

# Exploring Sexual Discrimination and Title IX

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Spring 2026

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**Phone:** 609-541-8512  
**Office Hours:** By appointment via Zoom

**Format:** 100% Virtual (Synchronous & Asynchronous)  
**Live Class:** Tuesdays & Thursdays, 3:35 PM–4:55 PM (**Every other week**)  
**Location:** Canvas / Zoom (Link provided on course site)

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## Course Description

This course examines sexual discrimination and sexual misconduct relevant to Title IX of the Education Amendments of 1972. Title IX protects people from sex discrimination and sexual misconduct based on sex in education programs or activities that receive Federal financial assistance. Using academic and policy literature, victimization and other statistics, government regulations, and case examples, this course explores sexual harassment and other forms of sexual misconduct, including assault, sexual exploitation, and intimate partner violence in various settings with a focus on the college campus.

## Learning Objectives

By the end of this course, students will be able to:

- Understand definitions of sexual misconduct and discrimination, including how these definitions operate within Title IX.
- Understand the historical background of Title IX and how the law has expanded beyond “sex.”
- Understand how sexual harassment and gender-based discrimination impact employment, as well as communities and political structures.
- Contribute to the knowledge of gender and sexuality through research, creative expression, problem-solving, and civic action.

## Teaching Philosophy

My approach to teaching is grounded in the belief that a course should support student learning rather than serve rigid instructional formulas. This class is intentionally designed to be student-centered, with an emphasis on engagement, discussion, and applied knowledge.

I recognize that each group of students brings different perspectives, experiences, and needs into the classroom. While the course structure outlined in this syllabus provides a clear framework, there is room for thoughtful adjustment. We may discuss as a class how aspects of the course can be refined to better support collective learning goals, while still meeting course objectives and university requirements.

### Communication and Support

If you have questions or just want to chat, feel free to message me or use the email address provided at the top of this syllabus. If you would like to schedule a time to talk about the course, please contact me at any time that works for you. I stay connected to my email and phone, so you can generally expect a response within one business day.

### Attendance Policy

We meet live **\*\*bi-weekly (every other week)\*\*** on Tuesdays and Thursdays. Because we meet less frequently, discussion is a significant portion of your grade, and attendance is expected for all scheduled meetings.

I understand that “life happens.” If you are unable to attend a session, I am willing to provide a recording of the discussion. However, please note:

- **Active Learning:** Passive listening is not a substitute for active engagement. Missing a session may result in a reduction of learning, as the benefits of peer exchange cannot be fully replicated.
- **Recording Request:** To ensure I have the proper setup ready, please notify me via email or text at least **24 hours** before class if you need a recording.

### Assessment

Grades in this course are based on preparation, participation, and applied analysis.

- Reading Annotations (5 total) 25%
- Case Study Analyses: (1 total) 25%
- Final Case Analysis: (1 total) 25%
- Class Participation: 25%

### Assignment Descriptions

To earn full credit, students must demonstrate engagement with course materials through the following activities:

## Reading Annotations

During Independent Prep weeks, multiple readings will be assigned. Students are expected to complete all readings. However, for each submission, students should select two readings to engage with in depth. Annotations should identify the core argument of each selected text, define 2–3 key terms, and pose at least one critical question.

In addition, students should include a brief synthesis paragraph connecting themes or tensions across the full set of readings.

## Class Participation

Participation is measured during our bi-weekly live Zoom sessions.

- **How to earn points:** You earn points by arriving on time, contributing to the discussion, and sharing insights or questions in the chat or through the discussion orally. If you miss a live session, you may earn partial participation credit by submitting a minimum of a 300 reflection on the class recording.

## Case Study Analyses

Throughout the semester, you will complete two brief case study analyses where you apply Title IX regulations to a real-world scenario (e.g., an athletics dispute or a campus disciplinary case).

- **How to earn points:** Points are awarded for correctly identifying how Title IX has impacted the case study and by providing a clear understanding and argument of the case study. Detailed rubrics will be provided and available on Canvas.

## Final Case Analysis

The final project is a comprehensive analysis of a complex Title IX issue. You will synthesize historical context, legal foundations, and intersectional perspectives discussed throughout the term. Detailed rubrics will be provided and available on Canvas.

- **How to earn points:** Success is based on your ability to integrate multiple course modules into a final cohesive paper. Detailed rubrics will be provided.

## Late Assignments & Grace Period

All assignments are due on Canvas by the posted date. However, I understand that “life happens.”

- **Grace Period:** Every student has a 48-hour automatic grace period for major assignments. No need to email; just submit it.
- **Long-Term Late Work:** Assignments submitted 3–14 days after the deadline will receive a one-letter grade reduction. Work submitted after 14 days will receive a two-letter grade reduction.

If you are facing a significant emergency that extends beyond these windows, please reach out to me as soon as possible so we can create a plan to keep you on track.

## Required Materials

**Zero Textbook Cost (ZTC):** There are **no required textbooks** for this course.

All required readings will be provided digitally within the weekly modules on Canvas. These materials will consist of:

- Peer-reviewed journal articles and scholarly work.
- Policy documents and legal briefs.
- Curated resource guides and media/video lectures.

Students are expected to have access to a device and reliable internet to engage with these digital materials and videos.

## Course & University Policies

### AI Policy

The use of artificial intelligence (AI) tools is permitted in this course when used responsibly. AI may be used to support learning and organization, including brainstorming, outlining, clarifying concepts, improving sentence structure, and formatting citations in APA 7th edition.

AI should not replace your own thinking, analysis, or engagement with course materials. Students are expected to complete all assigned readings independently, produce original annotations, and develop their own ideas and arguments. If you are confused after completing the readings, AI tools can help clarify concepts or test your understanding.

### Academic Integrity

By enrolling in this course, each student assumes accountability and responsibility to be an active participant in Rutgers Camden's community of scholars. Academic misconduct—including cheating, fabrication, plagiarism, and unauthorized collaboration—compromises the university's integrity and can result in disciplinary action (failure, probation, or suspension).

### Expectations for Students:

- Properly acknowledge and cite all use of the ideas, results, or words of others.
- Properly acknowledge all contributors to a given piece of work.
- Ensure all submitted work is produced without unsanctioned materials or collaboration.
- Treat all other students in an ethical manner, respecting their right to pursue educational goals.

For more information, refer to: [Rutgers Academic Integrity Policy](#).

## Students with Disabilities

I am committed to supporting the learning of all students. If you have registered with the Office of Disability Services, please share your letter of accommodations with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health, or attentional), please contact: [Disability Services](#).

## Title IX

If you have experienced any form of gender or sex-based discrimination or harassment, Rutgers offers support staff trained to help you navigate campus life and health services. **Please Note:** Most faculty members are "mandatory reporters." If you disclose an incident to me, I am required to share that information with the University's Title IX Coordinator. For confidential resources, please see [Respect Rutgers](#).

## Code of Conduct & Classroom Environment

Students are expected to adhere to the Student Code of Conduct. Disruptive behavior that interrupts the instructor's ability to teach or student learning will not be tolerated.

**Preferred Gender Pronoun:** This course affirms people of all genders. Please feel free to correct me on your preferred gender pronoun at any time.

**Multilingual Students:** I am committed to making course content accessible. If English is not your first language and this causes you concern, please contact me so we can discuss support strategies.

## Course Schedule

The professor reserves the right to amend assignments and deadlines.

Week	Date	Meeting Type & Topic	Readings / Due
<b>Week 1</b>	Jan 20 & 22	<b>Live Zoom:</b> Course Overview & History of Title IX	Due: Participation
<b>Week 2</b>	Jan 27 & 29	<b>Independent Work:</b> What Led to Title IX? <i>Readings:</i> Second-Wave Feminism (Britannica); Title IX and Women's History (Time); How Title IX Transformed Colleges (Harvard Gazette); <i>Optional:</i> Title IX Statutory Text (DOJ)	Due: Reading Annotations
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Week	Date	Meeting Type & Topic	Readings / Due
<b>Week 3</b>	Feb 3 & 5	<b>Live Zoom:</b> Discussion of Title IX Origins and all reading annotations PLUS overview of next week assignments and readings	Due: Participation
<b>Week 4</b>	Feb 10 & 12	<b>Independent Work:</b> Campus Sexual Assault & Liability <i>Readings:</i> TBH	Due: Reading Annotations
<b>Week 5</b>	Feb 17 & 19	<b>Live Zoom:</b> Discussion of Campus Sexual Assault and Liability	Due: Participation
<b>Week 6</b>	Feb 24 & 26	<b>Independent Work:</b> Intersectionality (Crenshaw) <i>Readings:</i> TBH	Due: Reading Annotations
<b>Week 7</b>	Mar 3 & 5	<b>Live Zoom:</b> Discussion of Intersectionality & Preparation for Case Study Analysis	Due: Participation
<b>Week 8</b>	Mar 10 & 12	<b>Independent Work:</b> Begin Case Study Analysis	Due: Case Study Analysis Draft for Feedback
<b>BREAK</b>	Mar 17 – 19	<b>NO CLASS:</b> Spring Break	—
<b>Week 10</b>	Mar 24 & 26	<b>Live Zoom:</b> Case Study Discussion — Employment Discrimination (Title VII vs. Title IX)	Due: Case Study Analysis (After Live Session)
<b>Week 11</b>	Mar 31 & Apr 2	<b>Independent Work:</b> The #MeToo Movement <i>Readings:</i> TBH	Due: Reading Annotations
<b>Week 12</b>	Apr 7 & 9	<b>Live Zoom:</b> Discussion of the #MeToo Movement	Due: Participation
<b>Week 13</b>	Apr 14 & 16	<b>Independent Work:</b> Disability, Consent, & Athletics <i>Readings:</i> TBH	Due: Reading Annotations
<b>Week 14</b>	Apr 21 & 23	<b>Live Zoom:</b> Final Case Analysis Workshop & Contemporary Challenges	Due: Participation
<b>Week 15</b>	Apr 28 & 30	<b>Independent Work:</b> Final Case Analysis Draft	Due: Final Case Analysis Draft (For Feedback)
<b>Finals</b>	May 5	<b>Course Wrap-Up</b>	<b>Final Case Analysis Due</b>