* standard for earning each grade is as follows:

O (OUTSTANDING - 15,000 POINTS)

Answer demonstrates that the student has read and understood the reading (e.g. through the recall of specific examples or details from the reading), and is able to analyze and evaluate it (for example, by critical engagement with the reading, or by relating it to other material – e.g. previous readings, course material, discussions, experiences, etc.)

S (SATISFACTORY – 7,500 POINTS)

Answer demonstrates that the student has read and understood the reading, and is able to recall relevant material from the reading to answer the prompt.

U (UNSATISFACTORY – 0 POINTS)

Either: (1) Answer does not demonstrate that the student has read and/or understood the reading, or (2) Student is absent, fails to complete the quiz due to a late arrival, or completes the quiz but then leaves class early.

If you are absent for all or part of class time, you will receive no credit for the quiz for that day. **You are required to earn an “S” or “O” on at least 12 of the 15 reading quizzes in order to receive a passing grade in the course.**

HOMEWORKS (140,000 POSSIBLE POINTS)

Every week (except the first week of classes) there will be a short homework assignment, to be completed by the beginning of class on Tuesday. Each assignment will require between 15 and 60 minutes of your time. Once we have organized into CR groups, these homeworks will be the basis for starting discussions within those groups. The assignments are designed to help you connect the course material to your everyday experiences.

These homeworks will be evaluated pass/fail. Passing grades (10,000 points) will be earned by work that:

- (1) Is submitted on time
- (2) Meets the length requirement for the assignment (if there is one)
- (3) Responds to the specific prompt for the assignment

Homeworks are due at the beginning of class on Tuesday. If you are absent for all or part of class time, your homework will not receive points for that day. **You are required to submit at least 12 of the 14 homework assignments in order to receive a passing grade in the course, even if you submit some or all homeworks late and receive no points for them.**

GENDER FIELDWORK PAPER (125,000 POSSIBLE POINTS)

For this assignment students will be required to find a behavior (activity, body language, speech pattern, dress, etc.) that is clearly marked in a culture around you as not something that someone of your gender should be doing, and do it! Observe how you feel and what you think while performing “outside” of your gender, and observe the responses you get from others around you. To keep this a useful experiment, you are not allowed to tell the people you will be observing that this is a class project until after the project is over. You will then write a 1000-1250 word paper describing what you chose to do, why you did it, how you felt while conducting your “gender fieldwork,” what kinds of reactions your project received, and finally what you’ve learned from your project about the construction and enforcement of gender in society and in yourself.

Note: This can be an “old hat” or uncomfortable project for folks who identify as genderqueer or trans. If that includes you, you have three options: 1) do the project as written (remember that there are many ways to challenge your socially assigned gender); 2) analyze a recent experience in which you publicly violated gender norms (in other words, use your existing experiences rather than creating a new one); 3) come see me in office hours to talk about alternative projects.

Gender Fieldwork Papers are due **Friday September 29 by 5pm on GradeCraft**. This paper will be graded on an O/S/U scale, in which an “S” (50,000 points) will be earned by essays that (1) are submitted on time, (2) are within the 1000-1250 word range, and (3) fulfill the directions for the assignment (as explained above). “U” (0 points) will be earned by papers that fail to fulfill one or two of these criteria. “O” (125,000 points) will be earned by papers that meet the criteria for an “S” and show extraordinary insight and/or analysis. *Failure to submit a paper that meets the second and third criteria by 5pm on Friday, December 15 will result in a failing course grade; this is a required assignment for the course.*

CONSCIOUSNESS-RAISING (CR) GROUPS (350,000 POSSIBLE POINTS)

In class on September 7, students will organize into consciousness-raising (CR) groups. Each group is responsible for **meeting for at least one hour a week outside of class time** to discuss personal reactions to the course materials. For consistency across the class, *CR group meetings must take place after that week's Thursday class, and before the next week's Tuesday class*. Students are expected to attend each meeting, to participate in each group action, and to contribute to the group essay. See the CR group handout for more details.

CR GROUP ACTIONS (150,000 POSSIBLE POINTS)

Each CR group is responsible for planning, staging, and documenting two actions on campus or in the Boulder area over the semester. The first action must be completed by **Friday, October 20 at 5pm**; the second by **Friday, December 8 at 5pm**. Each action must be either a consciousness-raising event or a guerilla theater event, and must be related to the themes of the course. *Every student is also responsible for observing two other CR groups' actions*. See the group action handout on GradeCraft for more details.

Actions that significantly exceed expectations in some way will be awarded 75,000 points for each CR group member. Actions may exceed expectations by being creative, effective, and/or highly regarded by peers in the class.

CR GROUP ESSAY (200,000 POSSIBLE POINTS)

Each CR group is responsible for writing a group essay **due by 5pm Friday, December 15 on GradeCraft**. In this essay, you should reflect on and analyze your action projects. Your goals will be to **first** describe and discuss what your group did, what your motivations and expectations were, and what results or response the project generated. **Second**, I would like each of you to critically analyze your projects asking: what conclusions do you draw from these responses – and why are these conclusions significant? And **third** and *most importantly*: what did you learn – and how does your project connect to texts we examined and discussions we had earlier in the semester? How, in other words, does your project illustrate and contribute to the way you *think* about sex (and gender and sexuality, etc.)? (And remember, it is not enough to say something is “interesting” or “important.” You have to push further and explain *why* something is interesting or important – what the social/cultural/political significance is, and what the broader implications are.)

Group essays should be between 3000 and 5000 words. Please cite all relevant sources.

Group essays that meet all of the requirements and are submitted on time will receive 125,000 points. Group essays that meet those requirements AND exhibit extraordinary insight and/or analysis will be awarded an extra 75,000 points. All points will be awarded to each individual member of the CR group.

CR GROUP POINT ADJUSTMENTS

Under special circumstances, individuals in the same CR group will not receive the same points for groups assignments. Individual group members may be awarded a *higher* number of points if the individual is singled out by *all CR group members* as having made a greater contribution to the success of the group. And individual group members may be awarded a *lower* number of points than other group members if the professor and all of the other students in the group concur that the individual did not fairly contribute to the overall group effort. These adjustments may be made to the points awarded to each political action and to the group essay at the professor's discretion.

INDIVIDUAL CR BONUS (75,000 POSSIBLE POINTS)

In the case that an individual contributed significantly to *other CR group efforts* such that the members of the other group(s) believe the individual should receive credit, an extra point bonus will be awarded to that individual up to an additional 75,000 points.

FINAL ESSAY (125,000 POSSIBLE POINTS)

The final essay will be **due by 5pm on Wednesday, December 20 on GradeCraft**. Students will be asked to write an argumentative letter that seeks to persuade someone about an issue we have explored in this class. The assignment will be available on GradeCraft on December 6. **Late essays will not be accepted** (except in the case of a documented personal, medical, or family emergency). *Failure to submit an essay on time will result in a failing grade for the course.*

This paper will be graded on an O/S/U scale, in which an "S" (50,000 points) will be earned by essays that (1) are submitted on time, (2) are within the 1250-1750 word range for the assignment, and (3) fulfill the directions for the assignment, as explained in the handout to be distributed. "U" (0 points) will be earned by papers that fail to fulfill one or more of these criteria; that won't happen, though, because you will really want to write this letter! "O" (125,000 points) will be earned by papers that meet the criteria for an "S" and further show extraordinary insight and/or analysis.

ADDITIONAL WORK

Students have the option of performing additional work for the course to earn more points towards the grade they would like to have at the end of the semester. This work is *not required to pass the course* (although *some specific work is required to earn certain grade levels*), and students may pick and choose among the various options.

JOURNAL (150,000 POSSIBLE POINTS)

Students may submit weekly journal entries to earn 10,000 points for each entry that meets the following criteria:

- Journal entries must be reflections on anything related to the course that week: the readings, the class discussions, CR group meetings, political actions, conversations with classmates relating to the class, experiences relating to the class themes, current events related to the class, etc. The purpose of these entries is to practice informal, reflective writing as a part of the process of engaging with and learning about the course material.
- Journal entries must be submitted by the end of the week (weeks for the purpose of this assignment begin on Saturday and end on Friday), but no more than one journal entry may be submitted for credit each week (for a maximum of 15 entries over the semester)
- Journal entries must be at least 400 words long

Note: To be eligible for an A or an A-, students must submit at least **12 journal entries** that each meet all the criteria above, submitted to the appropriate GradeCraft assignment over the course of the semester. No late work will be accepted.

REFLECTIVE ESSAY (25,000 POSSIBLE POINTS)

Students who wish to earn an A- or A in the course are *required* to write a reflective essay; for all others it is optional (due **Wednesday, December 20 by 5pm on GradeCraft**). This essay must be at least 750 words in length, and reflect on the student's learning over the course of the semester. Further details will be provided in a handout posted on Gradecraft on December 6. Essays will be graded pass/fail, where a passing grade (25,000 points) will be earned by essays that are submitted on time, that meet the length requirement of the essay, and that are responsive to the prompt.

EVENT RESPONSES (100,000 POSSIBLE POINTS)

Students can earn 25,000 points for attending a professor-approved event on campus and writing up a response to the event. To earn the points, students must submit a selfie of themselves attending the event together with a 400-750 word response in which they (1) describe the content of the event, (2)

explain their response to the event, and (3) relate the event to our course material and/or discussions. While more than four events may be approved for this assignment, students may earn no more than 100,000 points in this fashion. Students serving as Class Notetakers may earn no more than 50,000 points in this fashion.

CLASS NOTETAKER (50,000 POSSIBLE POINTS)

Up to three volunteers will be selected by the professor to function as notetakers for the class. These students have the responsibility to post notes within 24 hours to the #classnotes Slack channel. Full points will be earned by any notetaker who submits notes in a timely fashion for at least 25 different class sessions. If more than three people volunteer for this role, the professor reserves the right to select which three students will have this opportunity. To keep the maximum possible number of points equitable, students serving as Class Notetakers may earn no more than 50,000 points via event responses.

EXCELLENT WORK BADGE

Every student has five opportunities to earn the “Excellent Work” badge on GradeCraft. This badge is awarded when you earn an “O” on one of the following assignments:

- Gender Fieldwork Paper
- Political Action 1
- Political Action 2
- CR Group Essay
- Final Essay

In order to earn higher grades in this course, you will need to earn progressively more of these badges, as explained in the next section.

GRADING

You have probably already noticed that this is a rather unusual course, but one of its most unusual features is the grading system. This class uses a pedagogical technique called “gamification”: everyone starts with zero points, and has to complete a combination of required and optional assignments to earn points. As you earn points, you will “level up”; the higher you go, the higher the grade you can earn.

You can earn up to 1,230,000 points in this class, but you are not expected or even encouraged to earn that many points. *You get to choose what grade you want*, and you have the freedom to choose a lot of the things you are going to do to earn the points you need to get that grade.

FINAL GRADES

Final grades are earned through a combination of completing work required to earn a grade level AND through completing additional work to meet the minimum points required to earn a grade level.

MINIMUM REQUIRED WORK FOR A C-RANGE GRADE:

1. Complete Letter of Introduction
2. Complete Gender Fieldwork Paper
3. Complete two CR Group Political Actions
4. Complete CR Group Essay
5. Complete Final Essay
6. Complete at least 12 Homeworks
7. Earn at least an “S” on 12 Quizzes

If the work above is completed on time, it will earn 342,000 points; additional work will be required to meet the minimum point requirements to pass the class (see below).

MINIMUM REQUIRED WORK FOR A B-RANGE GRADE:

1. Complete Letter of Introduction
2. Complete Gender Fieldwork Paper
3. Complete two CR Group Political Actions
4. Complete CR Group Essay
5. Complete Final Essay
6. Complete at least 13 Homeworks
7. Earn at least an “S” on 13 Quizzes
8. Earn at least 127,500 points overall on Quizzes (e.g. 9 S’s and 4 O’s)
9. Earn an “S” or an “O” for Participation

If the work above is completed on time, it will earn 497,500 points; additional work will be required to meet the minimum point requirements to earn a B-range grade (see below).

MINIMUM REQUIRED WORK TO EARN A “B”:

1. Complete all of the minimum required work to earn a B-range grade
2. Earn at least one Excellent Work badge

If the work above is completed on time, it will earn 572,500 points; additional work will be required to meet the minimum point requirements to earn a B (see below).

MINIMUM REQUIRED WORK TO EARN A “B+”:

1. Complete all of the minimum required work to earn a B-range grade
2. Earn at least two Excellent Work badges

If the work above is completed on time, it will earn 647,500 points; additional work will be required to meet the minimum point requirements to earn a B+ (see below).

MINIMUM REQUIRED WORK TO EARN AN A-RANGE GRADE:

1. Complete Letter of Introduction
2. Complete Gender Fieldwork Paper
3. Complete two CR Group Political Actions
4. Complete CR Group Essay
5. Complete Final Essay
6. Complete 14 Homeworks
7. Earn at least an “S” on 14 Quizzes
8. Earn at least 165,000 points overall on Quizzes (e.g. 6 S’s and 8 O’s)
9. Earn at least three Excellent Work badges
10. Complete at least 12 Journal Entries
11. Complete Reflection Essay
12. Earn an “O” for Participation

If the work above is completed on time, it will earn 815,000 points; additional work will be required to meet the minimum point requirements to earn an A-range grade (see below).

MINIMUM POINT REQUIREMENTS TO EARN GRADES:

C-	450,000 points
C	500,000 points
C+	575,000 points
B-	675,000 points
B	750,000 points
B+	825,000 points
A-	925,000 points
A	1,000,000 points

NOTE: There are no D-range grades possible in this course. Failure to meet the minimum work and point requirements for a C- will result in a failing course grade.

WHAT DO THE FINAL GRADES MEAN?

The course is designed so that if you have consistent attendance and you complete all required assignments, you will earn enough points to get a C in the course. A “C” grade means that you have **met the course requirements in every respect.**

“B” grades are earned by going beyond what is merely required, and doing **good or very good work.** Chances are if you are engaged in the course, you will find yourself doing the kinds of things that will earn points towards a B because you are engaged.

“A” grades are earned by doing a significant amount of work beyond what is required, **far exceeding the expectations and requirements for the course.** An A grade is awarded for **excellent work.**

“F” grades are earned by **failing to meet the course requirements.** If you complete all of the required work on time, you maintain consistent attendance, you participate, and you keep up with the reading, you should be able to pass the class. But if you fail to complete any required work, if you do not keep up with the reading, if you do not participate, or your point total is below 450,000 because of excessive absences and/or late assignments, you cannot earn a passing grade in this course.

AM I ON TRACK TO GET THE GRADE I WANT?

If you are wondering how you are doing, check out the Grade Predictor on GradeCraft. The Grade Predictor allows you to plot out different ways of completing work to earn the points you want to earn. One caution, though: it may not accurately reflect the required work for each grade level: be sure to double-check that you are completing all of the *work* required to earn the grade you want, not just earning all the points! Hopefully, the Grade Predictor will become more reliable in catching the work required for grades as GradeCraft fixes some bugs in its software over the semester.

WARNING! THERE ARE WAYS TO LOSE POINTS, TOO

ATTENDANCE

Regular attendance in class is essential for successful learning. In our class discussions we will not only discuss information not contained in the reading but we will also practice the critical analytic skills you are expected to develop. If you miss class for any reason, you can assume that you will have missed something important. Get the notes from one of the class notetakers, and after reviewing them, come and see me if you have outstanding questions or concerns.

In a class such as this one, missing class is missing coursework that cannot be made up. Be aware that absences affect your grade exponentially; the more absences you have, the more your grade will be affected. This is true *regardless of the reason for the absence*. If you can expect to miss four or more class sessions (i.e. more than 10% of the course), you are strongly encouraged to withdraw from the course.

I do not offer makeup quizzes in this course. This is true regardless of the reason for a student's absence. In lieu of make-ups, I offer multiple ways to make up for missing points.

Late arrivals and early departures are distracting and disrespectful. Persistent tardiness and/or early departure will count grade-wise as one or more absences, at my discretion.

Missing class means missed points. Life happens to all of us, and it is not a major problem to miss a few times. But the more you miss, the harder it is to catch up. The point penalties for attendance are designed to signal that absences add up much more quickly than you might have thought.

One absence	-100 points	you'd hardly notice this
Two absences	-1,000 points	or this
Three absences	-10,000 points	this is noticeable, but not hard to come back from
Four absences	-100,000 points	ouch! Now that hurts, but you could make it up
Five absences	-1,000,000 points	at this point, there is no way to pass the class

LATE ASSIGNMENTS

Required assignments submitted late will earn zero points – but still must be completed in order to pass the class. All required work (excepting the final letter and final reflection essay) must be submitted by 5pm on December 15th in order to fulfill the requirements to pass the course and/or count towards earning a grade level.

Required assignments may be accepted late for full credit in two cases: in the event of extraordinary circumstances and with prior approval by the professor, OR in the event of documented personal, family, or medical emergencies.

One such extraordinary circumstance is a conflict due to religious observances. [Campus policy regarding religious observances](#) requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. In this class, you must notify me of any such conflicts *by the end of the second week of classes* so we can work out alternatives.

Per university policy, no extensions will be permitted on the submission of final assignments (e.g. those due during finals week), except in the case of documented personal, family, or medical emergencies.

COURSE TECHNOLOGY

In this class, we will be using three different kinds of classroom technology. I will walk through these in class, but if you have ANY questions about how to use these, or if you are concerned about the accessibility of any of these technologies, please talk to me.

This course requires the use of GradeCraft and Slack, which either are not currently accessible to users using assistive technology or have not yet been reviewed fully for accessibility. If you use assistive technology to access the course material please contact me and Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu as soon as possible to discuss other effective means for providing equal alternate access.

DESIRE TO LEARN (D2L)

The main “learning management system” at CU Boulder is Desire to Learn, or D2L, available online at <https://learn.colorado.edu>. We will be using this site primarily to distribute class-related documents and readings not found in our required texts.

GRADECRAFT

The “learning management system” that we will be using most in this class is GradeCraft. You will receive an email message to your colorado.edu email account inviting you to join our class site. In GradeCraft, you will be able to see all of the course assignments. Many assignments will require that you

submit a file: a document, a video, a selfie, etc.; you will submit many of those to GradeCraft directly. Login to GradeCraft at <https://app.gradecraft.com/login>.

GradeCraft will keep track of the points you earn throughout the semester, and alert you when you receive badges. You can use the Grade Predictor in GradeCraft to map out how you will earn the points you need to earn the grade you would like to get in this course.

SLACK

We will be using a communication application called Slack (which is available for free and across platforms) as the main way that we communicate with one another outside of class. You will receive an email invitation to your Colorado.edu account to join our course Slack team. Visit <https://slack.com> for more information.

Slack makes it easy for any of us to communicate with the whole class – or for members of CR groups to communicate with one another. You may find it useful to post announcements or news stories of interest to the class here. Participation on Slack counts towards class participation.

Check out the handout “Using Slack” on D2L and in our Slack team for more guidelines, or poke around online to learn how to make the most of Slack.

IN-CLASS EXPECTATIONS

I want everyone in the class to learn as much as they can by grappling successfully with important – and sometimes challenging – texts and ideas. To make this possible, we need to cultivate and maintain a classroom environment that is respectful of others and conducive to learning, and we need to be able to take full advantage of the time available to us. In order to create a professional atmosphere within the classroom, you are expected to:

- Arrive to class on time
- Turn off the ringer/sound on your cell phone (and other noise-making devices)
- Refrain from using electronic devices during class (laptops, tablets, phones, etc.)
- Put away newspapers and magazines
- Refrain from having disruptive conversations during class
- Remain for the whole class; if you must leave early, do so without disrupting others
- Display professional courtesy and respect in all interactions related to this class

Compliance with these expectations will assist all of us in creating a learning community and a high quality educational experience. The University of Colorado Classroom Behavior Policy compliments these classroom expectations:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [class behavior](#) and [the student code](#).

OUT OF CLASS EXPECTATIONS

As a member of the CU community, you are expected to consistently demonstrate integrity and honor through your everyday actions. Faculty and TAs are very willing to assist you with your academic and personal needs. However, multiple professional obligations make it necessary for us to schedule our availability. Suggestions specific to interactions with instructors include:

- *Respect posted office hours.* Plan your weekly schedule to align with scheduled office hours. If you cannot make office hours due to schedule conflicts, contact your instructor by email to set up an appointment at another time.
- *Avoid disrupting ongoing meetings within faculty and TA offices.* If the professor or TA is expecting you, or if you have been waiting for longer than five minutes, **knock politely** to let your instructor know you are there. Don't just wait quietly without knocking – they may never realize you are even there!
- *Respect faculty and TA policies regarding email, and note that instructors are not expected to respond to email outside of business hours.* Send email to professors and TAs using a professional format. Tips for a professional email include:

- Always fill in the subject line with a topic that indicates the reason for your email to your reader.
- Respectfully address the individual to whom you are sending the email (e.g., Dear Professor Ferguson). Don't call a professor by their first name unless you have been explicitly invited to do so. Address professors as Professor So and So, or Dr. So and So.
- Avoid email, chat room, or text message abbreviations.
- Be brief and polite.
- Add a signature block with appropriate contact information.
- Reply to emails with the previously sent message. This will allow your reader to quickly recall the questions and previous conversation.

GRADE APPEALS

Grade appeals must be submitted no earlier than 24 hours after, and no later than 7 days after receipt of the grade. Students' concerns should be presented **in writing**, with detailed reasons explaining why the student believes the grade is unfair or incorrect. Be advised that in all cases of grade appeals, the professor reserves the right to raise, maintain, or lower the grade upon review.

Students dissatisfied with the result of an appeal to the professor may appeal to the Director of Undergraduate Studies in the Department of Political Science, in accordance with the Department's grade appeals policy.

ACCOMMODATION STATEMENT

I am committed to providing everyone the support and services needed to participate in this course. If you qualify for accommodations because of a disability, please submit a letter from Disability Services to me in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

DISCRIMINATION AND HARASSMENT

CU-Boulder is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. The [full policy on discrimination and harassment](#) has more information.

HONOR CODE

I take the principles of academic honesty seriously and will uphold the policies and procedures of the University of Colorado Boulder. Your continued presence in this class indicates that your work for this course will comply with [the academic integrity policy](#) of this institution, which all students of the University of Colorado at Boulder are responsible for knowing and adhering to. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior.

Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations is considered cheating. Students are responsible not only to abstain from cheating, but also to avoid making it possible for others to cheat. Submitting someone else's work as your own constitutes plagiarism. Academic honesty requires the full acknowledgement of ideas taken from another source for use in a course paper or project. You must include citations for material that you quote or paraphrase from another text; in general, *it is better to overcite than to undercite*.

All work that you submit for this course may be submitted only to this course and should be based upon work and thought undertaken only for this course. Written assignments will be submitted to turnitin.com to evaluate them for plagiarism.

All incidents of academic misconduct will lead to an automatic academic sanction in the course (up to and including failing the course) and will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The [Honor Code Office](#) has more information.