

# **COM /SOC 218: Gendered Communication in Society**

## **Spring Semester 2016**

**Time & Place:** M-W-F, 11:30 - 12:20 p.m. in Chambers 2146

**Professor:** Dr. Amanda R. Martinez

**Office Hours:** Preyer 213, Wednesdays, 2 - 4 p.m. and other days/times by appointment.

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## **REQUIRED MATERIALS**

- Wood, J. T. (2015). *Gendered Lives: Communication, Gender, and Culture*, 11th edition. Belmont, CA: Thompson Wadsworth.
- Martinez, A. R., & Miller, L. J. (2015). *Gender in a Transitional Era: Changes and Challenges*. Lanham: Lexington Books.
- Douglas, S. J. (2010). *The Rise of Enlightened Sexism: How Pop Culture Took Us from Girl Power to Girls Gone Wild*. New York, NY: St. Martin's Press.
- Routine access to Davidson email, Moodle, & Twitter (optional). Additional readings in .pdf format, assignment details, submission links and various resources are available on Moodle by week corresponding to the course calendar below. There is a list of recommended readings at the end of the syllabus that you may find of interest and inspiration for various assignments in the course.
  - *I will tweet items of interest using our class hashtag #COMSOC218Davidson from my Twitter handle: @AMartinezPhd. Feel free to tweet as you come across items your classmates might find interesting and useful as well! Twitter is an informal, supplemental back channel of communication for our class.*



## **THE COURSE**

**Course Description:** This course examines theoretical, practical, and transitional era gendered communication in various societal contexts. The social construction of gender is the major underlying thread of this course and includes emphasis on gendered differences enacted in public and private settings as well as potential individual level impacts on success, satisfaction, and self-esteem. In this course, we will critically explore gender in the following topic areas: the complex and intersectional relationship between gender and culture defined broadly, gendered verbal and nonverbal communication, gender roles (and subsequent socialization expectations and influences) found in media, gendered education in formal schooling and through socialization processes with peers, gendered family dynamics and close relationships, gendered organizational communication, and theories of gender and communication applied in scholarly research in the communication and sociology disciplines specifically. We complement scholarly work with pop culture, social, and news

media sources for a richer array of perspectives on gender and communication topics. Throughout this course, we will consider not only what is in terms of gender roles, but also what might be.

**Learning Outcomes:** By the end of this course, students will be able to:

- understand distinctions among the following concepts: sex, gender, sexuality, sexual orientation, transgender, transsexual, intersexed, and queer.
- apply the theories of gender development and communication to various contexts.
- discuss the interlocking relationship among gender, culture, and communication in an ongoing transitional era.
- identify the ways in which gendered expectations permeate communication in mass media messages, intrapersonal, interpersonal, organizational, and social settings.
- analyze the course concepts and communication theories in a variety of situations through oral presentation, written, and creative visual form.

**Course Structure:** This class consists of a variety of ways to earn your grade including two (2) short papers, one (1) discussion leader presentation as part of a small group for one of the “Flipped Fridays,” class discussion and participation grade earned over the course of the semester, one (1) midterm review, and one (1) final research paper/analysis and presentation.

### Grading Scale

A	93+
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Routine & Engaged Class Participation:	25%
Flipped Friday Presentation & Discussion:	20%
Short Papers (2 total, each worth 10%):	20%
Midterm Review:	15%
Final Paper:	20%

**General Expectations:** Reading actively in preparation for class will greatly impact the quality of our discussions that move beyond a summary of the readings and toward deducing the micro and macro contextual level implications for our gendered society. Class time targets synopses of the readings’ main arguments to then largely focus on discussion about the implications. You are encouraged to exercise your creative academic freedom in choosing topics to write about in your paper assignments and for the material you and your group members choose to focus on for your discussion presentation. You are required to critique, question, argue for and/or against, engage and discuss with your professor and peers, as well as insert yourself into the course content by way of anecdotal examples while also considering and foregrounding theoretical applications and research trends. The course content is such that it is difficult not to apply the information to your own gendered life.

We will discuss a variety of potentially challenging issues. We need to establish a positive, supportive communication climate in which we identify the significant research and theories in the area, and in which we respect and seek to understand the perspectives of others. I expect that you take responsibility for

**Class Motto: GRADES ARE  
NOT GIVEN, THEY ARE  
EARNED.**

your educational learning experience by taking part in class discussions, keeping up with your reading, participating in in-class activities, homework, small group work, and other creative assignments. It is your responsibility to stay on schedule and communicate when there is course content that you need extra help with. We will adhere strictly to our schedule of deadlines. I hold you accountable to high standards of utmost respect for our classroom environment. I am also your advocate and resource.

## **ASSIGNMENT DETAILS**

**Routine & Engaged Participation:** This portion of your grade considers your class participation including being a respectfully engaged audience member and presenter for various assignments (homework and major assignments), small reading groups, discussion generally, and other activities that require you to work individually and in small groups (sometimes self-chosen, sometimes assigned) in and outside of class time. Essentially, you are given the opportunity to earn a portion of your grade for simply doing what you are already expected to do: come to class prepared with the readings, which means at a minimum having read the material actively, take notes, and be ready to discuss and engage with your peers beyond summary. We will collectively prioritize a positive, respectful, and open class dynamic in which all ideas are welcome. The quality and level of engagement is the basis for this portion of your grade. A rubric for participation grades is available on Moodle and will be based on particular short small group and individual homework assignments (on-time submission and full completion), critical depth to in-class participation beyond summary, attendance, and general engagement during class time (i.e., being routinely mentally checked-in and participating consistently).

**Points & Prompts:** Each student will sign up for two different days to be responsible for bringing to class, typed and printed, two key points pertaining to the readings accompanied by two prompts for class discussion. These will be collected at the start of class. The points and prompts can include quoted material from the readings, connections to other ideas and realms of communication, issues to debate, and open-ended discussion questions, among other creative formats to prompt discussion.

**Flipped Friday Discussion Leader:** On Fridays, we “flip” the classroom! Each student will sign up for a topic area to draw upon for the discussion leader portion of the course grade. All discussion leader presentations/discussions will take place on Fridays and **each group will include 3-4 members**. In your role as discussion leader, you decide what we should discuss in greater depth. You are required to extend readings, theoretical frames, and key concepts as they manifest in various contexts. Draw upon **at least 2 communication concepts and/or theories** you’ve learned about in the topic area for which you are responsible. You are required to provide **4-6 external materials** which may include any combination of the following: media content, pop culture artifacts such as TV show excerpts, newscasts, current events, YouTube clips, photo collages, other forms of artwork, relevant community and/or campus happenings, current or historical events at the international, domestic, or regional level, scholarly articles, news articles, information found on social media outlets, etc. ***Your goal is to make gendered communication connections.*** The point of this assignment is for you to be creative, apply the material beyond our classroom, and further guide class discussion based on what we have learned. You may choose to think in terms of specific case studies

*Discussion leader material is due Thursday (the day before your discussion day) by 10 p.m. on Moodle.*

that build upon each other or some larger picture issues you want to center discussion on. Use some form of visual presentation and make sure every group member presents some portion of it. Operate from the assumption that everyone has read thoroughly so you can extend discussion beyond summarizing what we've already covered. Focus on application and critical depth to any context(s) your group decides worthwhile for the class to focus on. It is the group's responsibility to keep discussion moving for the entire class period. The discussion leader material is due via Moodle on Thursday by 10 p.m., which is the day before your discussion leader presentation and discussion takes place. Detailed guidelines and a checklist to make sure you've met all expectations when planning with your group members are on Moodle. Each group member will complete a group member evaluation form to be submitted on Moodle shortly after the Flipped Friday takes place, which will be considered in grading.

**Short Papers:** Each short paper should start with a cover page including your name, the date, and a title that captures what you wrote about. Each short paper should be a full **4-5 pages of writing**. Less than that and the entry likely will not have sufficient depth; more than that and the entry likely will not have sufficient focus. You can write in a conversational style (for instance, you should use "I"); but you must use proper English. *Be sure to give the authors credit for their ideas and yourself credit for seeing their value!* When citing course materials, do so parenthetically in context. You are not necessarily required to do outside research for the short papers, though you should certainly cite any and all sources you draw upon for your papers (including assigned readings). You will each complete one journal entry and one case study short paper for a total of two short papers in this course.

*Case studies are an opportunity to apply & analyze gendered communication.*

*Journal entries are an opportunity to be self-reflective.*

For the *journal entry*, be self-reflective in nature, anchor the topic area(s) for analysis in your experiences and theoretical preferences as you choose to critically frame the paper. This is an opportunity to reflect on the ways in which you see gendered communication playing out around you in some realm, whether intra- or interpersonally, socially, collectively, or in some macrocontext.

For the *case study*, you will draw some connections to current events and, to some extent, pop culture/media as you see fit at any number of level(s), including but not limited to the community, local, state, national, and global contexts. You are asserting arguments and making claims in context of the gendered communication concepts, approaches, theories and debates as you apply them to understand the current events and/or pop culture/media you choose to focus on. You must move beyond mere opinion in the case study paper and assert some informed argument(s). Additional information about case studies, specifically their utility and purpose, are available on Moodle, including examples of case studies.

**Review:** The midterm review will consist of the readings and content we have covered through the mid-semester point. The format will be a combination of the following: multiple choice, true/false, fill-in-the-blank, short answer, and essay. You must "pledge" the Davidson Honor Code on the front page of your review. A review sheet is available on Moodle to help you focus your studying.

**Final Paper:** The final paper will be **10-12 pages of writing** and include the integration of scholarly communication and sociology research (beyond what you've been assigned to read) to inform and enhance your analysis. Strive to include **5+ research articles and/or books/book chapters by communication studies, sociology, and/or gender studies scholars** beyond the Wood book, Martinez & Miller book, and the assigned book chapters and articles. Our research guide link will be available on Moodle complete with a list of scholarly journals and databases to help tailor your focus to relevant scholarship and your intersectional areas of interest/focus for your analysis. Include a bibliography and cite sources in-text parenthetically and directly quoted as appropriate.

*Final Analysis Paper →  
10-12 pages of writing, 5+  
scholarly sources that  
inform your analysis.*

## **POLICIES**

*3 \*freebie\* unexcused absences per student →  
no excuses/explanations required, no questions asked.*

### **Attendance Policy:**

Regular class

attendance is the student's obligation. I take attendance each time we meet. I expect that everyone treat our class meetings respectfully by recognizing that they are vital to our success as a class community. Each student has a total of 3 \*freebie\* unexcused absences to use during the semester, no excuses required, no questions asked. After the 3 freebies (which is a week's worth of class), every subsequent absence will result in a 15-point deduction from the participation grade. If a student misses more than one quarter of a semester, the student effectively fails the course. Davidson athletics, religious observances, and other College-mandated excusable absences must be communicated in advance for proper attendance recording.

### **Late Work Policy:**

*I do not accept late work.* You have all due dates mapped out in the course calendar. Plan well and work to meet the deadlines. I reserve the right to make exceptions with penalties on rare occasions by case.

### **Technology Policy:**

The use of laptops to take notes is permitted during class time. However, I reserve the right to alter this policy should the level of interactive and attentive engagement diminish. On student-led discussion days, electronics should be silenced and put away. Any disruption during discussion leader presentations will result in participation point deductions.

**Davidson Honor Code & Pledged Work:** All work is pledged work. Please write (or type) "pledge" and your name in full on the top corner of any work you hand in. Please make sure you understand the Honor Code, and especially the definition of plagiarism.

**Citing Sources & Avoiding Plagiarism:** I encourage you to speak to others about your written work: colleagues, friends, and consultants in the Speaking Center and the Writing Center. All of the work that you do for the course must be your own and you should not "recycle" work from prior classes, but you are welcome to get feedback and suggestions from anyone in the community. Written work must include appropriate citations. We have APA and MLA citation examples on our course research guide to make sure that the basics are clear including how to cite when paraphrasing and directly quoting. The librarians will make resources available that thoroughly cover the basics in our research guide and also serve as resources themselves for students.

**Written Assignment Submissions:** To be **green friendly** and save paper/trees, all written work will be submitted electronically via Moodle (*with the exception of points and prompts participation*). Please attach your document in Word .doc format to the appropriate assignment link. I will provide feedback in bubble comments and indicate the grade earned at the end in a bubble comment. Graded work will be sent back via email.

## RESOURCES

### **Accommodations for Students with Disabilities and Learning Differences:**

Accommodations are the legal right of students with disabilities. If you are a student with a disability or learning difference who anticipates needing accommodations, and the disability is documented by Davidson College, come talk to me early in the semester so that we can discuss accommodations. All such discussion will be confidential. Pedagogically, I strive to employ a variety of strategies and approaches to appeal to an array of preferred learning styles throughout the duration of our course.

### **Title IX and Student Misconduct:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If

*The students and faculty of Davidson College are committed to the **Honor Code** and will not tolerate any violation of this principle. Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work. Students must clearly cite any sources consulted – not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. As indicated in Davidson College's Student Handbook, I must refer every act of academic dishonesty; violations may result in failure in the course, as well as suspension or expulsion.*

### **DR. MARTINEZ' QUICK CHECKLIST FOR WRITTEN WORK:**

- ✓ Microsoft Word .doc format.
- ✓ Font = 12 point, Times New Roman.
- ✓ One inch margins.
- ✓ Double-spaced (without extra spacing before or after paragraphs).
- ✓ Edit thoroughly for the basics of grammar, spelling, punctuation, content, clarity, sentence structure, etc.
- ✓ Citations follow APA or MLA style consistently and accurately.

you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.davidson.edu/offices/dean-of-students/sexual-misconduct> and <http://www.davidson.edu/student-life/health-and-counseling/counseling>. Dean of Students, Kathy Bray (Office: Chambers 1255), is the Title IX Coordinator and may be reached at: 704-894-2225, [kabray@davidson.edu](mailto:kabray@davidson.edu). Full policy details may be found on Inside Davidson provided by the Sexual Misconduct Task Force.

### **The Speaking Center:**

The Speaking Center on campus provides free consultations for your presentations for any course. Consultants will meet with you about any aspect of your work, from invention to delivery. The tutors in the Speaking Center are your peers who have had COM 101 and performed exceedingly well in their presentations. They are peer experts with the practice and experience necessary to perform well on presentations.

*Speaking Center hours: Sunday – Thursday, 8-11 p.m., Studio D & Group Tutor Room 2 (Library)*

### **The Writing Center:**

The College provides free consultations on writing that you do in any course. Consultants, who are themselves practiced writers, trained to help you with any aspect of your work – from forming ideas, to developing arguments, to helping with grammar and style – will work with you individually and free of charge. Visit the Writing Center for further information.

*Writing Center hours: Sunday – Thursday, 2-4 p.m. and 8-11 p.m., CTL (Library)*

### **Library Services:**

Research Consultations - The librarians are happy to work with you individually. Drop-in and scheduled consultations are available Monday – Friday, 9-5 p.m. and Monday – Thursday, 7-9 p.m.

Visit the library website for all forms and details:

<http://davidson.libguides.com/askalibrarian>

*Questions, comments, concerns? Silence is satisfaction unless I hear otherwise.  
Please do feel free to talk to me at any point in our semester together!*

# COURSE CALENDAR

Minor changes may be made to this schedule at the discretion of Dr. M and at times in consultation with the class.

## KEY FOR COURSE CALENDAR:

Gray = Readings on Moodle

Pink = Short paper due

Blue = Flipped Friday

Yellow = Review/Final paper due

Green = Breaks/No class meeting

WEEK	DAY	TOPIC	READINGS <i>*have these readings completed before the class period on which they are listed.</i>	DUE TODAY
1	Monday January 11	-Welcome to COM/SOC 218! -Syllabus = our contract		-Get your books (3 required)! Available in the Davidson College Store; other book chapters and articles are available on Moodle.
	Wednesday January 13	<b><u>SECTION 1</u></b> <b>Gender, Sex, &amp; Socialization Processes</b>	Wood book, Chapter 1: <i>The Study of Communication, Gender, and Culture</i>  Fausto-Sterling (2004): <i>The Five Sexes: Why Male and Female Are Not Enough</i>	-Discussion question due (in class, hard copy, notecard)
	Friday January 15		M&M book, Miller (Ch. 8): <i>Disciplining the Transgender Body: Transgender Microaggressions in a Transitional Era</i>  Lucal (1999): <i>Gendered Me</i>	-Discussion question due (in class, hard copy, notecard)
2	Monday January 18	<b>Dr. MLK Jr. Day!</b> <i>No classes</i>		
	Wednesday January 20		Wood book, Chapter 2: <i>Theoretical Approaches to Gender Development</i>  Section from Wilchins' (2014): <i>Queer Theory, Gender Theory</i>	-Points & Prompts sign-up sheet for entire semester in-class. -Flipped Friday sign-up. -Form small reading groups for Sax (2009) reading (in prep for next Weds. class).



	Friday January 22		<p>Wood book, Chapter 7: <i>Becoming Gendered: The Early Years</i></p> <p>Sections from Paoletti (2012): <i>Pink and Blue: Telling the Boys from the Girls in America</i></p>	<p>Discussion points &amp; prompts due (hard copy) at the start of class.</p> <p>-Form small reading &amp; discussion groups in prep for next week's nature vs. nurture debate.</p>
3	Monday January 25		<p>Wood book, Chapter 8: <i>Gendered Education: Communication in Schools</i></p> <p>Sections from Kimmel &amp; Messner's (1992): <i>Men's Lives</i> book</p> <p>Sections from Meiners &amp; Quinn's (2012): <i>Sexualities in Education: A Reader</i> book</p>	<p>Discussion points &amp; prompts due (hard copy) at the start of class.</p>
	Wednesday January 27		<p>Sax (2009): sections from <i>Boys Adrift: The Five Factors Driving the Growing Epidemic of Unmotivated Boys and Underachieving Young Men</i></p> <p>(ebook available on Davidson College library website)</p>	<p>Short presentations from small reading groups by section.</p>
	Friday January 29	Nature vs. Nurture Debate	<p>Articles about David Reimer case and section from Colapinto's book: <i>As Nature Made Him: The Boy Who Was Raised As A Girl</i></p> <p>YouTube clips (available on Moodle):</p> <ul style="list-style-type: none"> <li>-Sissy Boy Experiments</li> <li>-David Reimer</li> </ul>	<p>Short presentations about key issues from small reading groups by section.</p>
4	Monday February 1	<b><u>SECTION 2</u></b> <b>Socio-Historical Foundations &amp; Framing: 'The Personal is Political'</b>	<p>Wood book, Chapter 3: <i>The Rhetorical Shaping of Gender: Competing Images of Women</i></p> <p>Friedan (2001): section from <i>The Feminine Mystique</i></p>	<p>Discussion points &amp; prompts due (hard copy) at the start of class.</p>

			Coontz (2011): African American Women, Working Class Women, and the Feminine Mystique (in <i>A Strange Stirring: The Feminine Mystique and American Women at the Dawn of the 1960s</i> )	
	Wednesday February 3		Collins (2000): section from <i>Black Feminist Thought</i>  Moraga & Anzaldua (2015): sections from <i>This Bridge Called My Back</i>  M&M book, Dougherty & Denker (Ch. 13): Reclaiming Connections: Constructing a Web-of-Feminisms	Discussion points & prompts due (hard copy) at the start of class.
	Friday February 5	<b>“Flipped Friday”</b> <i>First Friday of discussion leader groups!</i>		
5	Monday February 8		Wood book, Chapter 4: <i>The Rhetorical Shaping of Gender: Competing Images of Men</i>  bell hooks (2000): <i>Feminist Masculinity</i>  YouTube clips on modern day men’s groups’ activism (available on Moodle)	Discussion points & prompts due (hard copy) at the start of class.
	Wednesday February 10		Sections from Jackson & Balaji’s (2011): <i>Global Masculinities and Manhood</i> book  Sections from Jackson & Moshin’s <i>Communicating Marginalized Masculinities</i> book	Discussion points & prompts due (hard copy) at the start of class.

	Friday February 12	<b>*Flipped Friday*</b>		
6	Monday February 15	<b>SECTION 3 Overarching Communication Modes: Communicating Gender (Non)Verbally</b>	Wood book, Chapter 5: <i>Gendered Verbal Communication</i>	Discussion points & prompts due (hard copy) at the start of class.
	Wednesday February 17		Tannen (1996): <i>Interpreting Interruption in Conversation</i>  Tannen (2011): <i>Talk in the Intimate Relationship: His and Hers</i>	Discussion points & prompts due (hard copy) at the start of class.
	Friday February 19	<b>"Flipped Friday"</b>		<b>Short paper # 1 due by 5 p.m. today!</b>
7	Monday February 22		Wood book, Chapter 6: <i>Gendered Nonverbal Communication</i>	Discussion points & prompts due (hard copy) at the start of class.
	Wednesday February 24		Articles on gender & nonverbal communication	Discussion points & prompts due (hard copy) at the start of class.
	Friday February 26	<b>"Flipped Friday"</b>  <b>Midterm review is released on Moodle today!</b>		
8	Monday February 29 – March 6	<b>SPRING BREAK!</b> <i>No classes</i>		
9	Monday March 7	<b>SECTION 4 Communication in Life Contexts</b>  <b>Part 1: Close Relationships</b>	Wood book, Chapter 9: <i>Gendered Close Relationships</i>	Discussion points & prompts due (hard copy) at the start of class.
	Wednesday March 9		M&M book, Castillo & Mack (Ch. 5): <i>Isn't that Bromantic?: Rearticulating Male Emotionality and Homosocial Intimacy in Hollywood's BromCom</i>  M&M book, McQueeney & Hong Nguyen (Ch. 6): <i>Cattiness as Credibility in</i>	Discussion points & prompts due (hard copy) at the start of class.

			<i>Neoliberalism</i>	
	Friday March 11	<b>“Flipped Friday”</b>		<b>Midterm review is due by 5 p.m. on Moodle!</b>
10	Monday March 14	<b>Close relationships continued</b>	Bogle (2008): section from <i>Hooking Up: Sex, Dating, &amp; Relationships on Campus</i>  M&M book, Knight & Wiedmaier (Ch. 9): <i>Emerging Adults’ Casual Sexual Involvements and the Ideal Worker Norm</i>	Discussion points & prompts due (hard copy) at the start of class.
	Wednesday March 16		M&M book, Tullis & Quinlan (Ch. 11): <i>“War on Women” : Democrats’ Interpretations of Messages Regarding Women’s Health at the 2012 Democratic National Convention</i>  Sections from Cain’s (2001): <i>The Childless Revolution</i>	Discussion points & prompts due (hard copy) at the start of class.
	Friday March 18	<b>“Flipped Friday”</b>		
11	Monday March 21	<b>Part 2: Family Life</b>	Hochschild (1990): section from <i>The Second Shift</i>  Kaufman (2013): section from <i>Superdads</i>  M&M book, Herbig (Ch. 4): <i>Masculinity and the American Dream in American Dreams</i>	Discussion points & prompts due (hard copy) at the start of class.
	Wednesday March 23		M&M book, Denker (Ch. 1): <i>Are You Managing it All? Just Read This: Working Mothers Search for Work-Life Balance through Therapeutic Discourse and Self-Help Texts</i>  M&M book, Hatfield (Ch.	Discussion points & prompts due (hard copy) at the start of class.

			2): <i>Valuing Work, Valuing Family: A Comparison of "Balance" Discourse Targeting Mothers and Fathers</i>	
	Friday March 25	<b>"Flipped Friday"</b>		
12	Monday March 28-29	<b>EASTER BREAK!</b> <i>No classes</i>		
	Wednesday March 30	<b>Part 3: Organizational Life</b>	<b>Wood book</b> , Chapter 10: <i>Gendered Organizational Communication</i>	Discussion points & prompts due (hard copy) at the start of class.
	Friday April 1		<b>M&amp;M book</b> , Spencer (Ch. 7): <i>Sacralizing the Politics of Visibility: Coming Out, Spirituality, and Gay Clergy</i>  <b>Spradlin (1998): <i>The Price of Passing</i></b>	<b>Start reading Douglas (2010) book for next week</b>  <b>Short paper #2 due by 5 p.m.!</b>
13	Monday April 4	<b>Part 4: Mass Media</b>	<b>Wood book</b> , Chapter 11: <i>Gendered Media</i>  <b>M&amp;M book</b> , Martinez (Ch. 12): <i>Savvy and Susceptible: Diverse American Women Discuss Beauty, Body Image, and Identity in Media</i>	Discussion points & prompts due (hard copy) at the start of class.
	Wednesday April 6		<b>Douglas book (2010): <i>The Rise of Enlightened Sexism</i></b> For today: Introduction, and Chapters 1 & 2 ( <i>Intro.: Fantasies of Power; Get the Girls; Castration Anxiety</i> )	Discussion points & prompts due (hard copy) at the start of class.
	Friday April 8		<b>Douglas book (2010): <i>The Rise of Enlightened Sexism</i></b> For today: Chapters 3, 4, & 5 ( <i>Warrior Women in Thongs; The New Girliness; You Go, Girl</i> )	Discussion points & prompts due (hard copy) at the start of class.
14	Monday April 11		<b>Douglas book (2010): <i>The Rise of Enlightened Sexism</i></b> For today: Chapters 6, 7, & 8 ( <i>Sex "R" Us; Reality Bites; Lean and Mean</i> )	Discussion points & prompts due (hard copy) at the start of class.

	Wednesday April 13		Douglas book (2010): <i>The Rise of Enlightened Sexism</i> For today: Chapters 9, 10, & Epilogue ( <i>Red Carpet Mania; Women on Top... Sort Of; Epilogue: The F-Word</i> )	Discussion points & prompts due (hard copy) at the start of class.
	Friday April 15	<b>“Flipped Friday”</b>		
15	Monday April 18	<b>Part 5: Violence</b>	Wood book, Chapter 12: <i>Gendered Power and Violence</i>  hooks (2000): <i>Feminist Movement to End Violence</i>	Discussion points & prompts due (hard copy) at the start of class.
	Wednesday April 20		Katz (2006): section from <i>The Macho Paradox</i>  Freedman (2013): section from <i>Redefining Rape: Sexual Violence in the Era of Suffrage and Segregation</i>	Discussion points & prompts due (hard copy) at the start of class.
	Friday April 22	<b>“Flipped Friday”</b>		
16	Monday April 25	<b>Library Workshop</b>		Determine peer writing workshop groups (details on Moodle)
	Wednesday April 27	<b>*Class Closure Conversation* → Students’ Film Choice!</b>	<i>There will be a poll with film options to choose from so we can decide what to watch today and critique/discuss on Friday.</i>	
	Friday April 29	Open discussion based on the film from Weds., Douglas book, and any other content you deem relevant to bring up in discussion today.		
17	Monday May 2	Writing and editing day!		
	Wednesday May 4	Writing and editing day!	<i>Reading Day = May 5</i>	Peer writing workshop feedback due today!
	Friday May 6	<i>May 6 – 11 = Final exam period</i>	<i>Commencement = May 15</i>	<b>Final papers due by 5:00 p.m. on May 11 via Moodle link!</b>

Recommended Readings (in no particular order):

- John Colapinto (2006). *As Nature Made Him: The Boy Who Was Raised as a Girl*.
- bell hooks (2000): *Feminism is for Everybody: Passionate Politics*.
- Susan Faludi (1999): *Backlash: The Undeclared War Against American Women*
- Ana Castillo, *Massacre of the Dreamers: Essays on Xicanisma*
- Patricia Hill Collins, *Black Sexual Politics*
- Susan Striker, *Transgender History*
- Audre Lorde, *Sister Outsider*
- Ivy Backlund, *GenderSpeak*
- Sally Engle Merry, *Human Rights & Gender Violence*
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