

COMS 440/WGSS 440: COMMUNICATION AND GENDER—Fall 2018

[COMS 440 = 28274: M, W—11:00am-12:15pm, 4001 Wescoe Hall]

[WGSS 440 = 28477: M, W—11:00am-12:15pm, 4001 Wescoe Hall]

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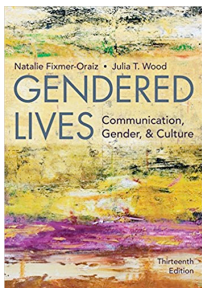
“To move our research wagons out of the dualistic rut, we can, first of all, try to start with a sense of the whole rather than with an assumption of gender as separation and difference. If we begin by assuming different cultures, separate spheres, or contrastive differences, we will also end with a sharp sense of dichotomy rather than attending to multiple differences and sources of commonality.” (B. Thorne, 1993, p. 108: *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press)

REQUIRED TEXT

Fixmer-Oraiz, N., & Wood, J. T. (2019). *Gendered lives: Communication, gender, & culture* (13th ed.). Boston, MA: Cengage. [Readings listed on syllabus as F-O & W]**

Special note about Fixmer-Oraiz and Wood text: You can purchase an “eBook,” print book, or “rental” copy directly from the KU Bookstore (where you can “rent” directly from them or places like Amazon, etc.): <http://ku-pc.verbasoftware.com/comparison?id=274858> **OR

You can purchase an “eBook,” print book, or “rental” copy directly from or the publisher’s website: <https://www.cengage.com/c/gendered-lives-13e-wood>



If for some reason either of these websites do not work (you know how they change sometimes ☺), you can always type in “Cengage” into Google, get to their website, select “Students,” type in “Gendered Lives” in the title box, and select the 13th edition. Just make sure that you go with the *13th edition* of the book (not an earlier edition**)!

IMPORTANT NOTE: On your papers, if you use or cite anything other than Wood and Fixmer-Oraiz’s 13th edition from 2019, your paper will receive a “0.” [For correct citation, see above!]

**Occasionally, there will be additional readings assigned for a particular topic. You will also be reading materials in preparation for particular class assignments and presentations. If there are topics that arouse your interest, let me know and I will be glad to recommend other readings.

COURSE DESCRIPTION AND OBJECTIVES

This course will focus on understanding various biological, social, and cultural influences on males and females (as well as others who utilize or enact different gender pronouns/identities). You will discover how sex and gender affect your communication, as well as how communication affects sex and gender. Further, this class examines sex, gender, and communication in various contexts such as those of the family, friendship, romance, the workplace, and the classroom. The aim of this course is to give you a better understanding of your own and others' communication behaviors. Through lecture, discussion, video presentations, guest speaker presentations, and group activities, you will come to better recognize and appreciate how the differences and similarities between men and women are related to their cognition, culture, and communication. You will learn that **Men are NOT from Mars and Women are NOT from Venus**. Rather, **Men and Women are from the SAME PLACE**, although there are some situations and circumstances where they may exhibit small behavioral differences. In regard to those behavioral differences, one way of doing something is not necessarily better than another! In many senses, gender exists on a *continuum*—you might consider yourself to be more masculine and/or feminine, but there are others who clearly fit somewhere in the middle, or on one side or the other, of the continuum. Gender is also fluid, which means that it is possible that your “level” of masculinity and/or femininity can change over time as you grow, learn, and participate in different types of relationships with others.

In a society where gender and sexual identities are strongly developed and pervasive, it will not be surprising if your feelings about the topics covered in this course come into play. Your assumptions and stereotypes about sex/gender, communication, and culture issues, as well as their origins, are likely to be challenged as we navigate these emotionally charged, and sometimes very sensitive, subjects. Therefore, it is crucial that we remain open (and open minded), both to expressing our viewpoints in thoughtful and appropriate language, and to considering the similar expression of others' perspectives. This is a unique opportunity to be heard and to discover alternative positions on sex/gender, communication, and culture issues. Throughout the course, you should arrive at new and more accepting understandings of others' experiences and opinions. Still, since some disagreement is inevitable, **showing respect is essential and required!** The goal is to create, within this classroom, **a community that is safe, constantly learning about itself, as well as tolerant and accepting of its different components.** Everyone has the right to be heard!

Further, when confronted with issues and ideas that are different (or extremely divergent) from your preexisting beliefs, attitudes, and values about sex/gender, communication, and culture, it can be difficult and sometimes a bit stressful. However, I truly believe that the *process* of hearing, learning about, and confronting divergent viewpoints is where you really start to learn. You should feel free to voice your own opinions (or challenge others' opinions, including mine) at any time! One of the major goals I have for this class is for all of us to become more informed and more critical as we consume, critique, and are bombarded with issues related to sex/gender, communication, and culture (both inside/outside of class)!

You should also be aware that some of the materials in this course are explicit, inherently emotive, and involve potentially “triggering” content (e.g., topics such as domestic violence, sexual consent, rape, gender privilege, and so on). These topics could potentially elicit difficult/challenging feelings and emotions—so, if you feel overwhelmed, at any time, you have my permission to quietly leave class. My only requirement if you leave is that *you must contact me* (e-mail is fine) to let me know *why* you left—you will not be judged in any way, especially given that my most important goal in this class is to make sure that it embodies a truly safe and supportive environment. If necessary, you should know that we have a 24-hour crisis line in Lawrence that allows you to talk through difficult issues and/or emotions (841-2345; Headquarters). There is also a Counseling and Psychological Services office at the Watkins Health Center on KU's campus (864-2277; CAPS). I also have other resources available for other issues. Just ask—that is why I am here!

The format of the course mandates student engagement in discussion, reaction to lectures and guest speakers, and careful analysis of readings. This course is driven by self-initiated learning and enhanced by group interaction and personal reflection. Overall, then, **the primary course objectives are:**

1. To gain knowledge of the elements and interrelationships of sex/gender, communication, and culture.
2. To apply your understanding of sex/gender and communication theory to real life situations.
3. To improve communication skills through sensitivity to sex/gender differences *and* similarities.
4. To explore both verbal and nonverbal communication factors affected by sex/gender.
5. To increase your analytical and interpersonal skills for communicating effectively in personal relationships with members of the same and opposite sex.
6. To examine the provocative, pervasive, and unpredictable natures of sex/gender and communication in a variety of contexts, such as family, friendships, romantic relationships, marriage, the workplace, and the larger society, as it is influenced by education and the media.
7. To engage in critical evaluation and interpretation of sex/gender and communication research.
8. To become more thoughtful and critical consumers of popularized representations of sex/gender.
9. To examine assumptions that underlie sex/gender constructs in American society.
10. To engage in thoughtful and reflective discussion with a series of experts about key gendered ideas, like trans identity, homophobia, gay/lesbian/bisexual/queer issues, power/dominance/oppression/violence, stalking, gendered politics, sexual harassment, the gendered Internet/technology, and gendered religion.

COURSE REQUIREMENTS AND POLICIES

1. **Blackboard and Other Classroom Issues.** A Blackboard (Bb) site has been established for this class. Check the site on a regular basis, as any updates or announcements for the class will be posted there. Occasionally, I will post extra readings or articles for the class on the site. Also, make sure you check your KU e-mail regularly, as I will periodically send out class-related messages. I will not be posting grades on Blackboard, so it is up to you to keep track. Of course, I will do the same, and you can check grades any time.

During class lecture, please *turn off cell phones* and *avoid texting* and/or *checking e-mail/social media!* **Laptops and other electronic devices should only be out if you are using them to take notes!** Also, all newspapers and reading material not associated with our class should be put away during class!

There is also a “secret” Facebook group dedicated to this class. Feel free to check out (and join) the group at “**KU Gender 440-Fall 2018**” for relevant postings! You should also feel free to post questions, issues, articles, videos, and/or anything that you feel might be relevant to our class (the settings are private—and I am the official “administrator” of the group). Therefore, the participants who join and see the posted content *will not be beyond the scope of our classroom*. You are not required to participate in the FB group, but I do encourage you to check it out as the semester progresses! You will receive an e-mail from me to join! ☺

2. **Class Participation and Discussion Starters.** The nature of this course is such that your consistent and active involvement is required. This is not a course where you will simply sit back, blend in, and take notes. Actively and verbally contributing to the class is required! Further, there will be times when the class decides what direction the discussion will take. Thus, understanding sex/gender and communication, as well as creating a productive and supportive classroom environment, requires your engagement with the course material, with me, and with other class members. So, you are expected to attend each class, arrive on time, and have assigned readings, preparations for discussion starters, and experiential exercises completed. Please bring your text to class and be prepared to discuss course material, pose questions, and be actively involved in in-class exercises. If it seems appropriate and/or necessary, there will be a few brief unannounced *quizzes* given throughout the semester to ensure that everyone is keeping up with the assigned readings. Less than complete and outstanding participation, positive contribution, and consideration/respect of others, especially those who are presenting/sharing ideas or material, will reduce your participation grade.

We will always be seated in a **CIRCLE** so as to facilitate lively, engaging, and comfortable discussion. I will also ask that you make a nametag with paper that I provide so that we can get comfortable quickly and everyone can start to learn each other's names (including me!). Please bring and utilize your nametag during every class session! Trust me, I notice when students have (and do not have) their nametags readily available.

Further, at several points throughout the semester, you will be asked to **type** up “discussion starters” for the assigned readings and/or topics we discuss that inspire you (for a total of 7; see syllabus schedule for dates). Each set of “discussion starters” will be worth 10 points. Discussion starters must be handed in at the **end** of class—**no exceptions!** A record will be kept of who does and does not turn in starters. When lecture is over (the last 15-20 minutes of class), I will ask some of you to volunteer your insightful reactions, thoughts, and/or questions.

Also, I strongly encourage you to bring in **relevant** newspaper and magazine articles, clippings, pictures, etc. about issues related to sex and gender as they often stimulate lively discussion. While bringing in such materials is not a course requirement per se, these materials will definitely enhance your participation grade. Make sure you write your name on all items that you bring in! In addition, I will ask for gender-related “announcements” at the start of each class. If you know of something that seems even slightly relevant and gender-related going on at KU, or in the Lawrence/Kansas City community, **PLEASE SHARE!** If I forget to ask, **PLEASE** remind me!

Participation will count for **10%** (100 points) of your overall final grade. “Discussion starters” will count for 70 points, while actual participation/discussion in class will count for 30 points. So, for example, if you hand in all required “discussion starters” for the semester, but only say a few words throughout the entire semester, then you will end up with a 70/100 for your Participation grade. On the other hand, if you hand in all required “discussion starters” for the semester, and consistently contribute to class discussions, you will end up with a 100/100 for your Participation grade. Again, verbal engagement is encouraged, supported, and required!

3. **Class Attendance.** While there may be occasions when it is difficult to make it to class, it is expected that you exhibit a strong commitment to this learning group. Thus, it is expected that each of you will attend *every class session!* Attendance will be recorded on an attendance sheet that you will initial in class. Attendance will count for **10%** (100 points) of your overall final grade. You **must** initial the attendance sheet prior to leaving class (**if you don't initial it, then there is no way for me to give you credit for your attendance on that particular day.** **IN OTHER WORDS, IF YOU FORGET, THEN YOU GET AN ABSENCE!!**

While you are entitled to explain the circumstances (including athletic and other family-, health-, University-, or career-related obligations) for your absence to a scheduled class meeting, there is *no such thing as an “excused absence.”* Instead, your first three absences (defined as missing 30 or more minutes—start, end, or middle—of a class session) are “freebies” and will not be penalized. Your 4th, 5th, 6th and 7th absences (as defined above), will each deduct 25 points from your attendance grade. AN 8TH ABSENCE (this means you have missed four weeks of class!) WILL RESULT IN YOUR FAILURE OF THE COURSE [GRADE OF ‘F’ FOR THE SEMESTER]—no exceptions!****

{If you are truly sick (and contagious), however, and you can bring in a note from the doctor that explains that you were advised NOT go to class, then I may make an exception...} [In addition, University Senate Rules and Regulations regarding religious observances, [USRR 1.4.3](#), requires that you speak with me privately should examination schedules conflict with mandated religious observances. Additionally, [USRR 2.1.4](#) states that you will not be penalized for absences due to mandated religious observances. If this policy affects you, please see me as soon as possible so I have record of it...]

****SPECIAL NOTE:** If you are absent, **you** are responsible for obtaining class notes/handouts and any other information regarding class assignments/exams from your peers. Given that we have approximately 30+ students in this class, it will **not** be possible for me to provide notes you have missed. You have an automatic, no penalty, 24-hour extension on all written assignments [translation: if the assignment is due on Monday at 11:00am, you have until 11:00am on Tuesday; if the assignment is due on Wednesday at 11:00am, you have until 11:00am on Thursday]. This extension policy **does not apply** to any assignments that will impact class activities (e.g., “discussion starters”), but it **does apply** to the papers you will write for this class (i.e., the Popular Press Critique and the Gender and Merchandise paper assignments). **If you fail to hand in your written work 24 hours after it is due, then you will receive a “0” for that assignment—no exceptions [so 11:01 the next day (or later) = no points for you]! Missed exams result in grades of “0.” I DO NOT ACCEPT E-MAIL ATTACHMENTS!** As in the “real world,” if you have a concurrent obligation, you make a choice about what’s more important.

→ **PLEASE DO NOT PACK UP EARLY UNDER ANY CIRCUMSTANCES (we want to avoid the chain reaction effect!)—I WILL LET YOU KNOW WHEN IT IS TIME TO LEAVE (and this is especially true when we have guest speakers)!**

4. **Exams.** There will be two exams, one at the mid-point of the semester for the first large unit of the class, and a take-home final exam at the end of the semester (the final exam will highlight material from throughout the course). Each exam will count for **20%** (200 points) of your final grade (for a total of **40%**; 400 points). The first exam will be composed of objective (i.e., multiple choice, true-false, matching, etc.) and short-answer questions. Material from the texts, class lectures, guest speaker presentations, discussions, and all class activities are fair game for exam questions. The final exam will be composed entirely of essay questions. I will provide you with a Review Sheet to study prior to each of the exams. I do **not** give make-up or early examinations! **Missed exams result in grades of “0.”**

5. **Popular Press Critique.** For this assignment, you will analyze and evaluate *critically* a newspaper or magazine article that examines some aspect of communication and sex/gender. Utilizing theory is also required for this assignment. This paper will be worth **15%** (150 points) of your final grade. As the semester progresses, I will provide you with additional information about this assignment.

6. **Gender and Merchandise.** For this assignment, you will observe the gendered nature of a toy store or an alternative, appropriate business establishment. You will observe the labeling of items in the store, the types of items intended for each sex/gender, and the roles these items reinforce. Utilizing theory is also required for this assignment. This paper will be worth **15%** (150 points) of your final grade. As the semester progresses, I will provide you with additional information about this assignment.

7. **Research Requirement/Journal Article Review/Service-Learning Option.** At one or more points during the semester there may be an opportunity to participate in an in-class or out-of-class research experience in Communication Studies wherein you will be asked to either (a) complete a survey or (b) participate in an experiment or interview. To fulfill the research requirement, you will need to participate in **two** research studies. You must provide documentation from the primary investigator of the project, and you should be able to talk intelligently about the nature of the study in which you participated. As the semester progresses, I will let you know of any research opportunities that might be available (also, I will set it up so that you will receive e-mails about studies). The research requirement will be worth **10%** (100 points) of your final grade.

If you are *not interested* in participating in research studies, you may opt to complete a review of a journal article. Details of this assignment will be provided as it becomes relevant. If you choose this option, the journal review will constitute this **10%** (100 points) of your final grade.

If you would like to do something *totally different* for this requirement that does not involve participating in research or writing up a journal review, you can get involved in a service-learning activity wherein you will go out into the community to help with a gender-awareness event or campaign (e.g., the Jana Mackey lecture series, SafeWalk KC, events or other speakers at the Union or in Lawrence, etc.). Details about specific possibilities will be reviewed prior to their occurrence (and some of you will come up with ideas too, which is great!). This is a new and different way to accumulate this **10%** (100 points) of your final grade.

8. **Special Note About Guest Speaker Visits.** Several guest experts will visit our class this semester to talk about sex/gender issues [see the course schedule for dates, along with a “☺” or multiple “☺ ☺” (depending on the number of speakers) and I have also highlighted all guest speakers in grey!]. These speakers are taking time out of their busy lives and schedules to come to our class and share their expertise and experience. Obviously, as respect is crucial to our open and accepting learning environment, it is expected that you will be especially respectful on dates when we have visitors (I will be looking for sleepers, whisperers, newspaper readers, crossword puzzlers, texters, e-mailers, Facebookers, people who try to leave early, etc.—these people will be counted absent and/or asked to leave). There is no better or more interesting way to understand issues involving sex and gender than to listen to and learn from an “expert” in the field, whether he or she lives it, studies it, or both. And, please, **ASK QUESTIONS** for each speaker or group of speakers (asking questions is a way to demonstrate interest, respect, and appreciation)!

9. **Academic Integrity.** It is expected that you will do original work in this course. Plagiarism results in a failure on that assignment, possible failure of the course, and possible reporting to academic authorities on campus. Plagiarism includes, but is not limited to, cheating on tests, presenting someone else’s assignment or paper as original, presenting someone else’s work, and not documenting papers with the source of word-for-word or paraphrased material. If you have a question about what constitutes plagiarism, please ask me about it. Information about academic misconduct can be found at: <https://documents.ku.edu/policies/governance/USRR.htm>

10. **Handing in Work.** All written assignments must be **typed** unless otherwise specified. Think hard about self-presentation and impression formation as you prepare your assignments. **Discussion starters to be handed in at the end of specified class meetings should also be typed!** Please use APA (American Psychological Association) citations to include at the end of your written assignments in the form a **Reference List**. In addition, here is a useful online source from the Purdue Owl for how to do APA **in-text citations** that you can keep handy for written assignments (see specific “APA Guide”): <https://owl.english.purdue.edu/owl/>. Further, and as noted above, **I DO NOT ACCEPT E-MAIL ATTACHMENTS!** [See page one of this syllabus for how to cite **Fixmer-Oraiz and Wood (2019)**!] You can literally *copy and paste* citation directly into your papers!

11. **Writing Center.** Most colleges and universities have a writing center, a place for students to talk about their writing with trained peer consultants. At KU, we call our writing centers Writer’s Roosts. When you visit, bring your work in progress and an idea of what you would like to work on—organization, support, documentation, editing, etc. The Roosts are open in several different locations across campus; please check the website at <http://www.writing.ku.edu> for current locations and hours. The Roosts welcome both drop-ins and appointments, and there is no charge for their services. For more information, please call 864-2399 or send an e-mail to writing@ku.edu.

12. **Students with Disabilities.** The staff of Student Access Services for Students with Disabilities (SSD), part of the Academic Achievement & Access Center, coordinates accommodations and services for KU courses. Please check the website at <http://disability.ku.edu>. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible (achieve@ku.edu; Room 22 Strong Hall, 864-4064). Also, please contact me privately with regard to this course.

13. **Policy on Commercial Note-Taking Ventures.** Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note taking is not permitted in **COMS 440 or WGSS 440**. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. **Please Note an Exception to this New Policy:** note taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is **not the same** as commercial note taking and is **not** covered under this policy.

14. **Information about the KU Weapons Policy.** Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#)**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position.
- Must have the safety on, and have no round in the chamber.
- Individuals who violate the KU weapons policy may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.

15. **Office Hour Visits.** As indicated at the beginning of the syllabus, my office is in 116C Bailey Hall. My office hours are from 1:00pm-4:00pm on Mondays. I can also be available for appointments on other days of the week ☺. I strongly encourage you to make some time to come visit if you have any questions, concerns, or difficulties with the course (or if you just want to chat!). You can call my office (864-9884), but the best and most effective way to contact me is via e-mail (adkunkel@ku.edu). I can't help you if you don't ask for help! I want this class to not only focus on the learning and application of gender and gendered relationships, but also to embody the utmost of supportive, gendered relationships.

OVERALL GRADING SUMMARY*

*Evaluations are such that exemplary and outstanding products and performance receive grades in the 90th percentile; above average work receives grades in the 80th percentile; average and adequate achievement is graded in the 70th percentile; below average effort and accomplishment receive grades in the 60th percentile; inattention to assignment requirements, delinquent and/or rushed submissions will garner 50th percentile scores or worse. If you want an A, then aim for a 95% or 98%! **I do not give plus or minus grades!**

⇒ **All work is to be done individually**—do **not** do the assignments in consultation with other students. Evidence to the contrary will be treated as indicative of academic dishonesty. Your final grade is a function of the total number of points *you have earned*. **Your final grade is final!**

<u>Assignment</u>	<u>% of Final Grade</u>	<u>Points</u>	<u>Your Score</u>
1. Class Participation/Discussion Starters	10%	100	/100
2. Class Attendance	10%	100	/100
3. Exam 1	20%	200	/200
4. Exam 2 (Final Exam)	20%	200	/200
5. Popular Press Critique	15%	150	/150
6. Gender and Merchandise	15%	150	/150
7. Research Requirement/Journal Review/ Service-Learning Option	10%	100	/100

TOTAL	100%	1000	/1000

FINAL GRADE CALCULATION (No curves, no negotiations, no exceptions!):

900-1000	A
800-899	B
700-799	C
600-699	D
000-599	F

*Please note that I will provide details for each assignment as it becomes relevant throughout the semester. It is crucial that you are in class the day an assignment is explained (assignment explanation/discussion dates and due dates are listed in the course schedule).

*Also, if you are interested, I have excellent samples of each of the assignments for you to review in my office. I am committed to making this course a meaningful learning experience for interested and dedicated students. If you will inform me about your personal objectives for the course, I will do what I can to help you achieve them.

*Enrollment in this class constitutes “an agreement” by you to abide by the policies set forth in this syllabus. Let’s have a great semester! ☺

COURSE SCHEDULE*:

[*It is important to note that the course schedule may be revised as necessary during the semester!]

UNIT I: CONCEPTUAL FOUNDATIONS OF COMMUNICATION, GENDER, AND CULTURE [weeks 1-9]

{If you see “***” as the reading for a particular day on the schedule, go to the “Extra Reading” tab on our Blackboard Site to access the readings. Then, I encourage you to download, print out, and read the “Extra Reading” prior to that class session. You will also see, for each chapter in our Fixmer-Oraiz and Wood (2019) text, there are PowerPoint (PP) slides under the “F-O & W PP Slides” tab on our Blackboard Site that you should download, print out, and read through, in addition to reading the chapter, *before* the class for which they are assigned! Other than the first two weeks, I will NOT bring PP copies to class! However, I do encourage you to bring your own copies, as they may be useful for note taking!}

Week	Date	Topic or Activity	Reading
1	M August 20	Introduction to the Course: Goals, Procedures, etc. Communication Between Men and Women: A Focus on Difference and Similarity	Note: All readings are to be completed <i>before</i> the class for which they are assigned! (Remember: nametags/circle format)
	W August 22	Getting Acquainted Self-Positioning Opening the Conversation “Identity Checklist” <i>Laci Green—“The F-Word”</i> <i>Laci Green—“Why I’m a... Feminist *gasp*”</i>	F-O & W, Introduction, PP {PowerPoint Slides are posted for every F-O & W chapter we cover on our Blackboard Site—we will NOT cover them slide by slide—but they are there for your benefit!}
2	M August 27	The Study of Communication, Gender, and Culture Beliefs about Sex and Gender <i>Jackson Katz—TED Talk: “Violence Against Women— It’s a Men’s Issue”</i>	F-O & W, Chapter 1, PP
	W August 29	Theoretical Approaches to Gender Development DISCUSS RESEARCH REQUIREMENT/ JOURNAL ARTICLE REVIEW/SERVICE- LEARNING OPTION	Discussion Starters (#1) F-O & W, Chapter 2, PP *EXTRA CREDIT → download and/or print 10 chapters (2, 3, 4, 5, 6, 7, 8, 9, 11, and 12) for 10 easy Extra Credit points!! → I will need to see everyone’s complete stack or your electronic device or laptop!! ☺
3	M September 3	Class Cancelled! HAPPY LABOR DAY!	
	W September 5	Masculine; Feminine; Androgynous “Bellies, Boobs, and Bulges: Gender and Body Image” GUEST #1: Phil Wagner ☺	IMPORTANT NOTE: Take careful notes during ALL guest speaker presentations, as they will be on exams...

Week	Date	Topic or Activity	Reading
4	M September 10	Prepare for Luc and Mary's Visit! "MY SECRET SELF: A STORY OF TRANSGENDER CHILDREN" Stephanie Mott—TED Talk: "Transgender in Kansas" DISCUSS POPULAR PRESS CRITIQUE ASSIGN.	*** → "Extra Reading" on Blackboard: 1. Important Terminology 2. Story of Jane and Helen Newman 3. Questions from Jane and Helen
	W September 12	"To Be Trans" GUESTS #2: Luc Malik Bensimon and Mary Taylor Haller ☺☺	
5	M September 17	The Rhetorical Shaping of Gender: Competing Images of Women and Men Laci Green—"WTF is Intersectional Feminism???" "Birth of an Independent Woman, Part 1"	Discussion Starters (#2) F-O & W, Chapter 3 & 4, PPs
	W September 19	Feminism: "What does it mean to be a male feminist?" GUEST #3: Jesse Jones ☺	
6	M September 24	Gender Roles, Gender Identity, Gender Overload, and Gender Toxicity... "Tough Guise 2" "The Purity Myth"	*** → "Extra Reading" on Blackboard: 1. Jackson Katz – Tough Guise 2. BE A MAN 3. Toxic Masculinity
	W September 26	Homophobia: "Getting Laid" GUEST #4: Dr. Robert Minor ☺	
7	M October 1	Gendered Verbal and Nonverbal Communication "Little Hercules" "Toddlers and Tiaras" DISCUSS GENDER AND MERCHANDISE ASSIGN.	Discussion Starters (#3) F-O & W, Chapter 5 & 6, PPs
	W October 3	Class Cancelled! OSCLG CONFERENCE [Organization for the Study of Communication, Language & Gender]	

Week	Date	Topic or Activity	Reading
8	M October 8	Talk about documentary film, <i>“Makers: Women Who Make America”</i> [FYI - it is also online!!] Set up <i>“Iron Jawed Angels”</i> REVIEW FOR EXAM 1	
	W October 10	<i>“Iron Jawed Angels”</i> *POPULAR PRESS CRITIQUE DUE*	<i>Discussion Starters (#4)</i>
9	M October 15	Class Cancelled! HAPPY FALL BREAK!	
	W October 17	“Coming Out” Processes and Narratives LGBTQIA Terminology and Facts <i>“It Gets Better Project”</i> <i>“Stonewall Uprising”</i> GUEST #5: Josh Morgan ☺	*** → “Extra Reading” on Blackboard: 1. Safe Space Ally Program 2. Jason Collins – Black – and gay – like me

**UNIT II: GENDERED COMMUNICATION IN PRACTICE:
MULTIPLE CONTEXTS [weeks 10-16]**

10	M October 22	*EXAM 1*	
	W October 24	“Gendered Politics”; Title IX; Education GUEST #6: Jennifer Ananda (JD, MSW, Lawrence City Commissioner, KU Deputy Title IX Coordinator) ☺	F-O & W, Chapter 8, PP
11	M October 29	Gendered Close Relationships Friendship, Romance, Cross-Sex Friendships, and Flirting <i>“Spitting Game: The College Hookup Culture”</i> <i>“Understanding Hookup Culture: What’s Really Happening on College Campuses”</i>	Discussion Starters (#5) F-O & W, Chapter 9, PP
	W October 31	Becoming Gendered “Gendered Family Dynamics” GUEST #7: Dr. Alesia Woszidlo ☺	F-O & W, Chapter 7, PP

Week	Date	Topic or Activity	Reading
12	M November 5	Gendered Power and Violence “ <i>The Hunting Ground</i> ” “ <i>Audrie & Daisy</i> ”	F-O & W, Chapter 12, PP
	W November 7	“(Non)Healthy Relationships” GUEST #8: Sonja Heath ☺	
13	M November 12	Sexual Negotiation/Consent The #metoo Movement “ <i>The Line</i> ” *GENDER AND MERCHANDISE DUE*	
	W November 14	“Rape Culture and Sexual Trauma” GUEST #9: Rachel Gadd-Nelson (The Sexual Trauma & Abuse Care Center) ☺	
14	M November 19	“Gendered Violence and Stalking via Technology” GUESTS #10: Megan Stuke (WDVC) and Officer Todd Carpenter (KUPD) ☺ ☺	
	W November 21	Class Cancelled! HAPPY THANKSGIVING!	
15	M November 26	Gendered Media “ <i>Miss Representation</i> ” *RESEARCH REQUIREMENT/ JOURNAL ARTICLE REVIEW/ SERVICE-LEARNING OPTION SHOULD BE COMPLETED!*	F-O & W, Chapter 11, PP
	W November 28	Gendered Media continued... ART; ADS; PORNO; VIDEO “ <i>Miss Representation</i> ” cont... “ <i>Price of Pleasure</i> ” “ <i>Killing Us Softly 4</i> ”	Discussion Starters (#6 & #7) [write together for 20 points!]
16	M December 3	Final Course Reflections REVIEW TAKE-HOME FINAL EXAM**	Class Evaluations *EXTRA CREDIT → turn in your nametag for 5 easy Extra Credit points!!
	W December 5	“Gendered Religion” GUEST #11: Reverend Donna Simon ☺	*LAST DAY OF CLASS!*

****TAKE-HOME FINAL EXAM: ALTHOUGH I DO NOT NORMALLY ACCEPT E-MAIL ATTACHMENTS, YOU MUST E-MAIL ME YOUR FINAL EXAM ON (OR BEFORE) WEDNESDAY DECEMBER 12 AT 1:00pm!!**