

Hugh Downs School of Human Communication (HDSHC)
COM 316: Gender & Communication

Section #12380
T/Th 9:00am-10:15am
LL 150

Section #12174
T/Th 12:00-1:15pm
WXMLR A308

Instructor: Sarah Jones, M.A.

Office: STAUF A111

Office Hours: T/Th 10:30-11:40am, 1:30-2pm MST, or by appt.

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Read this syllabus carefully. By remaining enrolled in the course, you have accepted the conditions and expectations of the course. The requirements and expectations indicated in this syllabus are non-negotiable. Withdraw from the course immediately if any aspects of the course, its expectations, and/or requirements are not acceptable to you.

COURSE DESCRIPTION:

This course is about the relationship between gender and communication. Our method of study will be a combination of reading, small group discussion (in person and online), lecture, research, writing and analysis, with a goal of coming to a broad definition of gender, as well as an examination of how this knowledge connects with our personal identity and experiences, and our position in society. As the textbook suggests, we will examine gender as a process. More specifically, we will learn about gender and communication through **six approaches to studying the process of gender**.

1. *The Process of Defining Gender:* An introduction to **terms, definitions, and concepts** relating to gender and sex, and the placement of these definitions in the field of communication.
2. *The Process of Becoming Gendered:* A discussion of how gender reflects and is influenced by our lifelong construction of our **identities**. In this section, we will study the topics of femininity, masculinity, and transgender identities.
3. *The Process of Communicating Gender:* A focus on gender as an influential **discursive tool**. We will examine gender and language, gender and nonverbal communication, gendered communication within relationships.
4. *The Process of Examining Gendered Violence:* An assessment of the relationship between communication and **gendered violence**.
5. *The Process of Understanding Gendered Social Systems:* A broader discussion of how gender and communication exists within a **societal framework**. We will study gender and communication within the topics of the media, education, and organizational institutions.
6. *The Process of Critiquing Gender:* A **critical assessment of gender and communication** through a discussion of gendered social movements.

Important: The content of this course may contain adult language, discussions of sexual violence, or material that may be considered offensive. You should review the course syllabus and textbook articles to determine if you are comfortable with this material. Your continued enrollment in the course indicates to the Instructor that you have done so.

COURSE OBJECTIVES:

Our goals are:

1. to understand the definitions and theoretical explanations of gender and communication,
 2. to examine how gender intersects with our personal identity,
 3. to raise self-awareness concerning our communication behaviors within a gendered context,
 4. to foster an open mind so that we may fully comprehend the complex social constructs that influence gender and communication,
 5. to critically evaluate the impact gender has as a tool of power,
 6. to utilize group interactions in the synthesis of course material,
 7. to create a civil in-class and online space for discussion and learning,
 8. and to explore the idea that gender is a process.
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REQUIRED READING:

Text: Linde, J., & Edson, B. (2014). *The process of gender* (3rd ed.). Dubuque, Iowa: Kendall-Hunt.

Readings include:

- DeFrancisco & Palczewski, “Alternative Approaches to Understanding Gender / Sex”
- Lorber, “Believing is Seeing: Biology as Ideology”
- Haas, “Who Will Make Room for the Intersexed”
- Finley, “Skating Femininity: Gender Maneuvering in Women’s Roller Derby”
- Norwood, “Grieving Gender Trans-Identities, Transition, and Ambiguous Loss”
- Gilbert, “My Life as a Man”
- Harvey, “Hegemonic Masculinity, Friendship, and Group Formation in an Athletic Subculture”
- Martin, “Becoming a Gendered Body: Practices of Preschools”
- Phillips, “Punking and Bullying: Strategies in Middle School, High School, and Beyond”
- Wood, “Monsters and Victims: Male Felons’ Accounts of Intimate Partner Violence”
- Squires & Brouwer, “In/Discernable Bodies: The Politics of Passing in Dominant and Marginal Media”
- Tracy & Rivera, “Endorsing Equity and Applauding Stay-at-Home Moms: How Male Voice on Work-Life Reveal Aversive Sexism and Flickers of Transformation”
- Gallagher & Wood, “Godly Manhood Going Wild?: Transformations in Conservative Protestant Masculinity”
- MacLean, “Gender is Powerful: The Long Reach of Feminism”

Important: You will need to have a copy of the textbook in your possession immediately in order to do well in this course. Do not delay! It can be found in-person at the campus bookstore or ordered [online](#).

NEW OR USED?

Here’s the difference: New textbooks have an access code, which provides supplementary online resources through the publisher (i.e., practice quizzes, flashcards, summaries of textbook articles). Students have found these resources extremely helpful when preparing for exams; for many, it helped them improve letter grades from one to the other (IF they used them).

HOWEVER, having a used textbook without an access code will NOT impede you from staying on track or your ability to complete assignments. The textbook articles, plus resources we offer on Blackboard, are completely self-sufficient. Especially if you already feel secure in your study strategies, or simply find the new textbook too expensive, a used textbook works fine!

Any additional course readings will be posted in the “Course Documents” link on Blackboard. A brief list is below.

- Sutton, D. (2017). Taking a position on Black femininity. (Written by a former COM316 student; shared with permission.)
- DeFrancisco, V. P., & Palczewski, C. H. (2007). Gendered / sexed language. In *Gender and communication: A critical introduction* (2nd ed., pp. 103-128). Thousand Oaks, CA: Sage.
- Wood, J. T. (2011). Gendered close relationships. In *Gendered lives: Communication, gender, and culture* (9th ed., pp. 207-227). Boston: Wadsworth.
- DeFrancisco, V. P., Palczewski, C. H. (2014). Media. In *Gender and communication: A critical introduction* (2nd ed., pp. 223-252). Thousand Oaks, CA: Sage.
- Baker, K. J. M. (2016). The powerful letter the Stanford victim read aloud to her attacker. BuzzFeed.
- Gay, R. (2014). Feminism (n.): Plural. In *Bad feminist: Essays* (pp. ix-xiv). New York, NY: HarperCollins.
- Gay, R. (2014). A tale of three coming out stories (pp. 160-169). In *Bad feminist: Essays*. New York, NY: HarperCollins.

ASSIGNMENTS:

Exams (75 points each): There will be two exams. The format for the exams will be a combination of multiple choice, True/False, fill in the blank, short answer, and short essay. These exams will cover material from discussions, lectures, and assigned readings/media material. The Final Exam is NOT cumulative. You will receive a zero if you fail to show up for an exam and I don't have previous knowledge of your absence. Only students with immediate, documented, and absolutely unavoidable reasons for missing may be given an opportunity to make up the exam at a reduced grade; this is left up to the discretion of the instructor.

Midterm Exam: Thursday, 3/1 (regular class time)

Final Exam (Section #12380 | normally 9am): Thursday, 12/3 (7:30am-9:20am)

Final Exam (Section #12174 | normally 12pm): Tuesday, 5/1 (12:10-2:00pm)

Group Project (100 points total): You will participate in a process of learning through small group discussion and analysis to assist you in your understanding of course material. Groups will be randomly assigned. More details for these assignments are included in the "Group Project" document within "Course Documents" on Blackboard.

Group Discussion Boards (GDB) (#1-8 x 5pts; #9 x 10pts) 50pts

Each GDB will be themed according to the week's lecture content and readings (a brief list is included below). GDBs #1-8 will have a Part A (200-300 words; 3pts) and Part B (100-150 words; 2pts)—in Part A, you will offer your own response to the prompt and in Part B, you will respond to a group member of your choice. GDB #9 is a one-part prompt (200-300 words; 10pts) for closing reflection on the course. Specific due dates for each GDB are included in the "Course Schedule" starting on p. 8 of the syllabus.

- (1) Theoretical approaches + essentialism (5pts)
- (2) Language as power (5pts)
- (3) Toxic masculinity (5pts)
- (4) Underrepresentation & Misogyny/noir in media, education, and the workplace (5pts)
- (5) Reflection on *The Hunting Ground* documentary (5pts)
- (6) Parents' work in and outside the home (5pts)
- (7) White feminism and intersectionality a la Twitter (5pts)
- (8) Feminist identity and the LGBTQIA acronym (5pts)
- (9) Closing reflection on the course (10pts)

In-Class Group Work 15pts

Occasionally, you complete an in-class exercise with your group related to the day's topic.

Critical Group Discussions 25pts

At the end of the semester, your group will play the role of "Instructor" and facilitate a 20-minute sit-down discussion, with the teaching team as "honorary participants." This should be an informal, but poignant and robust discussion on a topic of gendered communication that you are passionate about or think is problematic. You will be required to submit an informal outline of how you see the conversation unfolding, plus offer summaries of three related media sources to draw upon during the discussion.

Peer Evaluations 10pts

At the end of the semester, you will evaluate your group's academic integrity and engagement. You will rate each of your group members, including yourself, on a scale of 0 (poor) to 10 (excellent) and give a short explanation for each rating. Your score will be the average of the ratings your group members gave you, plus how you scored yourself.

Two Papers (100 points total): You will complete two papers (50pts each). You are required to complete the *Observation Paper* and have a choice* between writing the *Taking a Position Paper* OR the *Conduct an Interview Paper*. Complete details of these assignments are included in the “Paper Guidelines” section within “Course Documents” on Blackboard; brief descriptions are below. **You must submit your choice for the second paper via the “Paper Choice” link on Blackboard no later than Tuesday, 2/13 at 11:59pm MST (if late, you will be docked points).**

All papers must be submitted via the “Paper Submissions” link on Blackboard no later than 11:59pm MST on the day indicated in the course schedule. If you submit a late paper, your final grade will be reduced by 10 points for each day (i.e., 24 hours) the paper is late (including weekends). **Papers more than three days late will not be accepted under ANY circumstances.**

Observation Paper (4-6 pages)

due: Tuesday, 2/13

Take three full 24-hour days to be critically observant of communication that is influenced by gender in any/all of contexts of your life (e.g., work, school, relationships, media). Take notes about your observations and then write a paper that responds to the following questions: (1) What were the most significant messages of gendered communication in your world? (2) Did those messages make you comfortable or uncomfortable? How does your gender affect your perceptions of those messages? Would someone else have a different response? Do your observations support or contradict any course concepts? No outside sources are required.

**Taking a Position Paper (4-6 pages)*

due: Thursday, 3/15

Assert a clear position and present an argument regarding one of the topics listed: transgender identity, heterosexuality, intersexuality, heteronormativity, femininity, masculinity, queer identity, androgyny. Your argument should flow as follows: (1) Explain your understanding of the term; (2) state your position in no more than three sentences; (3) write a thorough explanation of your position and cite at least two academic sources to support your statements; and (4) address any obvious and/or subtle disputes to your position.

**Conduct an Interview Paper (5-7 pages)*

due: Tuesday, 4/3

Choose a specific form of gendered communication pertaining to educational settings, the workplace, or media. Select someone who is an informed participant on your topic (e.g., a person who administers the sexual harassment policy at your university or someone in an alternate-gender dominated field) and write 10 interview questions. Your paper should be organized as follows: (1) an introduction that previews and explains your chosen topic; (2) a description of the interview that includes a rationale for the interviewee, a list of your interview questions, and a summary of their responses; and (3) an analysis of the interview with at least two academic sources to support your analysis.

*Choose ONE.

Use of Written Language: Since how we use language affects our perceptions, you are asked to use gender-neutral language in all of your written work. In other words, unless you are directly writing about a man, use “people,” “they,” or “humankind” and not the generic “he.” You are encouraged to use first person (“I”) in your papers.

In-Class Activities (25 points): Throughout the semester, we will engage in five forms of in-class activities (5pts each). Activities include two rounds of Civil Dialogue® and three documentaries (see the “Class Schedule” beginning on p. 8 for specific dates). For more information on *The Institute for Civil Dialogue*, visit www.civil-dialogue.com.

NOTE: Though we do not “take attendance,” be advised that there are *real* consequences for missing class or for arriving late. First, students statistically perform higher on course assignments and assessments when they attend class regularly and on time. The information provided in lectures is designed to help you better understand concepts that will appear on the exams. PowerPoints will not be posted online. Also, some exam information is in the lecture but not the textbook. Second, if you miss an in-class assignment, you cannot make it up. Third, if you are absent or late, it is your sole responsibility to find out what content you missed, including announcements and obtaining lecture notes from a fellow student (Note: no student is *obligated* to provide these to you, nor are you *obligated* to provide them to others.) Finally, chronic absences and lateness in particular are not only distracting and annoying to your peers, but indicate a lack of respect for the Instructor and the course material; it is therefore in your best interest to treat this course as you would a dream job within which you would hold yourself to the highest standards of punctuality and civility.

GRADES:

Please read the following for an understanding of what I consider to be a fair grade.

A+ = Outstanding commitment to success in the class, proactive involvement in group discussion, near perfect exam scores, thorough and thought-provoking written work, unquestionable reliability in meeting deadlines and course expectations, perfect attendance.

A & A- = Similar to A+ work, but missing some of the criteria listed above.

B+ = Good group discussion, an ability to think critically and display this in papers and exams and an above average commitment to the course.

B & B- = Similar to B+ work, but missing some of the criteria listed above.

C+ = Completion of all assignments, adequate understanding of course work, indicative of solid effort.

C = Completion of all assignment, average scores on papers and exams.

D = Below average work, usually indicative of missed assignments, not following assignment instructions, poor exam scores, and/or poor attendance.

E = Failure to meet the course requirement

Grading Scale (Points):

Midterm Exam	75 points
Final Exam	75 points
Group Project	100 points
Papers (2 @ 50pts each)	100 points
In-Class Activities (5 @ 5pts each)	25 points

TOTAL: 375 points

A+ = 367-375 A = 346-366 A- = 338-345 B+ = 330-337 B = 308-329 B- = 300-307
C+ = 292-299 C = 263-291 D = 225-262 E = below 225

Grade Appeals: Conversations about your progress in the class are encouraged per the “24/7 rule.” When you receive a grade, wait 24-hours before approaching the Instructor to discuss it. (Often, our emotions are wrapped up in grades because they feel like a form of personal assessment, and when we receive one that we do not see as fair or favorable, we can react rashly. This rule is designed to make the process more effective by preventing such instances.) *Formally* appealing a grade requires you to schedule an appointment with the Instructor (not our Classroom Assistant) and come prepared with a written argument as to why you feel the grade is in error. **This must ultimately be done within one week (seven days) of receiving the grade.**

Extra Credit: Opportunity for ‘extra credit’ is left solely at the Instructor’s discretion and is not automatically built into course content. *If* the opportunity is deemed appropriate, students will be notified via Blackboard.

NOTE: **I do not “give” grades.** Grades are *earned* based on consistent individual and group work over the entire semester; the final letter grade is totaled based on those points earned and the point breakdown listed here will be strictly followed. Points are NOT ‘rounded.’ While you may be tempted to skip assignments that appear to have small point value, be aware that each score from late or unsubmitted work creates a major drag on your potential points for the course, and those deficits quickly add up.

POLICIES:

Academic Integrity: The College of Liberal Arts and Sciences and the Hugh Downs School of Human Communication strongly believe in academic integrity; thus, cheating and plagiarism are not tolerated. Examples of academic dishonesty include (but are not limited to) plagiarism, collusion (i.e., unauthorized collaboration), copying the work of another student, or allowing another student to copy your work, and possession of unauthorized materials during an examination. Also, if you submit work in this course that you have previously turned in for another course, it *is* considered self-plagiarism and violates University policy. Within this course, each paper must be new; you may not duplicate material across assignments.

Any academic dishonesty in this course will result in a failure of the assignment at a minimum, up to a failure of the course, and could also lead to disciplinary action by the college or university. Further definitions, procedures for reporting, and penalties for academic dishonesty are outlined [HERE](#).

Disability Accommodations: Students needing accommodations in this course due to disabilities must be registered with the Disability Resource Center (DRC) before requesting accommodations. I will be more than willing to make the necessary arrangements; however, it is imperative that you contact the Instructor at the *beginning* of the semester to do so. The DRC is located on the first floor of Matthew’s Center. They can be contacted [online](#) or via phone at 480-965-1234 (voice) / 480-965-9000 (TDD).

***Use of Electronic Devices:* I do not allow cell phones, tablets, or laptops in class. The COM316 curriculum and classroom is energetic and engaged with spontaneous dialogue. For our collective focus, you are asked to take handwritten notes on the handouts provided, unless you have DRC accommodations that require otherwise.** The latest research suggests that focus, comprehension, recall of ideas, and information-processing increase when students handwrite notes and read from physical paper (see the following articles from [NPR](#), [Scientific American](#), and [The Washington Post](#).) **Please plan accordingly.**

(Note: Repeated offenses will result in a request of your dismissal. If you must keep your device near for a particular emergency, you must be in communication with the Instructor and/or TA prior to the class session.)

Digital Recordings: With the exception of DRC-requested accommodations, digital recording and documentation (including photographs) of course lectures, presentations, group discussions, or multimedia is **strictly prohibited** without the consent of all parties involved. For the complete policy, see the Arizona Board of Regents Policy Manual [Chapter V – Campus and Student Affairs: Code of Conduct, Item F:25](#) and [ACD 125: Computer, Internet, and Electronics Communications](#).

Group and Class Discussion Expectations: Be respectful of your colleagues, the Instructor, and yourself. Do not silence yourself when you want to add to the discussion; be mindful as you write or speak; be open to the ideas of others. Be conscientious about privacy and the inherent risks of personal self-disclosure when you are expressing your opinions, feelings, and experiences, either in the classroom or online. For more detail on university policy regarding classroom behavior, see the links above.

NOTE: An Instructor may withdraw a student from a course when the student’s behavior disrupts the educational process under [USI 201-10](#). This includes students who are verbally or physically aggressive towards the instructor or another student before, during, or after class. In cases where disruptive behavior does not warrant removal, a student’s final grade will be lowered by 25% at the Instructor’s discretion.

Title IX: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) is available if you wish to discuss any concerns confidentially and privately.

COMMUNICATION PROCEDURES:

Office Hours and Appointments: Office hours provide an opportunity for you to have one-on-one time with the Instructor to discuss issues and/or questions that you might have related to this course, brainstorm a paper or group topic, or even just “talk” about gendered phenomena happening in the world. Please use office hours as this time is set aside exclusively for your benefit; if you do not have a regularly scheduled class during office hours, it is expected that you drop-in or make any necessary appointments during that window, rather than your personal preference. In order for the Instructor to help you get the most out of a meeting, please come ready with your materials and questions. If you cannot make a scheduled appointment, please notify in advance.

Contacting the Instructor: The materials syllabus and Blackboard materials are designed to answer the majority of questions. Consult them thoroughly before approaching the Instructor. Note that contacting the Instructor at last moment does not shift your responsibility for completing an assignment. Also, do not expect a response ASAP simply because you waited until the last moment. Allow up to 48-hours for a response to any correspondence. (The Classroom Assistant’s e-mail address is available to you for basic uses like clarifying questions, but be advised that the Instructor will be cc’d on all replies. In general, you should default to contacting the Instructor.)

NOTE: When sending an email, you must include the following:

- subject line that includes COM316
- address the party (e.g., Dear Sarah; Hi/Hello, Ivy; etc.)
- sign your name in conclusion
- use professional, grammatically correct language and sentence structure

Additionally, for all course purposes, **you must correspond using your ASU-assigned e-mail address**. Due to ASU firewalls, e-mails from accounts other than your ASU-assigned account may not reach the Instructor; such accounts also cannot be guaranteed as confidential.

COURSE SCHEDULE

Session C: Monday, 1/08/2018 – Friday, 4/27/2018 (Final Exams 4/30/2018 – 5/05/2018)
 University Closed: Jan 15 (Martin Luther King Jr. Day) | March 4-11 (Spring Break)

NOTE: Revisions may occur. Changes will be announced in class and posted on Blackboard.

LE = Linde & Edson textbook (with starting page numbers) | *BB* = Reading on Blackboard (in “Course Documents”)
P = Podcast Episode (links on Blackboard in “Course Documents”)

WEEK	DATE	TOPIC(S)	READING/ASSIGNMENT(S) DUE
Week 1	1/9	Course Introduction + Definitions/Theories Pertaining to Gender and Sex	Syllabus + <i>LE</i> : Preface (p. v)
	1/11	Definitions/Theories Pertaining to Gender and Sex cont.	<i>LE</i> : Part One Intro (p. 1) & DeFrancisco & Palczewski (p. 3). Note: 1/14 Add/Drop Deadline
Week 2	1/16	Definitions/Theories Pertaining to Gender and Sex cont.	<i>LE</i> : Lorber (p. 27) GDB #1: Part A due by Friday, 1/19 by 11:59pm MST Part B due by Monday, 1/22 by 11:59pm MST
	1/18	Gender Identities—Femininity, Masculinity, Androgyny, Transgender, Queer, Intersex	<i>LE</i> : Finley (p. 67) + <i>BB</i> : Sutton, “Taking a Position on ‘Black Femininity’”
Week 3	1/23	Gender Identities—Femininity, Masculinity, Androgyny, Transgender, Queer, Intersex cont.	<i>LE</i> : Harvey (p. 105) <i>P</i> : First story in “The New Norm” from <i>Invisibilia</i> (39min –3:13-41:30)
	1/25	Gender Identities—Femininity, Masculinity, Androgyny, Transgender, Queer, Intersex cont.	<i>LE</i> : Haas (p. 41) + <i>LE</i> : Norwood (p. 87) <i>P</i> : “The Gondolier” from <i>Radiolab</i> (57min)
Week 4	1/30	Gender & Sexual Minorities in Healthcare Practice (Guest Speaker: Peacework Medical)	
	2/1	<i>Civil Dialogue Activity</i>	GDB #2: Part A due by Friday, 2/2 by 11:59pm MST Part B due by Monday, 2/5 by 11:59pm MST
Week 5	2/6	Verbal & Nonverbal Gendered Communication	<i>LE</i> : Gilbert (p. 137) <i>P</i> : “Queer Fashion as Activism” from <i>Stuff Mom Never Told You</i> (1hr)
	2/8	Verbal & Nonverbal Gendered Communication cont.	<i>BB</i> : DeFrancisco & Palczewski, “Gendered / Sexed Language” <i>P</i> : Act Two of “If You Don’t Have Anything Nice to Say, SAY IT IN ALL CAPS” from <i>This American Life</i> (8.5min) GDB #3: Part A due by Friday, 2/9 by 11:59pm MST Part B due by Monday, 2/12 by 11:59pm MST

Week 6	2/13	NO CLASS (1 st Paper Due)	<i>Observation Paper</i> DUE by 11:59pm MST Submit 2 nd Paper Choice via Blackboard by 11:59pm MST (<i>Taking a Position</i> vs. <i>Conduct an Interview</i>)
	2/15	Documentary Viewing: <i>Do I Sound Gay?</i>	(Worksheet to be completed in class.)
Week 7	2/20	Gender & Relationships	<i>BB</i> : Wood, “Gendered Close Relationships” <i>P</i> : “The Council of Dads” from <i>The Moth Radio Hour</i> (14min)
	2/22	Gender & Relationships... in the Media	<i>BB</i> : DeFrancisco & Palczewski, “Media” (excerpts) <i>LE</i> : Squires & Brouwer (p. 225) <i>P</i> : Yes Yes No segment in “Raising the Bar” from <i>ReplyAll</i> (9.5min – 0:00-9:25) GDB #4: Part A due by Friday, 2/23 by 11:59pm MST Part B due by Monday, 2/26 by 11:59pm MST
Week 8	2/27	Midterm Exam Review	Study Guide available on Blackboard under “Course Documents”
	3/1	MIDTERM EXAM	(Taken during regular class time in our regular classroom.)
Spring Break Observed (March 4-11): UNIVERSITY CLOSED			
Week 10	3/13	Gendered Violence (Gender Harassment, Stalking, Bullying & IPV)	<i>LE</i> : Phillips (p. 173) <i>P</i> : Prologue & Act One of “Once More, With Feeling” from <i>This American Life</i> (19 min)
	3/15	Gendered Violence cont. (Rape & Sexual Assault)	<i>LE</i> : Wood (p. 189) + <i>BB</i> : “The Powerful Letter the Stanford Victim Read Aloud to Her Attacker” <i>Taking a Position Paper</i> DUE
Week 11	3/20	Documentary Viewing: <i>The Hunting Ground</i>	GDB #5: Part A due by Wednesday, 3/21 by 11:59pm MST Part B due by Friday, 3/23 by 11:59pm MST
	3/22	Gendered Social Systems cont. (Education)	<i>LE</i> : Martin (p. 149)
Week 12	3/27	Gendered Social Systems cont. (Workplace)	<i>LE</i> : Tracy & Rivera (p. 245) <i>P</i> : “The Lady Vanishes” from <i>Revisionist History</i> (33min)
	3/29	Documentary Viewing: <i>ESPN Films – Nine for IX: Venus Vs.</i>	(Worksheet to be completed in class.) GDB #6: Part A due by Friday, 3/30 by 11:59pm MST Part B due by Monday 4/2 by 11:59pm MST Note: 4/1 Course Withdrawal Deadline

Week 13	4/3	Gendered Social Movements (Gay Liberation Movement)	<i>P: Yes Yes No</i> segment in “Disappeared” from <i>ReplyAll</i> (14min – 19:45-32:58) <i>Conduct an Interview Paper DUE</i>
	4/5	Gendered Social Movements cont. (Feminism Day #1)	<i>LE: Part Six Intro</i> (p. 271) & MacLean (p. 293)
Week 14	4/10	Gendered Social Movements cont. (Feminism Day #2)	<i>BB: Roxane Gay, “Feminism (n.): Plural”</i> (pp. ix-xiv) GDB #7: Part A due by Friday, 4/13 by 11:59pm MST Part B due by Monday, 4/16 by 11:59pm MST
	4/12	Gendered Social Movements cont. (Men’s Organizations)	<i>LE: Gallagher & Wood</i> (p. 273) <i>P: “Why Men Hate Going to Church”</i> from <i>The Art of Manliness</i> (50min)*
Week 15	4/17	<i>Critical Group Discussions: Day #1</i> (Groups 1-3)	
	4/19	<i>Critical Group Discussions: Day #2</i> (Groups 4-6)	GDB #8: Part A due by Friday, 4/20 by 11:59pm MST Part B due by Monday, 4/23 by 11:59pm MST
Week 16	4/24	<i>Civil Dialogue Activity</i>	<i>BB: Roxane Gay, “A Tale of Three Coming Out Stories”</i> (pp. 160-169)
	4/26	Final Exam Review	Study Guide Available on Blackboard under “Course Documents” GDB #9 (Closing Reflection) due by Friday, 4/27 by 11:59pm MST

Section #12380 (normally 9am)	Section #12174 (normally 12pm)
FINAL EXAM Thursday, May 3 – 7:30am-9:20am NOTE TIME DIFFERENCE	FINAL EXAM Tuesday, May 1 – 12:10-2:00pm NOTE TIME DIFFERENCE

*Disclaimer: The title of this episode is slightly misleading, as it is not harsh or anti-religious. The episode profiles a book by the same name that was a Christian bestseller, written by David Murrow. It centers on the “gender gap” in the Christian church (i.e., who is in the pews, who tends to fulfill what leadership roles, the directionality and content of worship songs, etc., and how all of those things have historically shifted over time) and what many churches are doing to involve more men in the church. According to the author’s bio, the book has been profiled on networks such as PBS, NBC, and FOX.

**Final Grades to be posted to transcripts by 12:00am MST on Monday, May 7th.