Course Overview

Welcome to COMM 4140 – Gender & Communication. This class will provide an opportunity to explore connections between gender, rhetoric, and public culture. We will discuss a range of issues including ongoing constructions of feminism, the fluidity of gender and sexuality, questions of identity, and a variety of gender-related topics that will hopefully interest you. We will critique a variety of gendered discourses, questioning what it means to be understood as male or female, masculine or feminine. Social messages that encourage us to adopt or avoid different gendered identities will be dissected, interrogating the repercussions of hegemonic gender expectations. Furthermore, we will consider an array of rhetorics that challenge static gender binaries, reflecting upon the potential for social change and effects of rhetorical strategies aimed at disrupting the status quo.

As a course offered by Communication Studies, we will take seriously the intersections of rhetoric with performance studies, mediated culture, and lived identities. We will investigate an array of locations from which social arguments are articulated—public protests, legal policies, public speeches, acts of disobedience/resistance, movies, poetry, television shows, websites, music and music videos, etc. Additionally, while the particular focus of this course will be on inventions of arguments and subject positions germane to gender, the lessons learned about social movements more generally should be applicable to other marginalized groups agitating for inclusion in the U.S. socio-political-cultural arena.

**Please note**
This is a course taught from rhetorical perspectives. There are undoubtedly connections between what we study in this course and the studies germane to Interpersonal/Organizational Communication & Performance Studies; however, the emphasis of this class is on rhetorical/cultural methodologies for critiquing social constructions of gender.

This is a 4000-level course in Communication Studies, taught from a rhetorical perspective. It is expected that you are entering this course with strong skills in critical thinking, academic discussions and presentations, scholarly researching and writing, and argumentation.

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Course Learning Objectives

1. To gain an understanding of gender as a rhetorical construction (rather than biological “given”) that is situated socially, historically, and culturally.
2. To contextualize scholarship regarding rhetoric and gender through illustrative examples from historical examples as well as contemporary and popular culture.
3. To investigate how gendered identities intersect with other rhetorically constructed identities (e.g., race, ethnicity, sexuality, class).
4. To use critical rhetorical methodologies to analyze how dominant expectations of gender shape our lived experiences, particularly in contemporary U.S. society.
5. To examine non-dominant performances of gender as they challenge patriarchal hegemony.
6. To translate theoretical concepts and materials learned in the classroom into a public outreach/educational event.

Readings

The readings for this course vary in length, difficulty, and origination. Most readings are drawn from critical rhetorical theories and are drawn from journals in the field of communication/rhetoric. We will also read an assortment of shorter essays, popular culture articles, and visit various websites. Due to the diverse nature of our texts, there will be some day-to-day variation in terms of your reading load. Some of the essays are complex and will likely challenge you—they are not included to frustrate you—they have been chosen because they are strong examples of the positions we are discussing, and they lay out arguments in ways that are especially nuanced.

Our activities in class will be based upon the assumption that you have read and reflected upon the material. With this in mind, you should plan to give yourself plenty of time to read carefully, take notes appropriately, and be prepared to ask questions when necessary. Students are expected to complete and process, to the best of your ability, any assigned readings before coming to class and to bring readings to class with you. Do not give up on a reading just because you’re feeling challenged by it; read the entire assignment and come to class with questions. Quizzes and other take-home assessment assignments will be used as necessary to ensure that students are comprehending the materials.

Required Readings:

To keep your costs at a minimum, all course readings will be posted on your course’s BlackBoard site.

You can print out essays either from your home computers or in a General Access Computer Lab on campus. Please see the General Access Computer Labs website, http://www.gac.lunt.edu/pol.php, for more information about where to find labs, print quotas, etc. There are two labs in the General Academic Building (GAB 330 and GAB 550), along with quite a few labs spread throughout campus.

*If you should ever find yourself unable to log onto BlackBoard, please use your library privileges to find the article through EBSCO. If the library fails you, e-mail another classmate or me directly and I’ll happily send you a copy via e-mail.

All Written Assignments Should Follow These Basic Guidelines:

* Your layout should include 1” margins, a 12 point font, and be double-spaced, and follow the APA style guide for citing your research throughout the paper (e.g., including the year and page numbers associated with any quoted material).
* Use quotations meaningfully. While I strongly encourage you to incorporate helpful quotations and to cite materials meaningfully, this does not substitute for your thoughtful analysis and synthesis of the scholarship.
* Proofread your paper carefully for language choices, grammar, and spelling.
* Include a Works Cited page that follows the most recent APA format (in line with the expectations of the COMM department). Automated reference programs will not cite your sources correctly/fully.
Assignments

Active Participation (7.5%). This course will benefit students who are motivated to read, write, and engage in discussion. At its core, this course is animated primarily through active dialogue, informed discussion, and critical engagement. Thus, your invested participation is essential. Merely showing up is not enough. If you attend every day but rarely engage in the materials in a way that is responsive to the day’s readings and others in the class, you will earn a poor participation grade. Likewise, if you are not in class, you certainly cannot contribute to our discussions. This portion of your final grade is based on your meaningful contributions to the come to ongoing class dialogues. Please speak out, speak often, and speak in a manner that demonstrates that you’ve read closely.

Quizzes & Assignments (7.5%) This portion of your grade will take into consideration various assignments not specifically listed on the syllabus (e.g., reading quizzes, reading prompts, in-class group work, homework assignments). For all quizzes, you may use any written notes you have taken over the readings for that day (NOTE: you cannot use the readings themselves, nor your computers/smart phones/technology/neighbor). On days when we do have quizzes, they will be given promptly at the beginning of class; if you are late for class and/or miss class for reasons other than a university-excused absence (i.e., university-sponsored activity or religious observation), these cannot be made up.

In-Class Exam Experiences (30% – 2 experiences x 15% each). Twice this semester you will have in-class writing opportunities to demonstrate your comprehension of course concepts. These experiences will be comprised of short answer and essay questions and cover your careful reading of course materials in addition to information provided during lectures & discussions. Your ability to synthesize and critically engage the materials is expected (in other words, these exam experiences are not simply about rote memorization – you’ll certainly need to know specific information from the course, but you will need to be able to apply this information meaningfully).

Gender Fair (30%) – Tuesday, December 3, 8:00 am - 4:00 pm – In an effort to bring the lessons of this course to the wider university and public community, we will host a Gender Fair during the last scheduled week of class. This project will be educational, public, and designed to provoke dialogue and learning within our broader community. This assignment values your ability to translate academic research into accessible and meaningful engagements with people outside the course. This component of your course grade will be based upon your individual, small group, and the overall class's contributions to the Gender Fair. Much more information about this project will be provided as we settle into our class routine. For now, consider the Gender Fair a “field trip” and know that you need to block off this entire day (8:00 - 4:00), including all outside obligations.

Proposal for Final Paper (5%) – Tuesday, October 29 by Midnight – Each student must turn in and have a proposal approved before completing the final paper. You will receive more information about the expectations of this paper during the semester. This paper will be due via Turnitin on BlackBoard.

Final Paper (20%). – Due Wednesday, December 11 by 5 pm – Each student will write a 8-10 page paper that rhetorically analyzes some gendered artifact of public/popular culture. Your analysis will be similar to other articles that you will read in class over the course of the semester. You will receive more information about the expectations of this paper during the semester. This paper will be due during the final exam week via Turnitin on BlackBoard.

**Papers written for this assignment have often gone on to be selected for the Top Paper panel at the UNT Student Conference held every Spring.

Extra Credit

There will be a variety of extra credit opportunities offered over the course of the semester. In most cases, students will be expected to write a 2-page reflection paper responding to the event. Unless directed otherwise, response papers should provide a critical evaluation of the event including the following 3 elements: 1) provide a brief summary of the event as it relates to issues of gender; 2) discuss how the event relates specifically to course terminology, concepts, and scholarship; 3) provide a rhetorical critique/evaluation of the event's representations of gender roles and expectations. All extra credit papers are due within one week of attending an approved event and should be submitted to Suzanne via e-mail.

The maximum amount that any student's grade can be raised from extra credit opportunities (papers & accountability bonus combined) is 5%.
Grading/Quality of Work

All grades will be in the form of a letter grade (A-F) and weighted according to the demands of the specific assignments. In the end, your final grade will be accounted in the following manner:

A: Exemplary: work or performance that goes well beyond the basic expectations of the assignment to the point of providing a model of excellence to others.

B: Commendable: work or performance that not only meets all requirements but exceeds them, demonstrating depth, originality, and other marks of quality that give the work distinction.

C: Satisfactory: work or performance that fully meets all requirements competently and shows the ability to function as a college student.

D: Marginal: work or performance that either (1) fails to meet all requirements though what is done is considered competent, or (2) meets all requirements but not at a basic level of competence or (3) both of the above but not poor enough to be considered failing.

F: Failing: work or performance that falls significantly short of requirements or basic competence or both. And, of course, work not done.

Academic Integrity

It is expected that all students have read and understand the Dean of Student’s expectations regarding academic honesty and integrity. If you have misplaced your copy of the code, please surf to http://www.unt.edu/csrr/development/dishonesty.html. It is of utmost importance that you understand what is meant by cheating, facilitating academic dishonesty, fabrication, plagiarism, etc. It is also important for you to understand your rights should I or any other instructor accuse you of academic dishonesty. Every graded assignment requires you to do original, independent, and creative work. In addition to copying someone else's words or ideas, reusing your own work (from other courses) is considered academic dishonesty—you might be permitted to extend research from other classes, but you must clear this with your instructors before proceeding with such research. Frequently, you will be asked to summarize and synthesize various course readings and additional research; if you are using more than 3 words of that text, you need to use quotation marks and include the corresponding page number(s). Even if you are not quoting text directly, you need to indicate when you are using another scholar's thoughts/ideas/concepts/paradigms/etc. by putting their name in parentheses after the idea. Violation of these expectations will result in swift and severe consequences (typically, failure for the assignment and possibly, failure for the course).

Meetings & Grade Disputes

For some students, this will prove to be a challenging course. I highly encourage students to use my office hours to ensure maximum success in achieving your own course goals. If you are struggling with readings, come talk to me about them. If you are wrestling with course terminologies, see me. If you have little background in rhetoric, visit me so you can secure the mentoring you might need. I am willing to meet with you ahead of time and talk about your assignments and upcoming exams. I am more than willing to read outlines ahead of time to offer suggestions for finding research. Indeed, students who have found the most gratification in this class have realized the importance of keeping an open dialogue with me.

I maintain a 24/7 policy with regard to discussing grades—Once I have returned an assignment with a grade, please wait at least 24 hours to talk with me about the grade (this will allow you time to reflect on the feedback and constructively determine questions for our meeting). Any meeting regarding grades on a particular assignment must be scheduled within 7 days of the return of that assignment—it is never good to wait too long to seek clarification. I will not discuss grades over e-mail or telephone, and I will not discuss your grades in reference to anyone else in the class.

If you want me to reconsider a grade, you need to submit a written memo detailing your argument for why your grade should be higher (again, the memo needs to be filed within 1 week of receiving feedback). This memo needs to demonstrate a complete argument (including claims, warrants, and data/backing). Please note: Claiming that you “worked really hard” or “need a certain GPA to maintain a scholarship or participation on a sports/academic team” does not count as an argument for increasing a grade based on the standards of a given assignment. Also keep in mind, once your assignment has been opened for reconsideration, it is possible that your grade will be lowered.
Class Climate

The types of issues we will discuss in this class range from the writings of 19th century activists and queer theorists to the politics of breastfeeding and representations of raced and sexualized bodies. In many instances, you will be presented with information that does not coincide with how you have experienced the world or what you have learned previously—what a boring life this would be if we were always only learning the same thing over and over! Some course participants will undoubtedly have strong reactions to some of our readings and discussions—strong reactions are not discouraged. Since this is a course in Communication Studies, your contributions need to be framed as complete arguments (not just claims) and presented respectfully. We will strive to create an environment in which you all feel comfortable articulating your arguments and relaying your relevant experiences in classroom discussions. Constructive critique is welcomed (and expected). Words or deeds that marginalize people because of their gender, race, ethnicity, class, age, sexual orientation, or ability disrupts the productivity of our learning community and cannot be tolerated.

UNT Acceptable Student Behavior Statement:
Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Firearms Policy
It is unlawful to bring firearms on the campus of the University—even if you hold a permit.

Cell Phones/Text Messaging/Computers

We all use them and love them. Use them and love them before class and after class. Please don’t make me answer your phone (although I do LOVE to chat with your parents, fraternity brothers, and significant others when they call in the middle of class). Also, please do not use your phone (or iPad or Polaroid camera, etc.) to take pictures of PowerPoint slides—this is distracting to everyone.

I have instituted this policy for a number of reasons that are substantiated by communication and educational research. First, emailing, instant messaging, game playing, and web surfing frequently distract students who use laptops and other technology in the classroom. As a result, laptop and other technology users tend to provide less eye contact and participate less in class discussion. Second, students who use laptops in the classroom are cited as the most prevalent distraction for students not using computers in the classroom. Third, research finds a negative relationship between in-class laptop use and course grades—Fried (2008) found that students who use laptops during their classes actually tend to do worse in these classes than peers who don’t use laptops. And fourth, communication and technology experts Lohnes and Kinzer (2007) found that laptops inhibit feelings of community in the classroom, because several in-class laptop users are dually and only partially committed to two simultaneous contexts: the world of the classroom and online space.

Bottom Line: Unless you’ve been asked to bring your technology to class to use for a particular assignment or have a specific ODA accommodation, there should be no use of your fancy tech during class time.

E-Mail & BlackBoard

Students are expected to check their preferred e-mail quite frequently in order to stay current with course communications. If you have a question outside of class and can’t make it to my office hours, please contact me via e-mail (do not e-mail me through the BlackBoard site). Plan to check BlackBoard often for course reminders, announcements, updates, assignments, and readings.

If you are experiencing problems with the BlackBoard system (e.g., if you can’t log on or use the system), please contact the UNT Help Desk immediately: 940-565-2324 or helpdesk@unt.edu.
Accountability

We will spend the bulk of our time discussing the ideas raised in the readings and in class and presenting arguments to one another. I will act primarily as a facilitator and each of you will bear some responsibility for the educational experience of the entire class. If you are not here, you will not gain as much from or contribute as much to the course; your experiences are important to our collective learning experience. Therefore, there will be a strictly enforced accountability policy. You have 2 personal days (the equivalent of one academic week) to use as you need/wish. These days should be saved to account for illnesses, interviews, upcoming trips, holiday break plans, etc. If you take more than two days off of class, your final grade will reflect a full letter grade deduction for each class missed (10% of your final grade per absence beyond 2). However, if you are here for every class meeting (i.e., if you take no personal days), your final grade will reflect a grade increase of 2.5%.

University Authorized Absences—Religious observances and UNT-sponsored activities

In line with UNT policy, there are no “excused” or “unexcused” absences related to sicknesses or other life events (in other words, you don’t need to get a doctor’s note if you have the flu and just need to spend the day in bed, and you don’t need to bring me an obituary if your loved one passes away). You have the equivalent of one week of class to use for such situations—Please use your personal days wisely.

There are only two exceptions made to the above policy about personal days. The first exception is in line with the state of Texas regarding observations of major religious holy days (as identified by Section 11.20 of the Texas state tax code)—these absences do not count against your personal days. Additionally, University-sponsored activities (e.g., travel associated with debate, performance festivals, field trips) do not count against your personal days. HOWEVER, it is your responsibility to alert me by the second week of class, in writing, if you plan to miss class over the course of the semester for either a University-sponsored activity or religious observation. In this e-mail, please include specific dates and your reasons for missing class. If you are traveling for a University-sponsored activity, I will also need official documentation from the Dean of Students within 3 days of your absence.

Regardless of your reason for missing a class, you are still responsible for that day’s in-class materials and deadlines—In the case of Gender Fair, you must be in attendance for the entire event.

Please note, because of the high demand for this course, students who miss the first class day without prior professor consent are subject to being dropped from the course so that other students may be added.

Deadlines

Please pay close attention to deadlines as you will be held to them. This policy is in place to assist you in your life—deadlines are important and reflect on your credibility and professionalism (please treat this course as a priority). We all depend upon machines to get our work done. We all know that machines break down. When they do, it does not constitute an “excuse” or an “emergency.” It is expected that you will prepare your assignments far enough in advance so that when your computer malfunctions (as it inevitably will), you will still have time to rectify the problem and turn in the assignment on time. Since you will turn in your proposal and final paper to Turnitin on BlackBoard, you must follow deadlines closely because Turnitin on BlackBoard has an automatic submission cutoff and will not accept late work. Please always save the receipt that Turnitin sends you after you have submitted an assignment—this is your only proof that you have submitted your work should there be a glitch in the matrix. If you don't receive a receipt, e-mail me a copy of your assignment immediately.

If you are taking a personal day, traveling for a University-sponsored activity, or observing a religious holy day, you can still turn an assignment in on time by turning it in EARLY.

There are very few circumstances in which makeup assignments are applicable to this class. Since you will have most major assignments well in advance, you will always have the opportunity to turn in work early. Again, plan accordingly to account for interviews, travel (University-sponsored activities, religious observations, and personal days), and illnesses. If you miss an in-class assignment (e.g., quiz) due to a University-sponsored activity or religious observation, you can write a make-up essay to take its place. If you miss an in-class assignment because you are taking a personal day, the assignment cannot be made up.

Crisis Contingency

In the event of the university closing for weather-related reasons or illness outbreak (e.g. swine flu), please visit the course website on Blackboard. I will provide instructions on how to turn in assignments and how the class will proceed utilizing BlackBoard's announcements function.
Writing/Research Resources

As the semester progresses, you may want some additional help with your writing or with research. If this is the case, please utilize the following resources:

**Communication Studies Library**
The Department of Communication Studies has an impressive collection of scholarly books relevant to this course. Please take advantage of this perk! Do keep in mind, though, that the Communication Library is not a lending library; you can use the books and media inside the library space when the library is open and make photocopies of particular chapters/essays that would be most helpful to you. To see what the Communication Library has in its collection and find out when it is open for general use, consult the Department’s website: [http://communication.unt.edu/research/library](http://communication.unt.edu/research/library).

**COMM Library Copier Use Policy**
Students conducting research in the Communication Studies Library associated with departmental coursework have access to a printer/photocopier located in the office adjacent to the library. We encourage students to make use of this resource to print research accessed online in the library or to copy essays from any of the department's holdings. Students may not use this resource for other purposes, such as printing courses assignments, class notes, scripts, etc. Students who use the copier for uses other than those outlined above will lose copying privileges.

**The Writing Center**
A great place to talk about ideas, improve the organization of your paper, or work on your writing skills. Check the Writing Center website for more information about hours, request an appointment online, or even find out how to receive feedback on your writing online at: [http://ltc.unt.edu/labs/unt-writing-lab-home](http://ltc.unt.edu/labs/unt-writing-lab-home). You can also contact The Writing Center at 940-565-2563 or e-mail: WritingLab@unt.edu, or go visit them in AUDB #105. They even offer online tutoring hours!

**Research and Instructional Services (RIS)**
Available through Willis Library, Research and Instructional Services (RIS) assists with research, instruction, and collection needs. Contact them for assistance at (940) 565-3245, or visit them at [http://www.library.unt.edu/ris-research-instructional-services](http://www.library.unt.edu/ris-research-instructional-services) to ask a question online.

**Disability Accommodations & Course Accessibility**
This class seeks ways to become a working and evolving model of inclusion and universal design for all participants. The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended with the passage of the Americans With Disabilities Act (ADA). Your success in this course is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. In accordance with the ADA and Office of Disability Accommodation (ODA), I will gladly provide reasonable accommodations to students who need them. Students who wish to self-identify and request assistance under the ODA policy should register in Sage Hall Suite 167 (note the new location as of Fall 2013) early in the semester to ensure maximum assistance and support.

**Statement from the Office of Disability Accommodation:**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940-565-4323.
**Academic Research**
(or, why you should avoid becoming a Google Monkey)

It is expected that you are capable of performing (and willing to perform) collegiate level academic research. Sometimes, this will require a trip to the brick and mortar building called a “library”—this may seem arduous, but all of your research needs are not always available on your home computer. The only time you should be using Wikipedia or Google is to help you brainstorm—googling a topic or doing a Wikipedia search should never constitute an end result of your research. Wikipedia and Google should never show up on your Works Cited page. In your presentations, phrases such as “according to Wikipedia.com …” and “as explained on Google.com…” should never escape from your mouth. **Bottom line: Run away from Wikipedia and Be Very Cautious About Google.**

The UNT Library website has the option “Communication & Mass Media Complete”—this search engine should be your friend. While it does not catalogue all journals in the field of Communication, it does search a good number of them and offer many of them in pdf format. From the UNT Library homepage, select the link to Databases. Select “C” and from there you will find the link to “Communication & Mass Media Complete” — This should always be the first place you look for research and should be where you find the bulk of your research for any project in this course. Also relevant, under “G” you will find the “Gender Studies Database.”

Regardless of which database you select, you need to find either a pdf of the source (this is the equivalent of the article photocopy) or the physical journal at the library. You will be told often that “internet sources” are not acceptable research in this course. Locating peer-reviewed journal articles that are catalogued online is not the same thing as an “internet source.” When I say “no internet sources,” I mean something that only exists online and is not peer-reviewed. There are some exceptions to this “no internet source” rule; please consult with me if you think you have encountered an exception.

Oh, and a final note about Google Books. I have an uncanny way of knowing what we happen to have in the library and what we don't. And, I can typically sniff out when students have relied on fragments of text found on Google Books to stand in for scholarly research. Finding a part of a book on Google Books is not the same as finding the book and being able to read the whole thing cover-to-cover. Important passages are often left out of Google Books fragments. At the end of the day, this database is not a comprehensive database for your research.

**SETE Evaluations**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester (November 19-December 8), providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

**Incompletes**

In accordance with University policy, a student can only receive a course grade of “I” if the student 1) has completed at least 75% of the coursework, 2) is passing the course, and 3) has a justifiable and documented reason beyond the control of the student for not completing the work on schedule (e.g., serious illness, military service).

**Disclaimer**

This syllabus should not be considered a binding contract on the part of the professor, who reserves the right to change any aspect of the course without prior notice.

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It is expected that you will read the text(s) **BEFORE** coming to class for the day, that you will take notes over your readings, and that you will **bring the readings** with you to class so we can discuss them most fully. Please use your printing privileges and bring all readings with you along with your notes to enable quick consultations. We may alter some of the assignments as the semester progresses depending on the needs of the class.

**All Readings Will be Available via Blackboard**
Schedule of Readings

R. 8/29  Introduction to Course. Why are you here? Let’s get to know each other …

T. 9/3  Getting a Handle on Sex, Gender, & Sexuality
• Judith Lorber, “The Social Construction of Gender”
• Allan G. Johnson, “Patriarchy, The System: An It, Not a He, A Them, or an Us”
• Dale Spender, Selections from Man Made Language

R. 9/5  An Entrance into Feminism
• bell hooks, Selections from Feminism is for Everybody: Passionate Politics

T. 9/10  No Reading — Introduction to Gender Fair

R. 9/12  Guest Speaker — June Barnebey (MEETING PLACE TBA — PLEASE PAY ATTENTION FOR AN ANNOUNCEMENT OF ALTERNATIVE VENUE)

T. 9/17  Catching Waves — 1st Wave Feminism

R. 9/19  Early Racialized Resistance
• Sojourner Truth, “Ain’t I a Woman?”
• Roseann M. Mandziuk, “Commemorating Sojourner Truth: Negotiating the Politics of Race and Gender in the Spaces of Public Memory”

T. 9/24  Feminine Style — 2nd Wave Feminism
• Bonnie J. Dow & Mori Boor Tonn, “Feminine Style’ and Political Judgment in the Rhetoric of Ann Richards”

R. 9/26  Southern Ladies — 2nd Wave Feminism
• Ashli Quesinberry Stokes, “Constituting Southern Feminists: Women’s Liberation Newsletters in the South”

T. 10/1  3rd Wave Feminism — What Counts as Political?
• Stacey K. Sowards and Valerie R. Renegar, “Reconceptualizing Rhetorical Activism in Contemporary Feminist Contexts”

R. 10/3  Framing Political Women
• Karrin Vasby Anderson, “Rhymes with Blunt’: Pornification and U.S. Political Culture”
Scour the Internet and bring in an example that either reinforces or resists Anderson’s pornification thesis (print this out and be prepared to turn it in).

T. 10/8  No Readings — Work on Gender Fair in Class
**Last day to withdraw from a course with an automatic W**

R. 10/10  Exam Experience I

T. 10/15  Intersectionality
• Kimberle Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” (THIS IS A LONGER READING, GIVE YOURSELF TIME — Worksheet assigned)

R. 10/17  “Jezebels” and “Good Boys”
• Shannon L. Holland, “The Offending Breast of Janet Jackson: Public Discourse Surrounding the Jackson Timberlake Performance at Super Bowl XXXVIII”
T. 10/22  Hegemonic Masculinities
  • Nick Trujillo, “Hegemonic Masculinity on the Mound: Media Representations of Nolan Ryan and American Sports Culture”
  • Bring in an advertisement that depicts the 5 aspects of hegemonic masculinity described by Trujillo (print this out and be prepared to turn it in).

R. 10/24  Masculinities & Violence
  • Rachel Hall, “It Can Happen to You: Rape Prevention in the Age of Risk Management”
  • Steven P. Schacht, “Teaching About Being an Oppressor: Some Personal and Political Considerations”

T. 10/29  No Readings — Gender Fair Work Day in Class
Paper Proposals Due Through Turnitin on BlackBoard by MIDNIGHT

R. 10/31  Mediated Cycles of Gendered Violence
  • Suzanne Marie Enck and Blake McDaniel, “Playing With Fire: Cycles of Domestic Violence in Eminem and Rihanna’s ‘Love the Way You Lie’”

T. 11/5  Introduction to Queer Theory
  • Michael Warner, “The Ethics of Sexual Shame” from The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life

R. 11/7  Troubling Bodies and Binaries
  • John M. Sloop, “Disciplining the Transgendered: Brandon Teena, Public Representation, and Normativity”
  • Suzanne Kessler, “The Medical Construction of Gender”

Saturday 11/9 — Homecoming — Visit the Communication Studies tent for Tailgating

T. 11/12  Guest Speaker — Joanna Lugo

R. 11/14  The Potential For and Problems With Bodily Resistance Part 1
  • Eve Ensler, Selected monologues from The Vagina Monologues
  • Michele L. Hammers, “Talking About ‘Down There’: The Politics of Politicizing the Female Body through The Vagina Monologues

T. 11/19  The Potential For and Problems With Bodily Resistance Part 2
  • Faedra Chatarad Carpenter, “(L)activists and Lattes: Breastfeeding Advocacy as Domestic Performance”
  Possible Guest Speaker — Stay Tuned!

November 20-24: National Communication Association (NCA) annual convention in Washington, D.C.

R. 11/21  Class Does Not Meet — Use This Time Wisely for Gender Fair Work Day

Friday 11/22  **Last day to withdraw from a course with a grade of WP or WF**

T. 11/26  Exam Experience II

R. 11/28  No Class — Celebrate/Resist the holiday as you will

T. 12/3  ****GENDER FAIR — 8:00 a.m. - 4:00 p.m. — Willis Library Forum****

R. 12/5  Class Does Not Meet — Individual Meetings with Suzanne as needed

Final Papers due through Turnitin on BlackBoard by Wednesday, December 11 by 5:00 p.m.

COMM 4140 (Gender & Communication)