



# GNSE 15002 4 - Gender and Sexuality in World Civilizations I - Instructor(s): Stephanie Painter

Project Title: **College Course Feedback - Autumn 2023**

Number Enrolled: **18**

Number of Responses: **13**

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## Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

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Creation Date: **Friday, February 2, 2024**

## What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
The array of texts (both primary and secondary, historical and current) contributed to my understanding of how concepts regarding gender and sexuality have social, political, and cultural implications. I really came to understand how hegemonic power structures and political strategies (not to mention science) have exploited traditional ideals of gender and ideas of sex.
Most importantly, I learned how to approach societal challenges in a different sense.
Knowledge of historical and contemporary gender and sexuality and feminist theory, how the way we talk about gender and sexuality has changed over time, and how patriarchy, binary categories, and heterosexuality is supported by societal institutions.
different ways to think about gender and sexuality, particularly how we view the intersections of these with race, class and culture
I learned how to approach content which I had not dealt with before.
I gained more knowledge about cultural definitions of gender and sexuality and how those definitions have changed over time.
Questioning the existing arrangements of biological sex, gender roles, sexuality.
Learning how to critically engage with text and discourse about gender.
Gender as Action (West and Zimmerman, 1987)
Sex and Gender as socially constructed tools for Biopower (Fauso–Sterling, the 5 sexes, fun short lecture by UPenn prof Beans Velocci, Laquer One Sex model. West and Zimmerman)
Existence of Compulsory Heterosexuality (Adrienne Rich, same title)
Existence of and some literary examples of the compounding intersection between sex, class, race, and body. (Treatment of Bibi Haldar, Freud Dora [+kate novak "Hysterical Girl"], Mohanty, Gloria Anzaldua "Speaking in Tongues", Anne McClintock Postcolonialism, James Baldwin's "Freaks and the American Ideal Manhood" or however you spell it).
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In–class skill wise, essay grading focused my writing on emphasizing the 'larger impact' of what I was discussing.
Then the use of a daily "Reviewer" who at the start of class would summarize the previous class and state how the reading connects to the days class.
These were always nice to have and personally encouraged me to make connections between texts which got easier and easier as we went through the quarter.
Otherwise, I had fortunately had an introduction to many of the ideas and attitudes in this course in other areas of my life, thus it was not hard for me to get into the material.
However, Gloria Anzaldua's work "Speaking in Tongues" has genuinely inspired me to write much more in my life, which is probably the actual most important thing I'm walking away with!

## Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
I appreciated the organization of this course. I liked how every week had its own theme and the progression of the weeks allowed us to revisit old content and it really felt like we were fleshing out the course material completely. I was always curious to see what perspectives and ideas my classmates would bring to our in–class discussions, and these are what really contributed to my learning.
Discussions were perhaps the most important and enlightening for the course.
The seminars were always good discussions! Prof. Painter is great at facilitating and everyone in class had great contributions.
Readings are all very thought provoking, and provide great material for discussions.
the way Stephanie did a mini lecture to help guide us and the role of the reviewer and expert was helpful for assignments and just class in general
Small group discussions in class were helpful for learning, enjoyed that the assignments weren't all traditional papers and we had a lot of creative options to choose from (podcast, ChatGPT assignment, etc)
I appreciated the discussions because it enlightened me on other peoples' perspectives.

## Comments

### We only had class discussions

Class discussions were helpful when Professor Painter provided us with guiding questions and had us discuss in small groups. Sometimes when it was free for anyone to talk, only a few people would dominate the conversation, and it was not very helpful. But when Painter explained something or asked us questions, that helped me understand the texts the most.

The readings and discussions were great. Classmates were all engaged and knowledgeable so discussion never felt forced. The professor provided great questions to drive a constructive conversation

Lectures had prof led discussions of the course texts assigned to that day from the syllabus.

These discussions were generally nice, often having us directly discuss some of the big quotes from each text, often having questions for peer and group discussions.

We generally talked a good amount to each other in this course, which was appreciated since a good amount of the folks in the course were actually engaged.

Each class there was an assigned Reviewer and Expert.

Reviewer summarizes the previous class and says how the previous readings are connected to today's. They started off the class each day and were a nice way to get into the headspace for the class.

The expert wrote up a longer, 1–2 page writeup about the day's texts. Think like longer more thorough discussion post, where you bring up multiple things from the readings, then explicitly connect them to other readings, then saying how you were impacted by the reading, ending with 2 questions for the class (which the prof would very often use in the actual class).

Both were engaging and helped add student participation. I wish the expert also said something in class during the day, it made them feel less relevant even though they likely put the most work into the reading that week. (though this is definitely made up for via in class discussion).

Professor Painter held office hours over zoom and was also able to work with you for off–schedule times. Very much appreciated.

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Beyond the lectures, we were required to attend one CSGS event throughout the quarter and had a very small (3 sentence though people often did much longer good–for–them) discussion post before every class.

For the required event, there were many clearly broadcasted opportunities mentioned in class, canvas, and email. One was a screening for a class reading "Paris is Burning" by Jennie Livingston. There were many more, such as Jules–Gill Peterson's talk in november.

If you went to a screening, you'd say so start of class and we'd have a short conversation about it, usually being interesting and a fun conversation.

I personally was very happy attending events, and was able to find multiple ones throughout the quarter that were interesting and personally relevant.

There was a ballroom show performed at the DuSable Museum one weekend organized by CSGS which was very good! Fun thing to be able to do :)

I appreciate the course making us engage with events since it's encouraged me to go out and find them more actively while I still have all these opportunities available to me as a university student.

## Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.46	5.00	0.00%	0.00%	7.69%	38.46%	53.85%
I understood the purpose of this course and what I was expected to gain from it.	4.54	5.00	0.00%	0.00%	15.38%	15.38%	69.23%
I understood the standards for success on assignments.	3.62	4.00	15.38%	7.69%	15.38%	23.08%	38.46%
Class time enhanced my ability to succeed in graded assignments.	4.15	4.00	0.00%	0.00%	30.77%	23.08%	46.15%
I received feedback on my performance that helped me improve my subsequent work.	4.23	5.00	7.69%	0.00%	7.69%	30.77%	53.85%
My work was evaluated fairly.	4.00	5.00	7.69%	7.69%	15.38%	15.38%	53.85%
I felt respected in this class.	4.38	5.00	0.00%	0.00%	23.08%	15.38%	61.54%
Overall, this was an excellent course.	4.31	5.00	0.00%	7.69%	7.69%	30.77%	53.85%

## Additional comments about the course:

Comments
This is a great course.
Take this course for civ.
I believe this course is very dependent on your views and if you agree with everyone else. Your papers will be evaluated based on how much you agreed with the general consensus of what everyone was saying in class. Don't make your arguments too controversial, but you are also expected to participate quite a lot in class to earn a good grade. We did not know how we were being evaluated exactly until week 7.
this class is interesting and accessible to those not already experienced with gender and sexuality studies. We have a focus on earlier theorhetical texts (like Adirenne Rich, Thomas Laquer, West and Zimmerman [gender as action instead of performance from Judith Butler]), which is pretty cool because you can see these people cited in later texts. I can see the desired organization in the syllabus.
100% enjoyable, I felt aimless at times. Thank you Professor Painter.

## I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	0.00%	100.00%
Anyone interested in the topic	0.00%	100.00%

## Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments
Stephanie was a great instructor. She is so insightful and facilitated our discussion really well, asking the right questions to provoke our understanding of the readings along with challenging our initial reactions to the content. Her openness to discussion really contributed to my learning, as this area of study is new to me.
Prof. Painter was great a facilitating discussions and realizing when the class was interested in one topic over another.
Discussions were usually productive, and Professor Painter led them well. She made sure everyone had equal opportunity to participate. Doing discussion posts every class was a lot, but I appreciated that Professor Painter incorporated them into the lessons as it made me feel more engaged and heard.
Mini-lectures and slide shows with guided questions, small group discussions, and I really enjoyed the annotate homeworks
Professor Painter was very kind and knew how to handle all types of conversations we had in discussion in a very informative manner.
I think the class discussions contributed the most my understanding of the texts that were assigned.
Providing us with some guidance on the readings and providing informational context during class.
Contributions from the professor during discussions were very helpful in seeing the texts in new lights and relating them to recurring concepts throughout the quarter.
Office Hours were awesome to help with brainstorming as well as refining arguments and talking about texts. The nice slide decks and obvious intent to get us students to actually talk to one another were appreciated. Group discussions gave me moments to refine my thinking and verbalize my arguments. I often used points that I came up with as a response in class in my actual written work.

## What could the instructor modify to help you learn more?

Comments
I know this is probably the most important question for a teaching fellow like Stephanie, but I don't have any advice. I thought Stephanie was excellent, I couldn't have asked for more. She was professional, kind, and helpful. I loved the slideshows she prepared!
Not much.
Expectations on assignments were totally unclear. Professor Painter did provide generic rubrics for the assignments, but because they were generic essay advice (write an argumentative thesis, write strong topic sentences) they weren't helpful for their respective assignments . Essay prompts went way beyond the scope of the readings, and so to form an argument that fully answers the prompt the papers became more opinion pieces than a chance to really dive into the readings. Also, since the prompts were so massive in scope, it was impossible to address them in the shorter essay formats. The comments I received back on my papers from Professor Painter were more large-scale questions and encouragement to write more analysis and incorporate more readings when I already didn't have enough space or relevant material from the readings to make the points the prompts expected. For these assignments to be more productive, I believe the specific expectations need to outlined (is this an argumentative paper, or opinion piece?) and the scope of the prompts need to be further considered and hopefully narrowed.
Professor Painter could mediate discussions more. Often certain students in the class were dominating the conversation, making it difficult for other students to participate or feel comfortable interjecting.
more annotate homeworks and wrapping up the class a little more succinctly
None
I think the instructor could give us more graded assignments earlier on in the course so we know how we're doing throughout the quarter. We were not graded on much until near the end of the quarter.
Push the discussion on quicker so we can cover more about the text, sometimes we'd fall a bit behind so we wouldn't talk much at all for a certain day's readings.
N/A
I wish there was more writing! Sincerely, we only had one essay before the final. thus we lacked opportunities to actually test our writing at essay standards. This caused me to feel a little aimless at times since we'd have our class discussions and discussions posts, but I wasn't sure if what I was thinking about and trying to engage with was at the expected level of complexity.
I think this could be remedied by adding smaller writing components for each week, such as a weekly response paper which could ask us to articular one argument or connection at the level of an essay.

Comments
Then we could get many instances of feedback throughout the quarter on our writing and also improve our learning since were being forced to make connections.
Making these a small-ish percent of the grade could also minimize pressure of larger assignments. Since a compounding problem of low assignment count are high weights (and stakes) per assignment.
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Then have more time for group discussions, or having larger group assignments. Like making a mini presentation, a 5 minute talk, coming up with some questions, or even having a student/group lead class.
It was cool to have at least one opportunity for smaller group discussion per class, however more would be nice because often what would happen is that "class discussion where it's almost always student then teacher".
I believe this is very likely out of your specific control, but reducing amount of course texts / reading load! Since there were some readings that felt a combination of longer and somewhat less relevant and impactful when compared to some other texts. Text like Janet Gyatso, James Baldwin, Stein or Sommerville, sor Juana, Mohanty or McClintock, Maybe Jazmati(?), as well as Towle and Morgan could (I feel) be removed while maintaining a strong theme and narrative across course texts in line with what a good first quarter gender civ class should/could have.
I suggest because sometimes we would not even cover readings in class because we had quite a good amount to discuss, be in Reviewer, in class presentation, actual discussion, group activities, and switching between everything.
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Then for assignments, regardless of what kind they are, having clear standards (and potentially examples?) of good writing at our level.
A rubric was not specifically provided for the first of two assignments, which was tough and led to ambiguity in my own approach to work.

## The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.62	5.00	0.00%	0.00%	7.69%	23.08%	69.23%	0.00%
Presented lectures that enhanced your understanding.	4.69	5.00	0.00%	0.00%	0.00%	30.77%	69.23%	0.00%
Facilitated discussions that were engaging and useful.	4.46	5.00	0.00%	0.00%	7.69%	38.46%	53.85%	0.00%
Stimulated your interest in the core ideas of the course.	4.62	5.00	0.00%	0.00%	15.38%	7.69%	76.92%	0.00%
Challenged you to learn.	4.62	5.00	0.00%	7.69%	0.00%	15.38%	76.92%	0.00%
Helped you gain significant learning from the course content.	4.54	5.00	0.00%	7.69%	7.69%	7.69%	76.92%	0.00%
Was available and helpful outside of class.	4.75	5.00	0.00%	0.00%	0.00%	23.08%	69.23%	7.69%
Motivated you to think independently.	4.38	5.00	7.69%	7.69%	0.00%	7.69%	76.92%	0.00%
Worked to create an inclusive and welcoming learning environment.	4.54	5.00	0.00%	7.69%	7.69%	7.69%	76.92%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.54	5.00	0.00%	7.69%	7.69%	7.69%	76.92%	0.00%

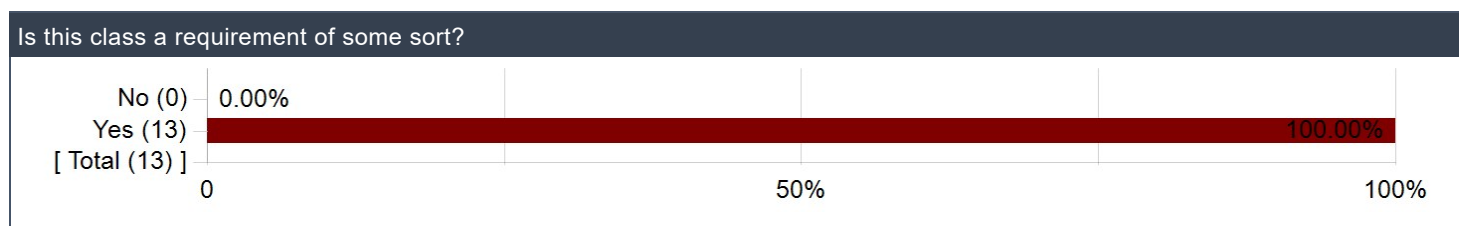
## How much did the following elements of the course contribute to your learning gains?

	Mean	Median	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Laboratory Experience	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Field Trips	4.00	4.00	0.00%	0.00%	0.00%	50.00%	0.00%	50.00%
Library Sessions	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Review Sessions	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Writing Seminars	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

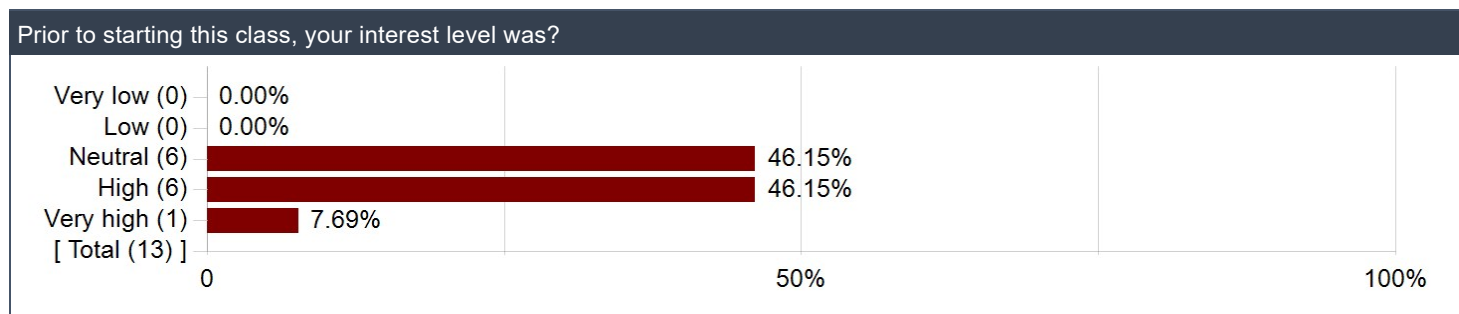
## Other course elements not mentioned above:

Comments
Attend one Gender and Sexuality Studies event

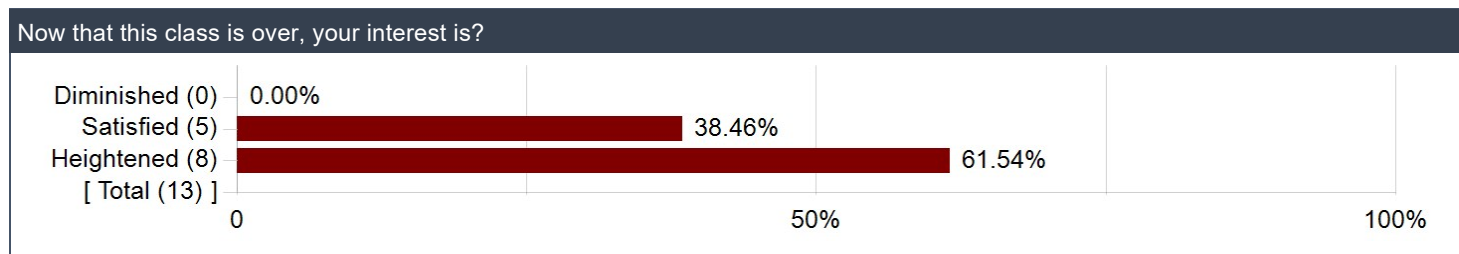
## Is this class a requirement of some sort?



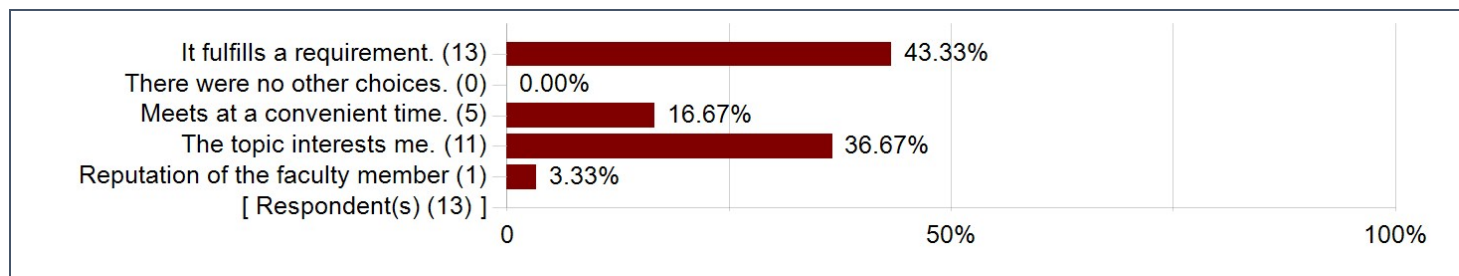
## Prior to starting this class, your interest level was?



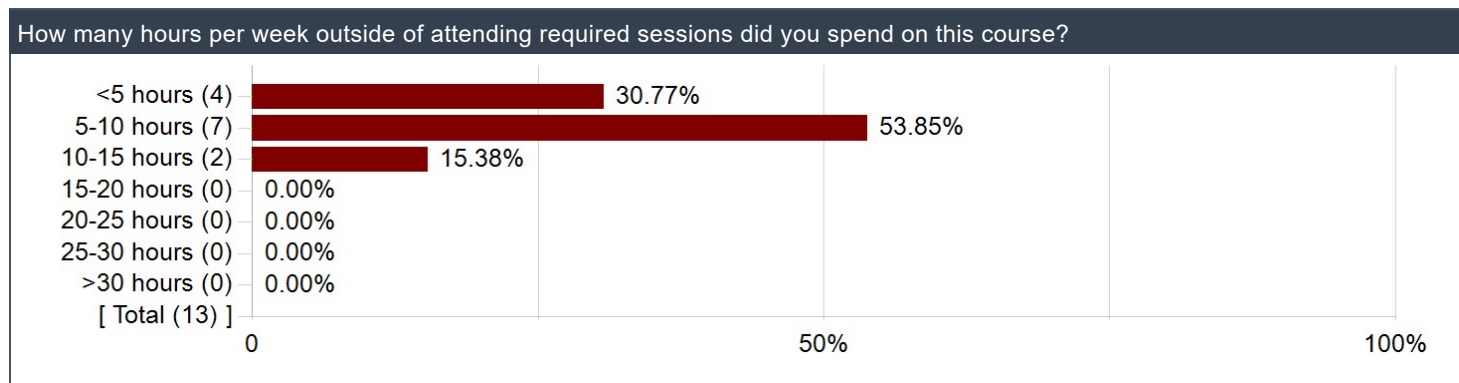
## Now that this class is over, your interest is?



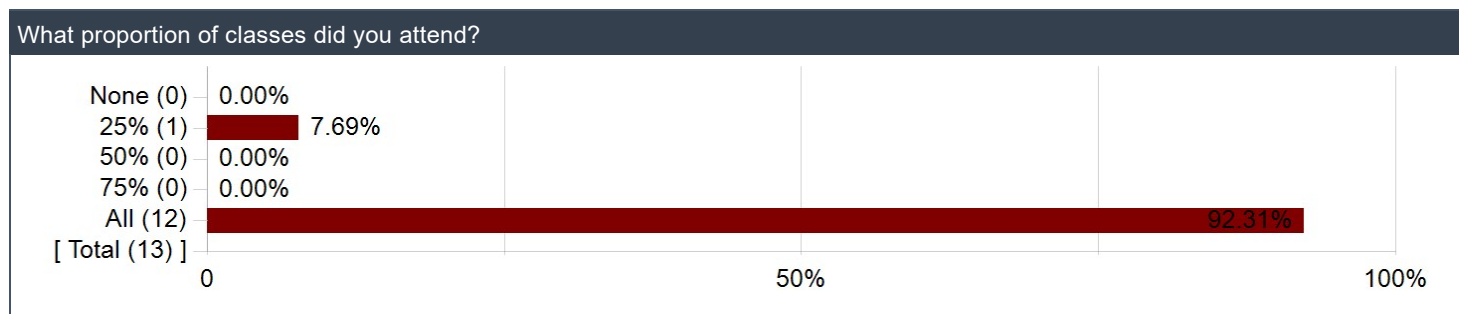
### Why did you choose to take this course? (Select all that apply)



### How many hours per week outside of attending required sessions did you spend on this course?



### What proportion of classes did you attend?





**Please comment on the level of difficulty of the course relative to your background and experience.**

Comments
Appropriate even for students who have no/minimal experience in Gender & Sexuality Studies.
The writing isn't easy, but the rest of the course is participation based, so come to class ready to talk.
Though I'm not studying gender and sexuality, I was already versed in the area and a lot of texts/media I had already read or had a general idea of what they were, so it was super easy personally. Objectively, none of the texts were difficult to read.
Not too difficult, readings are very manageable and essays are standard for a Civ course
not difficult
Not that difficult
As someone who has not thought much about the topics in this course, it was sometimes difficult to participate in conversations in a contributing manner, but the environment Professor Painter created, made it easier to participate and learn about the topics in class.
This class is not difficult conceptually, but the professor's grading system is on the harsher side.
Not very difficult if you have no background, but the readings are a bit long and can take a while to understand,
Was not too difficult, the readings could be challenging (but they should be) and the standards for success were very clear
fine! chill discussion posts, not high stakes discussion sections, available office hours, writing assignments were generally 1250 words with not super strict grading. You really do have to engage early in the course, if you don't buy in, don't understand West and Zimmerman's definitions early, don't engage with early reading, then it becomes *much* harder to connect together readings. Thankfully, each week has a stated theme which does help with connection.
We were also often provided discussion questions ahead of class. These were very useful as they targeted our reading in ways useful for the class and practicing analysis. This was very useful for Akwaeke Emezi's Freshwater, since it was a whole book with a lot to grab related to sex, gender, and much more that we read over Thanksgiving break.
Get working on your final assignment early, going to office hours to brainstorm is a very useful way to get thinking about these assignments. The earlier your start, the more time you have to think, the more time you have to make connections, the easier it is to get writing and work done.