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 and resistance, discourses of gender and sexuality, questions of identity, and a variety of gender-related topics that will hopefully interest you. We will critique a wide array 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 critiqued as we interrogate the repercussions of hegemonic gender expectations. Furthermore, we will consider discourses that challenge static gender binaries, reflecting upon the potential for social change and 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, hashtags, music, and music videos. 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**

There are certainly connections between what we study in this course and scholarship germane to interpersonal communication; however, the emphasis of this class is on rhetorical/critical methodologies for analyzing social constructions of gender.

Since 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.
**Course Learning Objectives**

1. To appreciate gender as a rhetorical construction that is socio-historically and culturally situated.
2. To contextualize scholarship regarding rhetoric and gender through illustrative examples from political and popular culture.
3. To investigate how gendered identities intersect with other 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 into a public outreach/educational event.

**What You Should Expect From Me**

I view the classroom as one of the few spaces where taken-for-granted notions of privilege and power can be productively challenged and hopes voiced. My approach to teaching is one that takes seriously the charge of raising students’ consciousness and aiding their progression in becoming more engaged participants in our public culture. Following a dialogical model of pedagogy, I insist that students bear a great deal of responsibility in contributing to the learning environment with insight from course readings and expressions of life experiences.

1. I will be prepared for all class sessions, trying my best to make lectures engaging and to make the best use of class time through teacher-student interactions, discussions, and other activities.
2. I will evaluate your work in a timely manner, fairly, and offer constructive criticism for improvement. I will make every effort to grade and return your work within a 10-day time frame, ensuring you have the time to understand the possibilities for improving your projects.
3. I will make myself available during office hours (and in other appointments as requested) to work with you on your assignments—brainstorming, revisions, explanations, examples, etc.—to ensure you have a clear understanding of the possibilities for making your projects as effective and dynamic as possible.
4. I will respond to e-mail questions in a reasonable amount of time, guiding you with as much detail as possible. On week days, I will always respond to you within 24 hours; on weekends, you may have to wait until Monday to receive a response (depending on my researching and travel/conference schedule for the semester).
5. I will be enthusiastically committed to helping you achieve the challenging course objectives.
6. I will approach the classroom fundamentally with an ethic of care and respect for my students and for the course concepts. I do not have the goal to make all students simply “think like me,” but to enable students to understand the concepts associated with this course and use them proficiently, and to think critically.
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.

Required Readings:
To keep your costs at a minimum, all course readings will be posted on your course’s Canvas 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.gacl.unt.edu/location-labs, 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 Canvas, please use your library privileges to find the article through EBSCO. If the library fails you, e-mail another classmate or me directly.

Strategic Reading & Critical Thought

As you continue to develop your critical thinking and reading skills, here are a few tips to help learn how to read critically. This means, you should read using different strategies to understand the text in full. This includes:

Reading to Comprehend: Most important is to understand the basic content and arguments being made by the author (the basic who, what, where, how type of information). You want to make sure you understand the author’s intent and have an accurate interpretation of the argument presented. Many of the readings are for you to understand a particular concept (ex: public sphere, direct action, etc.), so you will want to pull out those elements from the readings as you go. You might need to look up words or Google specific references to aid in comprehension.

Reading to Agree: Put yourself in the position of the author in terms of seeing how the argument applies to the movement example in the article or another aspect of dissent. What is the author’s stated purpose in the article and how did she/he accomplish this purpose? How is the text similar/different to others we have read, who would the author agree or disagree with compared to other texts? What limitations does the author suggest to his/her own argument?

Reading to Disagree: The beauty of this course is that you don’t have to agree (and probably won’t agree) with everything that you read. Reading to disagree is to critically evaluate the arguments presented as well as to form your own opinion on the piece or the situation at hand. Does the text contradict other texts? Are there flaws in the argument presented (assumptions made, biases, evidence presented, etc.)? Does the text not apply or “fit” with movement examples or other cases of dissent?
How Can I Support YOU?

**Course Accessibility**
Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course.

**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 in Sage Hall Suite 167 or on their website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940-565-4323.

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**If you are feeling lost or overwhelmed...**

1. **Make an appointment with me.** You are more than welcome to e-mail me, to visit during my office hours, or to make an appointment. I can help resolve many issues & questions.

2. **Writing Lab.** This is 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, or even find out how to receive feedback on your writing online. You can also contact them at 940-565-2563, e-mail: WritingLab@unt.edu, or go visit them in GAB 305 or during Walk-In hours at Willis.

3. **Willis Reference Librarians.** Our reference staff is eager to help your research and orient you to our library’s resources.

4. **Use our COMM Library!** Seriously — our student librarians are awesome! GAB 301 and you can see our holdings and hours online through the COMM website.

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**Title IX Support for Victims of Violence**
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources_0](http://deanofstudents.unt.edu/resources_0). Notably, Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. **We are here to help.**
**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. The summer session moves very quickly and your attendance is imperative to your success. You have *2 personal days* to use as you need/wish (the equivalent of one week of class). This day should be saved to account for illnesses, interviews, upcoming trips, etc. If you have an ODA accommodation, I will, of course, work with you to ensure your success in the class.

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 1). 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%.

**Tardiness to class** will count as partial absences (15 minutes late = 1/4 partial absence).

**GENDER FAIR (APRIL 30TH) — THIS IS THE ONE DAY THAT STUDENTS CANNOT MISS UNDER ANY CIRCUMSTANCES.**

**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.

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.
Assignments

**Active Participation & Assignments (10%).** This course will benefit students who are motivated to read, research, 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 ongoing class dialogues. Please speak out, speak often, and speak in a manner that demonstrates that you’ve read closely. From time to time, you will be asked to bring in an example relevant to the day’s readings or participate in a group activity—these types of unscheduled assignments will also be factored into this grade.

**Concept Portfolios (30%) – We will start these on Monday, January 22** – Success in college and in the rest of your life requires a strong day-to-day work ethic and ability to skillfully employ concepts relevant to your coursework and careers. Educational scholars strongly suggest that “frequent, low-stakes assessments” improve learning more than “high-stakes” midterm and final exams. Based on both this research and feedback from students who have taken this course over the years, this course will not include exams; rather, you will turn in "concept portfolio" submissions over the course readings this semester. I will provide copies of the Concept Portfolio Sheets at the start of the semester and make a file copy available on Canvas. The hard copies are due immediately at the beginning of each class. Each student is required to turn in 15 submissions over the course of the semester for points. Submissions beyond 15 are eligible for extra credit.

**Please be sure to keep all of your Concept Portfolios — They will be relevant and helpful to you as you work on both the Gender Fair event and follow-up presentations, as well as your final course exam.**

**Gender Fair (40%) – Monday, April 30, 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.

There are a series of checkpoint due dates associated with the Gender Fair that will be assigned over the course of the semester (including the **Theoretical Foundation paper**, the group **Gender Fair Report**, and the **Gender Fair Presentations** after the event) — More details will be given as we move along the semester.

**Final Exam (20%). – Wednesday, May 9th** – This will be an in-class exam that enables students to demonstrate a comprehensive understanding of course concepts. You will receive more information about the exam as we get closer to the end of the semester, but it will be based on a combination of concepts from course readings, Gender Fair research, and ongoing interactions in the class.
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 an 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: suzanne.enck@unt.edu

The maximum amount that any student’s grade can be raised from extra credit opportunities (papers, extra concept portfolios, & 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.

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).

E-Mail & Canvas

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 Canvas site). Plan to check Canvas often for course reminders, announcements, updates, assignments, and readings.

If you are experiencing problems with the Canvas system (e.g., if you can’t log on or access the system), please contact the UNT Help Desk immediately: 940-565-2324 or helpdesk@unt.edu. If they cannot help, you should contact a peer to ask her/him to send you the reading or contact your professor.
Deadlines

We all depend upon machines to get our work done. We all know that machines break down and sometimes we forget to double-check that we’ve sent our e-mails to the right address. When we run into these occurrences, they do not constitute an “excuse” or an “emergency.”

The nature of the Gender Fair assignments will require you to work collaboratively with your small group and with the fuller class. Deadlines are necessary to keep the entire project on track. If one group gets behind, the whole class falls behind — **Put simply, deadlines are firm and no late work will be accepted.**

Since your Concept Portfolios have leeway built into them (i.e., you can miss up to 3 portfolios before being penalized), these will only be accepted if they are submitted immediately at the beginning of class each day (for the spot check) and then re-submitted at the end of class each day.

Class Climate

The types of issues we will discuss in this class range from the politics of the abortion debates to representations and enactments of races and sexualities. In many instances, you will be presented with information that does not coincide with how you have experienced the world or what you have believe (politically, religiously, etc.). There is NO expectation that you will agree with all of the readings, but there is an expectation that you will work to learn what the arguments can help teach you about the operation of gender in our culture.

At times, we will be discussing events and topics that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I’d be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.

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 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. The Dean of Students’ Office has a clear explanation of your rights and responsibilities in this regard — please see their website for more information: [http://deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct)

Firearms Policy:
As of August 1, 2016, a license holder may carry a concealed handgun while on the campus premises, except in locations and at activities prohibited by law or UNT policy. A license holder may not carry a partially or wholly visible handgun, or intentionally or knowingly display a handgun in plain view of another person.
How will technology enhance or detract from your learning environment?

In recent years the saturation of cell phones, text messaging, and laptops has produced something I call the problem of divided attention. A March 25, 2008 article in The New York Times summarized recent studies of productivity in business settings. Researchers found that after responding to email or text messages, it took people more than 15 minutes to re-focus on the “serious mental tasks” they had been performing before the interruption. That’s almost 30% of our typical class period! Other research has shown that when people attempt to perform two tasks at once (e.g., following what’s happening in class while texting), the brain literally cannot do it. The brain has got to abandon one of the tasks in order effectively to accomplish the other.

Such research illustrates that attempts to multitask weaken your performance as a student. For this reason alone you should seek to avoid the problem of divided attention when you are in class. But there’s another, equally important reason: we technology users often lose our senses when it comes to norms of polite behavior, and the result is that perfectly lovely people become unbelievably rude. For both of these reasons, please turn off your cellphones or set them on silent mode when you come to class; it is rude for our activities to be interrupted by a ringing cellphone. Similarly, smart phone distractions (Facebook, Twitter, email, web, text messaging, and the like) may seem quiet and unassuming, but they do distract me and others around you.

If you use a computer, be certain it is used solely for the purpose of taking notes during the discussion (i.e., don’t check e-mail, do research, read web sites, etc.). Much research is finding that students who are on the internet during class distract not only themselves, but those around them. Finally, do not record class without permission. Each student in the class is deputized to police technology distractions; it’s not just me who is bothered by them and I may not always notice. If a student near you is distracting you with his/her technology use, you should feel free to politely ask that person to please stop or move to a space in the classroom where s/he will be less distracting to others. Finally, I reserve the right to declare “screens down” at any time during class, for any reason or request that you send me copies of your notes at the end of any class.

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 Canvas. I will provide instructions on how to turn in assignments and how the class will proceed utilizing Canvas's announcements function.
Academic Integrity

It is expected that all students have read and understand the Dean of Student’s expectations regarding academic honesty and integrity. 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. 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 and publication year 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).

For an excellent resource for both avoiding plagiarism and integrating sources effectively, see Harvard’s Guide for Using Sources. Ways to avoid plagiarism suggested in their guide include keeping your writing and sources separate (in a different file or a different color font), keeping a source trail, quoting your sources properly, and not only paraphrasing carefully but also acknowledging sources explicitly when paraphrasing.

Academic Research

(or why EBSCO’s Communication & Mass Media Complete should be your friend)

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 offers many of them in full .pdf format.

From the UNT Library homepage, select the link to Databases. Where it says SEARCH FOR DATABASE, type “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 or the department of Communication Studies.
Meetings & Grade Disputes

For many 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.

Grades are best discussed in an atmosphere that is relaxed, not rushed, and private. As such, student grades will not be discussed before or after class. 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.

SPOT Evaluations

The Student Perceptions of Teaching (SPOT) evaluation is a requirement for all organized classes at UNT. This short survey will be made available to you online at the end of the semester, 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 SPOT to be an important part of your participation in this class.

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 to meet the needs of the class.

Acknowledgments

Syllabi are often influenced by others in the field who do good work as teachers and mentors. I am especially indebted to the following people for their influence on this syllabus: Jeff Bennett, Cara Buckley, Anne Demo, Ragan Fox, Claire Sisco King, Amy Pason, Phaedra Pezzullo, Jamie Skerski, and Isaac West.
Schedule of Readings

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 Canvas

M. 1/15  Martin Luther King, Jr. Day—NO CLASS—Honor the DREAM

W. 1/17  Introduction to Course. Why are you here? Let’s get to know each other …

M. 1/22  Unraveling Terminology
  •  Diana K. Ivy — Chapter 2 from GenderSpeak: Communicating in a Gendered World, “Gender identity development: Biological, social, and cultural influences”

W. 1/24  Introducing the Gender Fair
  •  Suzanne Enck — “Planning a gender fair as a semester-long final project”

M. 1/29  Historical Evolution(s) of Feminist Activism
  •  bell hooks — Selections from Feminism is for everybody: Passionate politics
  •  Stacey K. Sowards and Valerie R. Renegar —“The rhetorical functions of consciousness-raising in third wave feminism”
  •  Audre Lorde — “The transformation of silence into language and action”

W. 1/31  Framing Gender & Politics
  •  Anderson, Karrin Vasby (1999) — “‘Rhymes with rich’: ‘Bitch’ as a tool of containment in contemporary American politics”

M. 2/5  Intersectionality 101
  •  Kimberlé Crenshaw — “Mapping the margins: Intersectionality, identity politics, and violence against women of color” (THIS IS A LONGER READING, GIVE YOURSELF TIME)

W. 2/7  Troubling Bodies & Binaries
  •  Lois Gould — “The fabulous story of baby X”
  •  John M. Sloop — “‘This is not natural’: Caster Semenya’s gender threats”

M. 2/12  Hegemonic Masculinity
  •  Christopher Duerringer — Be a man—Buy a car! Articulating masculinity with consumerism in Man’s Last Stand

W. 2/14  Pedagogies of Rape Prevention
  •  Rachel Hall — “‘It can happen to you’: Rape prevention in the age of risk management”
  •  Kristen Howerton — “The damaging effects of shame-based sex education: Lessons from Elizabeth Smart”
**Friday, February 23** **Last day to withdraw from a course with an automatic W**

**Friday, February 23**

**Theoretical Foundations Due — Midnight via Turnitin on Canvas**

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**M. 2/19**  **Domestic Violence & Pop Culture**
- Suzanne Marie Enck and Blake A. McDaniel — “Playing with fire: Cycles of domestic violence in Eminem and Rihanna’s ‘Love the way you lie’”

**W. 2/21**  **Embodied Activism, Feminism, and Sexuality**
- Bonnie J. Dow and Julia T. Wood — “Repeating history and learning from it: What can SlutWalks teach us about feminism?”

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**March 10-18 — Spring Break**

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**M. 3/19**  **Normative Families**
- Kathryn A. Cady and Thomas Oates — “Family splatters: Rescuing heteronormativity from the Zombie apocalypse”

**W. 3/21**  **Familial Purity**
- Jimmie Manning — “Paradoxes of (im)purity: Affirming heteronormativity and queering heterosexuality in family discourses of purity pledges”

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**March 10-18 — Spring Break**

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**M. 3/26**  **Reimagining Kinship**
- Goltz, Dustin Bradley and Jason Zingsheim—“It’s not a wedding, It’s a gayla: Queer resistance and normative recuperation”

**W. 3/28**  **Queer Worldmaking and Ambivalent Activism**
- Isaac West, Michaela Frischherz, Allison Panther, and Richard Brophy — “Queer worldmaking in the ‘It Gets Better’ campaign”

**M. 4/2**  **Queering TV**
- Frederik Dhaenens — “The fantastic queer: Reading gay representations in Torchwood and True Blood as articulations of queer resistance”

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**Monday, April 2  ** **Last day to withdraw from a course with a grade of W or WF**
W. 4/4  Feminist Burlesque  
- Claire Nally — “Grrrrly hurly burly: neo-burlesque and the performance of gender”  
- Special Guest: Karen Wisdom

M. 4/9  Hashtag Activism  
- Sofia P. Caldeira and Sander de Ridder — “Representing diverse femininities on Instagram: A case study of the body-positive @effyourbeautystandards Instagram account”

W. 4/11  Discourses of Reproductive Rights  
- Kathleen M. DeOnis — “Lost in translation: Challenging (white, monolingual feminism’s) <choice> with justicia reproductiva”

M. 4/16  Gender Fair Workshop Day in Class
W. 4/18  Gender Fair Workshop Day in Class
M. 4/23  Gender Fair Workshop Day in Class
W. 4/25  Gender Fair Workshop Day in Class
M. 4/30  *****GENDER FAIR — 8:00 a.m. - 4:00 p.m.*****
W. 5/4  Gender Fair Group Reports in Class

W. 5/9 @ 1:30-3:30  Final Exam