

Gender & Communication

COMM 4140

Monday/Wednesday

1:30-2:50

LANGUAGE ARTS 311

Professor: Dr. Suzanne Enck

Office: General Academic Building 320E

E-mail: suzanne.enck@unt.edu (your best bet for a fast reply)

Office Hours: Tuesdays 3:00 - 4:30

Please do NOT send me messages through BlackBoard

Wednesdays 11:00 - 12:30

Other times by appointment

Find 3 Friends

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Course Overview

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

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

****Please note****

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

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



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Course Learning Objectives

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

Assignments

Active Participation, In-Class Quizzes & Assignments (15%). This course will be a challenging one. This course will benefit students who are motivated to read, write, and engage in discussion. This course is animated primarily through active dialogue, informed discussion, and critical engagement; Thus, your **invested** participation is essential. Merely showing up is not enough. If you attend every day but rarely engage in the materials in a way that is responsive to others in the class, you will earn a poor participation grade. Likewise, if you are not in class, you certainly cannot contribute to our discussions. In short, come to class **prepared** (meaning having read and ready to speak about the readings in a thoughtful manner). Please speak out, speak often, and speak intelligently.

In addition to your respectful contributions to class dialogues, this grade will take into consideration various assignments not listed on the syllabus (e.g., reading quizzes, reading prompts, in-class group work, homework assignments). For all quizzes, you may use any written notes you have taken over the readings for that day (**NOTE:** you cannot use the readings themselves, nor your computers/smart phones/technology/neighbor).

In Class Exam Experiences (30% – 2 experiences x 15% each). Twice this semester you will have in-class writing opportunities to demonstrate your comprehension of course concepts. These experiences will be comprised of short answer and essay questions and cover your careful reading of course materials in addition to information provided during lectures & discussions. **Your ability to synthesize and critically engage the materials will be rewarded.**

Gender Fair (30%) – **Monday, April 29, 8:00 am - 4:00 pm** – In an effort to bring the lessons of this course to the wider university and public community, we will host a Gender Fair in the University Union at the end of the semester. This project will be educational, public, and designed to provoke dialogue and learning. This component of your course grade will be based upon your individual, small group, and the overall class’s contributions to the Gender Fair. Much more information about this project will be provided as we settle into our class routine. For now, consider the Gender Fair a “field trip” and know that you need to block off this entire day (8:00 - 4:00), including all outside obligations.

Proposal for Final Paper (5%) – **Wednesday, March 20 by Midnight** – Each student must turn in and have a proposal approved before completing the final paper. You will receive more information about the expectations of this paper during the semester. This paper will be due via **Turnitin on BlackBoard**

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

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

The Paper Proposal & Final Paper Need to Follow These Basic Guidelines:

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

Extra Credit

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

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

Grading/Quality of Work

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

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

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

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

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

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

If you feel that you need assistance with your writing, contact the writing lab at 940-565-2563 or e-mail: WritingLab@unt.edu, or go visit them in AUID #105. They also offer Online Tutoring hours!

Class Climate

The types of issues we will discuss in this class range from the writings of 19th century activists and queer theorists to the politics of the breastfeeding and representations of raced and sexualized bodies. Some course participants will undoubtedly have strong reactions to some of our readings and discussions—strong reactions are not discouraged. However, reactions need to be framed as complete arguments (not just claims) and presented respectfully. We must create an environment in which individuals feel comfortable articulating their arguments and relaying their relevant experiences. Constructive critique is welcomed (and expected). Words or deeds that marginalize people because of their gender, race, ethnicity, class, age, sexual orientation, or ability disrupts the safety of our learning community and cannot be tolerated.

UNT Acceptable Student Behavior Statement:

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

Firearms Policy

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

Readings

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

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

Required Readings:

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

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

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

Communication Library

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

COMM Library Copier Use Policy

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

Accountability

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

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

University Authorized Absences—Religious and UNT-sponsored travel

There are only two exceptions made to this policy about personal days. The first exception is in line with the state of Texas regarding observations of **major religious holy days** (as identified by Section 11.20 of the Texas state tax code)—these absences do not count against your personal days. Additionally, "**University Authorized Absences**" (i.e., travel in accordance with a University-sponsored event) do not count against your personal days. **HOWEVER**, it is your responsibility to alert me by the **second week** of class, in writing, if you plan to miss class due to a University Authorized Absence or religious observation over the course of the semester. In this memo, you must include specific dates and your reason for missing class. If you are traveling for a University Authorized event, I will also need official documentation from your campus advisor or dean.

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

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

Crisis Contingency

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

Deadlines

Please pay close attention to deadlines as you will be held to them. This policy is in place to assist you in your life—deadlines are important and reflect on your credibility and professionalism (please treat this course as a priority). We all depend upon machines to get our work done. We all know that machines break down. When they do, it does not constitute an “excuse” or an “emergency.” It is expected that you will prepare your assignments far enough in advance so that when your computer malfunctions (as it inevitably will), you will still have time to rectify the problem and turn in the assignment on time. Since you will turn in your proposal and final paper to Turnitin on BlackBoard, you must follow deadlines closely. Turnitin on BlackBoard has an automatic submission cutoff and will not accept late work.

“On Time” means at the beginning of class on that specific due date. If you are taking a personal day or observing a religious holy day, you can still turn an assignment in on time by turning it in **EARLY**.

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

Academic Integrity

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

E-Mail & BlackBoard

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

Cell Phones/Text Messaging/Computers

We all use them and love them. Use them and love them before class and after class. Please don’t make me answer your phone. Also, please do not use your phone (or iPad or Polaroid camera, etc.) to take pictures of PowerPoint slides -- this is distracting to everyone.

If you want to use your computer/iPad to take notes during class, you’re more than welcome to do so. Please be sure to sit in the front 2 rows when using such technology and be courteous to everyone in class -- don’t use this time to surf Facebook, write e-mails, or IM.

Meetings & Grade Disputes

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

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

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

Incompletes

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

SETE Evaluations

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester (**April 15 - May 10**), providing you a chance to comment on how this class has been conducted and the quality of the education you received. I am very interested in the feedback I get from students, as I work to continually improve my teaching.

Disability Concerns

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. In accordance with the ADA and Office of Disability Accommodation (ODA), I will gladly provide reasonable accommodation to students who need it. Students who wish to self-identify and request assistance under this policy should register in room 318A of the University Union by the **second week** of class.

Academic Research (or, why you should avoid becoming a Google Monkey)

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

Bottom line: Run away from Wikipedia and Google

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

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

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

Disclaimer

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

Schedule of Readings

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

All Readings Will be Available via BlackBoard

M. 1/14 Introduction to Course. Why are you here? Let's get to know each other ...

W. 1/16 Getting a Handle on Sex, Gender, & Sexuality

- Dale Spender, Selections from *Man Made Language*
- Allan G. Johnson, "Patriarchy, The System: An It, Not a He, A Them, or an Us"
- Judith Lorber, "The Social Construction of Gender"

M. 1/21 No Class — Martin Luther King, Jr. Day

W. 1/23 No Reading — Introduction to Gender Fair

Friday, January 25 — Deadline to submit papers to New Voices, New Perspectives Student Research Conference at UNT [submissions can be sent to Dr. Trudeau: jtrudeau@unt.edu]

M. 1/28 An Entrance into Feminism

- bell hooks, Selections from *Feminism is for Everybody: Passionate Politics*

W. 1/30 Catching Waves — 1st Wave Feminism

- Sheryl Hurner, "Discursive Identity Formation of Suffrage Women: Reframing the 'Cult of True Womanhood' Through Song"

Wednesday, January 30 — Fem Flicks Presents: *The Purity Myth* (4:00 pm in the Chilton Media Library - 111C)

M. 2/4 Early Racialized Resistance

- Sojourner Truth, "Ain't I a Woman?"
- Roseann M. Mandziuk, "Commemorating Sojourner Truth: Negotiating the Politics of Race and Gender in the Spaces of Public Memory"

W. 2/6 Feminine Style — 2nd Wave Feminism

- Bonnie J. Dow & Mori Boor Tonn, "'Feminine Style' and Political Judgment in the Rhetoric of Ann Richards"

M. 2/11 3rd Wave Feminism — What Counts as Political?

- Stacey K. Sowards and Valerie R. Renegar, "Reconceptualizing Rhetorical Activism in Contemporary Feminist Contexts"

W. 2/13 Postfeminism?

- Kimberly R. Walsh, Elfriede Fursich, and Bonnie S. Jefferson, "Beauty and the Patriarchal Beast: Gender Role Portrayals in Sitcoms Featuring Mismatched Couples"

M. 2/18 Framing Political Women
• Karrin Vasby Anderson, “‘Rhymes with Blunt’: Pornification and U.S. Political Culture”

W. 2/20 No Readings — Work on Gender Fair in Class

M. 2/25 Exam Experience I

W. 2/27 Intersectionality
• Kimberle Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” **(THIS IS A LONGER READING, GIVE YOURSELF TIME)**

Wednesday, February 27 — Fem Flicks Presents: *The Bro Code* (4:00 pm in the Chilton Media Library - 111C)

Friday March 1 and Saturday March 2 New Voices, New Perspectives Student Research Conference at UNT

M. 3/4 Jezebels and Good Boys
• Shannon L. Holland, “The Offending Breast of Janet Jackson: Public Discourse Surrounding the Jackson Timberlake Performance at Super Bowl XXXVIII”

W. 3/6 Transgressive Popular Culture
• Kyra Pearson, “Words Should do the Work of Bombs: Margaret Cho as Symbolic Assassin”

SPRING BREAK — March 11-15

M. 3/18 No Readings — Gender Fair Work Day in Class

W. 3/20 Hegemonic Masculinities
• Nick Trujillo, “Hegemonic Masculinity on the Mound: Media Representations of Nolan Ryan and American Sports Culture”
• **Bring in an advertisement that depicts hegemonic masculinity**

Paper Proposals Due Through Turnitin on BlackBoard by MIDNIGHT

M. 3/25 Masculinities & Violence
• Rachel Hall, “‘It Can Happen to You’: Rape Prevention in the Age of Risk Management”
• Steven P. Schacht, “Teaching About Being an Oppressor: Some Personal and Political Considerations”

W. 3/27 Cycles of Violence
• Suzanne Marie Enck and Blake McDaniel, “Playing With Fire: Cycles of Domestic Violence in Eminem and Rihanna’s ‘Love the Way You Lie’”

Wednesday, March 27 — Fem Flicks Presents: *Veil of Dreams* (4:00 pm in the Chilton Media Library - 111C)

M. 4/1 READING TBA

W. 4/3 Introduction to Queer Theory
• Michael Warner, “The Ethics of Sexual Shame” from *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*

M. 4/8 Troubling Bodies

- John M. Sloop, “Disciplining the Transgendered: Brandon Teena, Public Representation, and Normativity”
- Suzanne Kessler, “The Medical Construction of Gender”

W. 4/10 The Potential For and Problems With Bodily Resistance Part 1

- Faedra Chatard Carpenter, ““(L)activists and Lattes’: Breastfeeding Advocacy as Domestic Performance”
- Guest Speaker: Karen Kimball**

April 10-14 — Southern Speech Communication Association annual convention in Louisville, KY

M. 4/15 The Potential For and Problems With Bodily Resistance Part 2

- Eve Ensler, Selected monologues from *The Vagina Monologues*
- Michele L. Hammers, “Talking About ‘Down There’: The Politics of Politicizing the Female Body through *The Vagina Monologues*”

W. 4/17 Exam Experience II

M. 4/22 No Readings — Gender Fair Work Day in Class

W. 4/24 No Readings — Gender Fair Work Day in Class

Wednesday, April 24 — Fem Flicks Presents: *Latching On* (4:00 pm in the Chilton Media Library - 111C)

M. 4/29 GENDER FAIR — 8:00 a.m. - 4:00 p.m.

W. 5/1 No Readings — Meetings with Suzanne as needed

**Final Papers due through Turnitin on BlackBoard by
Wednesday, May 8 at 5:00 p.m.**