Anti-sexual harassment/assault curriculum

The Madison School District has implemented an anti-sexual harassment/assault curriculum with two different modules for boys and girls. The curriculum is conveyed via sex-segregated meetings in the school gymnasium and high school cafeteria. The seminars are in place of regular courses, and are held from 2 to 3 p.m. during October, designated by Congress as sexual assault awareness month following the Ford/Kavanaugh controversy. The boys’ curriculum focuses on “no means no,” the social construction of masculinity, i.e., toxic masculinity and the importance of consent. The girls’ seminars focus on teaching girls how to communicate their consent, or lack of it, and how to otherwise prevent sexual assault, including self-defense training, walking with friends after dark, not getting into cars, resources for reporting assault and counseling and support for victims. You are an attorney with a focus on education law. You have been approached by a parent of one of the children, who was assigned to the boy’s class but would prefer to be included in the girl's class. The child identifies as male.1. Discuss how a liberal feminist legal theorist and a cultural feminist legal theorist might view the legal issues in this case, including the legality of the exclusion of boys from the girls' class but any other issues with legal significance, i.e., conditions that suggest the need for new laws or a change in existing laws. Explain why. 300 words2. Discuss how a dominance feminist legal theorist and intersectional feminist legal theorist would view the issues of the case. Explain why. 300 words. When developing your answers, try to think about what each of these theories has to say about the status of women and WHY women occupy that particular status. Liberal feminists just want women to be treated equally. Dominance (radical) feminists regard the law as another instrument of female oppression by men and the existence of sexual violence as evidence of that dominance. Cultural feminists ascribe to women beliefs and attitudes that are different from typically male attitudes but deserving of comparable respect. Intersectional feminists would examine whether a proposed solution reflects the lived experience of all women, with various identity factors or conditions. To do well on this assignment: 1. Be sure you understand these four theories reasonably well; consider using post-it notes to briefly summarize from the text key points about the theories.2. Think about how the videos we have watched relate to these various views of women's condition and possible remedies.3. Use the triangle figure in the first chapter of Chamallas to understand the core concerns that occupy these theories.4. Draft an outline of your answer with specific ideas drawn from the text or other readings.5. You have a short word length. Skip any empty content such as vague statements or statements that state the obvious, e.g., the four feminist legal theories take different approaches to the problem. If you go over your word limit, go back and trim any fat. If you are having trouble knowing what to say, that is a sign that you didn't understand what you read in the book and don't understand the theories well enough. Re-read the book (fortunately the text is relatively brief) and contact me for assistance.6. Finish it a day or two in advance and give yourself time to revise it. It is best to always make time to revise any written work.7. Feel free to ask any clarifying questions and to run ideas past me.