

Gender & Communication

COMM 435 (21704)

Spring, 2018
Tuesday/Thursday 2:30-3:45p.m.
Academic Hall 201

Instructor Information:

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Office: SBSB 2108 Office Phone: 760-750-8044
Office Hours: Wednesdays 11:00a.m.-1:30p.m.; By Appointment

Text (available in paper as well as electronic versions):

DeFrancisco, V. P., & Palczewski, C. H. (2014). *Gender in communication: A critical introduction, 2nd Ed.*
Los Angeles: Sage.

** Other readings, such as scholarly articles and news media will be assigned and available online via Cougar Courses **

You will also need 1 package of 3x5 note cards (no other size please, any color). We will use these note cards EVERY DAY of class for participation contributions (part of your grade), so you are required to bring them! ☺

AN INTRODUCTION TO THIS CLASS:

Course Description:

Gender is a concept that we use to classify and describe ourselves and others. But when we use the terms “feminine” and “masculine” to label and describe people, what do we actually mean? Where did we learn these meanings? And what impact do these meanings have on our lives, and the lives of other people in our communities and around the world? These are some of the questions we will explore in this class.

In this course, our goal is to question the “normal” understandings of gender. The goal is not to simply tell the professor what you think she wants to hear, or to agree with every perspective discussed. Instead, this class is a place for us to openly talk about complicated, contested and controversial ideas about gender in a well-informed and respectful manner. We will begin by discussing grounding concepts of gender and communication. Then we will analyze how gender is constructed, performed, and resisted in everyday life. Throughout this process, we will develop our ability to analyze constructions of gender, question the influence of gender on our own lives, and develop our own ideas about how to respond to the way gender influences us and society.

This class incorporates “service learning.” **Service Learning promotes student learning through active participation in meaningful and planned service in the community, and this volunteering is substantively related to our course content.** You will be able to choose from one of ten (10) service learning opportunities at six (6) community partner sites selected for our class. Each of these partners has a job, problem or need that you will help complete, solve or meet. Through service learning, you get “hands on” experience studying communication and gender “in the real world” while also gaining a greater understanding about how your own communication impacts your community. You will spend approximately 20-25 hours outside of class completing service learning activities this semester.

Students are expected to spend six hours each week working on this course beyond attending class meetings. Out-of-class work includes participating in service learning, completing readings, homework, and independent research.

This course therefore fulfills the following CSUSM Catalogue description:

COMM 435 Organizational Communication (3)

Introduction to a number of conceptual and theoretical problematics that have a bearing on the study of communication and its relevance to questions of gender. Explores differences between males and females with respect to communication styles, the cultural motivations for these differences, how they are reproduced in ongoing socialization experiences, their social and political implications, and the stratagems speakers deploy in the course of exploiting, bridging, negotiating, or overcoming such differences. (CCSC)

I look forward to learning and engaging this dialogue with you!

Learning Objectives

Communication Department Student Learning Objective for COMM 435:

1. Conceptualize and appreciate the point of view of one's counterparts in communicative interaction while attempting respectfully to incorporate their viewpoints into one's own . (OTHER PERSPECTIVES)
2. Analyze forms and contexts of communication from a variety of intellectual perspectives (philosophical, historical, theoretical, and practical). (ANALYSIS).

Kendra's Student Learning Objective for COMM 435:

3. Connect communication theories about gender to your own lived experiences and real-world problems in your communities through assignments, in-class exercises, and working with community partners (APPLICATION).

Spring 2018 Class Learning Objectives: To Be Added by Students

Teaching Philosophy & Classroom Climate:

I believe learning occurs not only through interaction between the instructor and the student, but also in exchanges between students. As your instructor, I will do my best to cultivate a safe learning environment in which students are encouraged to share ideas, questions, and experiences that relate to class material. We will work together to create a class mission statement and additional learning objectives so that YOU play an active role in deciding how this class will develop.

As a student in this class, I expect you to participate in creating a productive learning environment online by:

- Demonstrating respect for others in the language and communication you use, including:
 - Being mindful of others' experiences, opinions, values, and beliefs
 - Refraining from using potentially offensive language that doesn't respect another person or a group of people (sexist, racist, heterosexist, homophobic, ageist, etc.)
- Participating in class discussions, activities and teamwork, including creating our Safe & Civil Class Guidelines and our Class Learning Objectives
- Being prepared for class by reading course materials and being ready to discuss course concepts

Disability Accommodations/ADA Statement:

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, TDD (760) 750-4909 or by email at: dss@csusm.edu Students authorized by DSS to receive accommodations should meet with me during my office hours, or in another private setting, in order to ensure your confidentiality.

I want to ensure your success in my class, so if you have a disability, please contact me as soon as possible!

Service Learning Community Partners

You will have a choice from ten (10) service learning opportunities at one of six (6) community partner sites. Each of our Community Partners has a problem or need that they need your assistance with. Therefore, we have provided a "Project Description" with the primary career/skills you will develop by working with this Community Partner.

You will submit a Job Application & Cover Letter assignment (see Assignments on pages 4-5 of the syllabus) in which you will discuss your first and second choices, as well as WHY you want to work with that organization or on that project.

We'll discuss each of these options in class, but below is a summary of our Community Partners and Projects (additional information about each organization and project are also available online in Cougar Courses):

Organization	Service	Project Description	Important Info.
<u>Project LIKE</u> Various North County Locations	After school literacy, health, and sports programs for at-risk kids	Mentoring, Coaching, and Leading Kids: Work with local North County kids in after-school literacy programs, health programs or sports programs. Opportunities include Athlete Mentor, Community Gardener, Food Recovery Advocate, Literacy Leader, and Nutrition Leader. See additional information on Cougar Courses. Training provided.	*No limit on # of Volunteers *See Flier for info on specific opportunities * Transportation Needed
<u>Girl Scouts of San Marcos</u>	After school leadership and development program for girls	Plan and Lead Meetings: Work with Girl Scouts leaders to plan and lead Girl Scouts meetings for girls after school. In addition, some opportunities may be available on weekends. Meetings are once a week. All genders and non-conforming identities welcome! Training Provided.	* Only taking about 5 students; first come first served (to KENDRA) * Spanish language skills preferred but not required * Transportation Needed
<u>CSUSM Athletics Department</u>	Communications & Promotions	Promoting and Supporting Athletics: Assist the Interim Sports Information Co-Director(s) in promoting health at games, providing information about athletics at U-Hour, and other services in the Athletics offices.	* Only taking 3 students; first come first served (to KENDRA)
<u>CSUSM LGBTQA Pride Center</u>	Student Support and Education around issues of sexual identity	Event Planning, Marketing & Community Organizing: Plan, coordinate and market an educational event or social event for the Pride Center. Help with receptionist services in the Center, and other assistance to center as needed.	* Only taking about 5 students; first come first served (to KENDRA)
<u>CSUSM HOPE & Wellness Center</u>	Communications and Education around issues of Health	Communications and Project Coordinator: Work with HOPE & Wellness Center on "Take Back the Night for Sexual Assault Awareness" events. Assistance as needed on other education-related events and services. Training provided.	* Only taking 3-5 Students; first come first served (to KENDRA)
<u>CSUSM Gender Equity Center</u>	Student Support & Education around issues of gender identity	Event Planning, Marketing, and Community Organizing: Work to plan, coordinate and market support or educational event for the Center. Provide fellow students with information at events, help with the Center as needed.	* Only taking about 5 students; first come first served (to KENDRA)

CLASS POLICIES AND RESOURCES:

Academic Integrity:

CSUSM and the Department of Communication strongly believe in academic integrity. As your instructor, I will uphold the standards of academic honesty as stated in the CSUSM Student Handbook and online at: http://www.csusm.edu/policies/active/documents/academic_honesty.html. Every student is expected to submit original and independent work. We will also utilize the "turnitin.com" software to check your work.

PLEASE NOTE: Plagiarizing other people's ideas, thoughts, or publications includes, but is not limited to, material from print (books, magazines, pamphlets, newspapers, etc.), from/off the internet, and personal contacts (class mates, sorority/fraternity members, family, friends, "cheating rings," etc.). If you use anyone's ideas, thoughts, or works other than your own, proper referencing and citation is required. Should you have any question about whether or not something falls subject to this clause, PLEASE ASK ME!!!!

Attendance Policy:

Think of this class as a job that you may have in the future. Each and every day is important to your success (and in the business world, your paycheck). Therefore, you should attend class and be prepared to start on time for each session. Attendance **IS** necessary. This is a class where group participation and in-class discussions and activities matter.

I do however, understand that life happens. I will therefore allow two absences any time during the semester EXCEPT presentation or exam days. I don't need documentation or explanations for these two absences. If you miss more than two classes, you will accrue a penalty for your participation points. PLEASE NOTE: **Absences on presentation days (even if you are not presenting) count as double.**

Tardiness: You are to be in class at the starting time, or you will be considered tardy. Three tardy arrivals equal one unexcused absence. If you are more than 15 minutes late, you will be considered absent.

Religious Holidays: If you will be missing class due to a religious holiday, please let me know in advance.

Recording Class: Students may not record (audio or video) in this class except in accordance with ADA accommodations. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual."

Communicating with the Instructor:

Office Hours: Office hours provide an opportunity for you to have one-on-one time with me to discuss issues and questions that you may have regarding the course. I encourage you to use office hours. I have this time set aside exclusively for your benefit. If your schedule does not comply with these hours, please contact me to find a time when we are both available to meet.

Email: Email is the best way to get in touch with me outside of class. I do my best to respond to email within 48 hours (excluding weekends and holidays). If I do not respond to your email within 48 hours, please assume that I did not receive your email, and re-submit it to me.

Right to Privacy: I will not release your grades to anyone other than you or school sponsored coaches who are given permission to view your progress. This includes your parents, partners and friends. The Buckley Amendment (1974) ensures your right to privacy.

Resources: Campus Support

The goal of [Student Academic Support Services](#) is to provide you with high quality services that will assist you in meeting your academic goals. Student Academic Support Services is located in CRA 3600 and can be reached at (760) 750-4935. [Visit the complete listing of CSUSM's Student Resources and Services](#)

Writing & APA Formatting Support

If you need help with writing, please visit the [CSUSM Writing Center](#). After you've visited the Writing Center, please feel free to email me, and I can provide feedback on your drafts! I also have helpful writing tips posted on Cougar Courses under the Helpful Tools section.

Technology Support

Students at Cal State San Marcos will be required by faculty to use a variety of technologies to deliver instruction and complete assignments. Such technologies include, but are not limited to: web-based technology, word processing software, and learning management systems.

Cougar Courses

Visit the [student "How To" resource pages](#) or email sth@csusm.edu.

[Run this compatibility test](#) to determine whether or not you have the proper software installed and the proper options checked in order to access Cougar Courses without a problem.

General Technology

Visit the [technology resource pages](#) or email sth@csusm.edu.

Test your internet speed: <http://www.speedtest.net/>

Other Student & Academic Services:

You may find that you need other services to help you be successful in this class and in your life outside of class. Here's some links to services offered at CSUSM that may be of help to you. In addition, you can also feel free to contact me with any questions about a specific problem or challenge, and I'll do my best to help you find the support you need.

- Complete List of [CSUSM Student Resources and Services](#)
- [Cougar Central](#) (Registration, Financial Aid, etc.)
- [Disability Support Services](#)
- [Diversity, Educational Equity, & Inclusion](#) (ODEEI)
- [International Student Services](#)
- [Student Health & Counseling Services](#)
- [Student Outreach & Referral Services](#) (SOAR): SOAR and the Cougar Care Network are student support programs that provide information, resources, and supported needed to ensure your personal and academic success.
- [TRIO Student Support Services](#): TRIO offers personal, transitional, and academic support to students from first-generation, low-income, and disability backgrounds, enabling them to persist and graduate from Cal State San Marcos.
- [University Ombuds](#): Need a confidential place to talk? The Office of University Ombuds helps current CSUSM faculty, staff and enrolled students resolve University-related conflicts, disputes or complaints on an informal basis.
- [Veteran's Services](#)

COURSE ASSIGNMENTS:

Participation (100 points): Participation includes contributing thoughtful comments in class discussions, group and individual activities, asking thought provoking questions, and offering appropriate examples. Participation is not the same as attendance (though attendance is part of participation), and you will need to actively engage in class in order to earn participation points.

Notecard Questions (150 points): Every day of class, we'll have a "notecard question." These are short open-ended questions that ask you to demonstrate your understandings of the readings for the day. Points are awarded for demonstration that the readings were completed and thoughtfully considered, as relevant to the question. Each notecard is worth up to 20 points.

Job Application (75 points): This class requires you to complete 20-25 hours of service learning in our community. To help you practice "selling" yourself and your unique skills in the job market, in this assignment you will "apply" for a job with the service learning opportunity of your choice. Specifically, you will write a 1 page cover letter explaining why you want volunteer in the "job" of your choice, and what skills make you particularly well-suited for that organization or opportunity. You will discuss your top two (2) choices in your cover letter. In addition to the cover letter, you will also submit a 1 page resume highlighting your experiences. Your job applications will help me decide which service learning sites students join.

Gender Reflection Paper (75 points): The objective of this assignment is to use the theories and concepts learned in this course to evaluate your own experience of gender. This 2-3 page paper will help you learn to be reflexive about gender in your everyday life including the ways in which you are both privileged and challenged by gendered norms.

Service Learning Reflection & Application (300 points TOTAL- 6 @ 50 points): In these assignments you will evaluate the ways in which gender is “at play” in a community service location. These short papers ask to you reflect upon your own position, as well as what’s going on in the community. This experience will help you become more aware of gendered issues, in addition to learning how to prepare for new experiences. Applications include the following 2 page (maximum) journals:

1. SL Journal One: Preparing to Volunteer & Observe Gender
2. SL Journal Two: Learning the Ropes
3. SL Journal Three: Naming Gender
4. SL Journal Four: Applying Course Concepts
5. SL Journal Four: What Can Be Changed?
6. Final Presentation: What did you Learn? This final assignment is a 2-3 minute presentation to the class and our community partners. It can be a creative presentation (poem, video, slideshow, etc.) as long as it meets the requirements outlined on the assignment sheet.

Student Choice Assignment (75 points):

In this course, you will have the opportunity to choose one assignment. I will provide 3-4 options, and the class will vote on which assignment they want to complete. Optional assignments include a Visual Storytelling Presentation, a Current Event Application, or Media Analysis Presentation. Or, you just might propose something yourself! Selecting your own assignments helps you to have power in our class, and to highlight your own strengths with relation to Communication & Gender.

Comm. & Gender Advocacy Paper (150 points TOTAL): The objective of this assignment is to use the theories and concepts in this course to effectively analyze a gendered communication issue, discuss different perspectives on the issue, and suggest ways to make our communication more inclusive, ethical, and/or effective. Drawing on what you have learned in your service learning experience(s), you will select one “gender issue” to explore more deeply.

The Advocacy paper will explain the gender issue (what is it and why is it important?), provide multiple perspectives on the issue (who is impacted by the issue, how, and how might they feel about it?), and make suggestions for how to make communication about the issue more effective and/or how to advocate for change on this issue. The final paper can take the form of a white paper, PSA, or other application of course concepts that seeks to educate and promote change. You may work in pairs or small groups, if approved by the professor in advance.

Example topics might include (but are not limited to):

- Gendered or Violent Communication
- Transgender issues/discrimination
- Gender and intersectionality with other identities (race/class/sexual orientation/etc.)
- Work-Life
- Men and Fatherhood or Women and Motherhood or GLBT and parenthood
- Gendered Childhood Socialization
- Sexual Assault, Sexual Harassment, or Intimate Partner Violence
- Sports, Media or Social Media Representations of Gender

Gender Letter (75 points): The objective of this assignment is to reflect back on your learning for the semester—the theories and concepts learned in this course as well as your own experience of gender. This 1-2 page informal letter will help you articulate what you will take away from this class by writing to someone in your life who you feel has had an important impact on your own Gender Journey (either positively or negatively or just importantly). By writing to this person, you will practice communicating about gender with the people in your lives, and consider how you might impact someone else’s ideas about gender and communication.

COURSE GRADES:

Assignments & Grading:

Formatting of Assignments: Please use APA style for all assignments; this means 12 point font, double-spaced, 1 inch margins, with APA style citations. When in doubt, consult the APA Manual. It is available at the bookstore, in the library and on line. You can also utilize the APA Hints & Pointers sheet available on Cougar Courses. Poor spelling, grammar, punctuation, and incorrect formatting will negatively affect your grade.

Late Work: Assignments are to be turned in by the assigned due date and time.

****Most of your assignments will be due electronically via Cougar Courses.** You should plan ahead, so that you are not submitting right before the due time, and you should ALWAYS do a screen save or print your “proof of submission” page when turning an assignment in online. *I do not accept assignments via email.*

24/7 Rule: I practice the 24/7 Rule, meaning that you have to wait at least 24 hours to contest a grade (I will not discuss a grade the day I enter an assignment) and you must contact me within 7 days of receiving the assignment if you wish to have your grade re-examined. The only exception is if I’ve made a simple mathematical error. When you contact me regarding your grade, please type up your argument and present it as you would an assignment – in 12 pt. font, double-spaced, and 1 page in length.

PLEASE NOTE: I do not “give” grades. You earn your grade. Grades are earned based your performance over the course. Any one graded assignment does not determine your final grade. Consistent work over the entire class is totaled to determine a final letter grade based on points earned.

<u>Assignment</u>	<u>Points Possible</u>	<u>Earned</u>
Participation	100	_____
Notecard Questions	150	_____
Job Application	75	_____
Gender Reflection Paper	75	_____
Service Learning Applications	300	_____
Student Choice	75	_____
Advocacy Paper Draft	50	_____
Advocacy Paper Final	100	_____
Gender Letter	75	_____
Total Points	1000	_____

Grading Scale:

	A	92-100%	A-	90-91.9%		
B+	88-89.9%		B	82%-87.9%	B-	80-81.9%
C+	78-79.9%		C	72%-77.9%	C-	70-71.9%
D+	68-69.9%		D	62%-67.9%	D-	60-61.9%
			F	59.9% or less		

This syllabus represents a contract between students and instructor. By remaining in this course, you are agreeing to these guidelines and requirements. However, as the instructor, I do reserve the right to make modifications to meet the needs of students.

Tentative Course Schedule (subject to revision if necessary):

Class Day	Topics	Readings (complete prior to class)	Assignments Due
Tues. 1/23	Introductions		
Thurs. 1/25	Developing a Critical Vocabulary <i>Intro to Service Learning Partners!</i>	Chapter 1	SL Journal #1
Tues. 1/30	Developing a Critical Vocabulary		
Thurs. 2/1	Theories of Gender & Sex	Chapter 2	Job Application
Tues. 2/6	Gendered & Sexed Voices <i>Service Learning Assignments Given!</i>	Chapter 3	
Thurs. 2/8	Gender & Media	Chapter 11 Spieldenner, 2013*	
Tues. 2/13	Gendered Bodies	Chapter 4 Spencer, 2016* Dark, 2017*	Gender Reflection Paper
Thurs. 2/15	Transgender Communities	Wagner, et al., 2016* Johnson, 2013*	
Tues. 2/20	Women in Leadership Guest: Christine Lee		SL Journal #2
Thurs. 2/22	Gendered Bodies & Health	Courtenay, 2000* Jewkes, et al., 2015*	
Tues. 2/27	Gendered Language Guest: Dr. Julia Johnson	Chapter 5	
Thurs. 3/1	Gender & Sexual Orientation	Fox, 2010* Rich, et al., 2012*	
Tues. 3/6	Guest: Guante! (Spoken Word Poet)		SL Journal #3
Thurs. 3/8	Gender & Education	Chapter 6 and Chapter 8	
Tues. 3/13	Class Visual Stories		Visual Stories
Thurs. 3/15	Class Visual Stories		Visual Stories
3/20 & 3/22	SPRING BREAK!		
Tues. 3/27	Gender & Families	Chapter 7 Dow, 2016*	
Thurs. 3/29	Gender & Work	Chapter 9	
Tues. 4/3	Gender & Work-Life	Rivera, 2016* Rivera & Tracy, 2009*	
Thurs. 4/5	Gender & Sexual Harassment at Work	Fox & Tang, 2017* Thomae & Pina, 2015*	
Tues. 4/10	Gender & Religion	Chapter 10	
Thurs. 4/12	Gender & Religion	Cragun & Sumerau, 2014* Droogsma, 2007*	SL Journal #4
Tues. 4/17	Gender & Sport	Cherney, et al., 2013* Lenskyi, 2012*	
Thurs. 4/19	Gender & Sport	Wright, 2013* Sanderson, et al, 2016*	
Tues. 4/24	Gender & Resistance	Davidson & Dobris, 2017* Dhaenens & Ridder, 2014*	
Thurs. 4/26	Gender & Advocacy Guests: Christa Wencil & Abrahan Monzon	Isgro, 2015* AWID, 2003	SL Journal #5

Class Day	Topics	Readings (complete prior to class)	Assignments Due
Tues. 5/1	Gender & Social Movements	D'Enbeau, 2011* Dorsey, 2018*	Advocacy Paper Rough Draft
Thurs. 5/3	Class Choice- TBD		
Tues. 5/8	Advocacy Paper Workshop		
Thurs. 5/10	Advocacy Paper Workshop		Gender Letter
FINAL EXAM Monday 5/14	Final Presentations FINAL EXAM: Monday, 5/14 6:15p.m.- 8:15p.m. (service learning partners invited to attend)		Final Presentations to Community Partners (SL "Journal" #6)

*Indicates article or link to article is posted on Cougar Courses

Required Course Readings

AWID. (2003). *An Advocacy Guide for Feminists*. Association for Women’s Rights in Development. Retrieved 1/20/18. Available at: http://iknowpolitics.org/sites/default/files/feminist_advocacy_guide_awid_2.pdf.

Bowling, L. (2012). The problem with the phrase women and minorities: Intersectionality—an important theoretical framework for public health. *American Journal of Public Health, 102*(7), 1267-1273.

Cherney, J. L., Lindemann, K., & Hardin, M. (2015). Research in communication, disability and sport. *Communication & Sport, 3*(1), 8-26.

Courtenay, W. H. (2000). Constructions of masculinity and their influence on men’s well-being: A theory of gender and health. *Social Science & Medicine, 50*, 1385-1401.

Cragun, R. T., & Sumerau, J. E. (2014). The last bastion of sexual and gender prejudice? Sexualities, race, gender, religiosity, and spirituality in the examination of prejudice toward sexual and gender minorities. *Journal of Sex Research, 1*-14.

Dark, K. (2017). Not dieting is a good start. *Medium*, published October 7, 2017. Available at: <https://medium.com/@kimberlydark/not-dieting-is-a-good-start-4a1d706882ce>.

Davidson, R. D., & Dobris, C. A. (2017). Social activism and popular culture: A critical review of disparate responses to Beyonce’s 2016 Super Bowl performance and Kendrick Lamar’s 2016 Grammy performance. *Women & Language, 39*(2), 115-120.

D’Enbeau, S. (2011). Transnational feminist advocacy online: Identity (re)creation through diversity, transparency and co-construction. *Women’s Studies in Communication, 34*(1), 64-83.

Dhaenens, F., & De Ridder, S. (2014). Resistant masculinities in alternative R&B? Understanding Frank Ocean and The Weekend’s representations of gender. *European Journal of Cultural Studies, 4*, 1-17.

- Dorsey, C. (January 19, 2018). Early-stage entrepreneurs can drive new social movements: Three unique roles social entrepreneurs can play in driving community action and civic change. *Stanford Social Innovation Review*. Available at: https://ssir.org/articles/entry/early_stage_entrepreneurs_can_drive_new_social_movements.
- Dow, D. M. (2016). The deadly challenges of raising African American boys: Navigating the controlling image of the “thug.” *Gender & Society*, 30(2), 161-188.
- Droogsma, R. A. (2007). Redefining Hijab: American Muslim women’s standpoints on veiling. *Journal of Applied Communication Research*, 35(3),
- Fox, R. (2010). From Heterophobia to Gayville. *Text and Performance Quarterly*, 30(4), 430-439.
- Fox, J., & Tang, W. Y. (2017). Women’s experiences with general and sexual harassment in online video games: Rumination, organizational responsiveness, withdrawal, and coping strategies. *New Media and Society*, 19(8), 1290-1307.
- Isgro, K. (2015). From a caretaker’s perspective: Mothers of children with Down Syndrome as advocates. *Women & Language*, 38(1), 63-82.
- Jewkes, R. K., Flood, M. G. and Lang, J. (2015). From work with men and boys to changes of social norms and reduction of inequities in gender relations: A conceptual shift in prevention of violence against women and girls. *The Lancet*, 385 (9977), 1580-1589.
- Johnson, J. R. Cisgender privilege, intersectionality and the criminalization of CeCe McDonald: Why intercultural communication needs transgender studies. *Journal of International and Intercultural Communication*, 6(2), 135-144.
- Rich, C., Schutten, J. K., Rogers, R. A. (2012). “Don’t drop the soap”: Organizing sexualities in the repeal of the US Military’s “Don’t Ask, Don’t Tell” Policy. *Communication Monographs*, 79(3), 269-291.
- Rivera, K. D. (2016). On the teeter-totter: A single mom’s story of work and life. In J. P. Fyke, J. Faris, & P. M. Buzzanell (Eds.), *Case Studies in Organizational and Managerial Communication: Stretching Boundaries*, pp. 20-25. New York: Routledge.
- Rivera, K. D., & Tracy, S. J. (2009). *Work hard, live hard: Six things smart bosses do to promote work-life harmony and improve their bottom line*. White paper for the Project for Wellness and Work-Life, Hugh Downs School of Human Communication at ASU.
- Sanderson, J., & Gramlich, K. (2016). “You go girl!”: Twitter and conversations about sport culture and gender. *Sociology of Sport Journal*, 33, 113-123.
- Spencer, L. G. (2016). Intersex: Considerations for language and invitations to future research. *Women & Language*, 39(1), 19-32.
- Spencer, R. C. (2017). The language of the unheard—Black Panthers, Black Lives, and urban rebellions. *Labor Studies in Working-Class History*, 14(4), 21-24.
- Spieldenner, A. R. (2013). Altered egos: Gay men reading across gender difference in Wonder Woman. *Journal of Graphic Novels and Comics*, 4(2), 235-244.

- Thomae, M., & Pina, A. (2015). Sexist humor and social identity: The role of sexist humor in men's in-group cohesion, sexual harassment, rape proclivity, and victim blame. *Humor*, 28(2), 187-204.
- Wagner, P. E., Kunkel, A., Asbury, M. B., & Soto, F. (2016). Health (Trans)gressions: Identity and stigma management in Trans* healthcare support seeking. *Women & Language*, 39(1), 49-73.
- Wright, A. L. (2013). Cleaning up the blood, sweat, and tears of the Super Bowl [sex trade]: What host cities must do in preparation for major sporting events to combat sex trafficking. *Virginia Sports and Entertainment Law Journal*, 13(1), 97-125.