

**COMM 390/590 Sex Communication and #MeToo**  
**Tuesday 5:30-8pm**  
**CAC 201**  
**3 Credits**

Professor: Prof. Wilz  
Email: [kelly.wilz@uwsp.edu](mailto:kelly.wilz@uwsp.edu)

Office Hours: Mondays 3-4 pm CAC 225

**Textbooks:**

Launius, Christine and Holly Hassel. *Threshold Concepts in Women's and Gender Studies: Ways of Seeing, Thinking, and Knowing*, Routledge: 2015.

Harding, Kate. *Asking for It: The Alarming Rise of Rape Culture--and What We Can Do about It*, Da Capo Lifelong Books: 2015

Friedman, Jacqueline. *Yes Means Yes!: Visions of Female Sexual Power and A World Without Rape*, Seal Press: 2008.

**Supplemental Readings**

You must keep up with the readings in this course. Required supplemental readings will either be provided for you or can be found under course Content in Canvas.

**Course Description & Objectives**

This course focuses on multilayered relationships between gender, communication, and culture (rape culture specifically). It explores the ways communication creates and perpetuates gendered identities and gendered interaction. This course will help students to acquire a knowledge base centered on the ideas, beliefs, and expectations pertaining to the aspects of human society at the intersection of communication and gender. They will be asked to comprehend, apply and analyze theories relevant to communication studies as well as theories of women's, gender, and sexuality studies which are at work in peoples' everyday realities. Moreover, it will allow students to learn how discourses of rape culture influence both personal and public communication.

To ground our discussions in current events, we will focus on two main arenas of public culture where communication practices of and about sex, gender, and sexuality are negotiated in the U.S.: popular media and public policy. Informed by a rhetorical perspective, this class will require you to develop your own voice in relation to research by honing your written and oral argument skills.

**Course Objectives:**

- Develop a thorough knowledge of key concepts related to gender and communication (including, but not limited to sex, sexuality, intersectionality, heteronormativity, masculinity, and femininity) and how these concepts are interrelated.
- Apply this knowledge to a variety of everyday situations, including listening to music and watching television shows, films, and other mediated texts.
- Integrate this knowledge into your everyday life and with concepts learned in your other classes so that you can critically assess how culture shapes gendered communication and how gendered communication shapes culture.
- Learn more about yourself and others by examining your gender identity and how those around you perform their gender identities.
- Understand the importance of taking a critical approach to gender.
- Develop skills that clearly demonstrate your ability to conduct research on gender and communication

**Pedagogical Tools**

Over the course of the semester, I will rely upon a variety of pedagogical tools to teach the material at hand, including:

- Lectures on notions and theories regarding communication and gender

- group discussions
- debates on key issues
- audiovisual resources such as music and films
- oral presentations by students

**Reading note:** Our readings are examples of actual scholars “doing gender studies”—as a result, you will often find them on the shorter side (20 pages or so) but at the same time dense and challenging. As a result, I will expect you to read with a dictionary to look up words that are unfamiliar to you and your course portfolio is a place for you to jot down questions, comments, and ideas. I expect you to be an *active* reader who “talks back” to the text and reads critically and with a curious and questioning mind. This means I expect you to take the readings seriously and to engage with them as an apprentice scholar. Be sure to set aside plenty of time each week to read intensely, actively—and leave time to *work through difficult ideas, vocabulary, and meanings*.

### **Assignments / Requirements:**

#### *-Reading Responses*

For **one** reading per week, you will turn in a reading response. Since you must read in order to foster an intellectually challenging and engaging atmosphere, **reading responses and reactions to discussion sections will be due Sunday prior to the beginning of class for each reading at 12pm and no later**. Since these will be uploaded to Canvas, you may also turn them in earlier than the 12pm deadline if you wish. This will give you adequate time to prepare for the class discussion the following day, and to comment on your peers’ responses as well. These reading responses should be typed and include: the main argument/thesis of the article/chapter, a transcription of one passage from the readings that you think is worth discussing, and 5-6 sentences on why you chose the passage you did. These should be roughly 1 page long single spaced. **Not every reading will have a clear thesis (i.e. “This article/chapter will argue…”), so it is your job to find the author’s main argument(s) and paraphrase them into your own words when applicable.** In addition, some days you may have more than one reading. I will specify which reading to write a response for, and which reading you should post to the discussion forum. **No late submissions are accepted. However, if you facilitate discussion for that day/chapter, you do not need to turn in a reading response.**

So, for the 1<sup>st</sup> reading response, for example, you would do the following:

1. Go to Canvas
2. Click on “Discussion”
3. You will see Week 2 COMM 390/590 Discussions
4. Upload your reading responses.

### **Course Policies and Expectations**

**Attendance:** (See Office of the Registrar)

<https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>

If you decide to drop a class, please do so using AccessPoint or visit the Office of the Registrar. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance (see [Attendance Roster Reporting](#)). If you are not in attendance, you may be dropped from the class. Failure to attend a course is not a guarantee that you will be administratively dropped. It is your responsibility to drop any course(s) that you are not attending or you will be held financially responsible for them.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or [DOS@uwsp.edu](mailto:DOS@uwsp.edu).
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.

- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

### **Absences due to Military Service**

You will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

*Attendance* is required and will be taken every day. It is your responsibility to contact me well in advance regarding any circumstances that may affect your ability to complete an assignment on the day it is due.

You are expected to listen attentively while your fellow classmates and I are speaking, and to actively participate in class discussions. You are *not* expected to know all the answers. Questions, tangents, and incomplete thoughts are welcome. **Please note, however, that disrupting the class, surfing the internet, texting, interrupting others while they are talking, or being disrespectful to your classmates or myself will count against your participation grade. Absences will also affect your participation grade in that if you are absent, you are not actively participating in class.**

### *Participation/Classroom Citizenship*

Each class meeting is an opportunity to participate in lecture-discussions and exploring ways these principles apply in our own lives. By being present and on time, reading the assigned material, making study notes, and participating in discussions, you will increase your opportunities to learn and understand the course material. I expect participation in **every session** and see participation as the “practical” part of the course. Just as you are graded on your laboratory skills in a chemistry class, you will be graded on your **ability to speak to other members of the class** clearly and constructively this seminar. You will be expected to be an effective communicator in general discussion, in prepared presentations, and interpersonally with your classmates. Active participation is critical to learning; passive learning is quickly forgotten and does not help you understand the practical applications of interpersonal communication theory. The first step in participating is reading your textbook. By doing the assigned reading, you can use class time to increase your understanding of course concepts. If you have not read the material prior to class discussion, then you will be more likely to be confused. Class discussion should be **your second, not your first, exposure to this material.**

### *Excuses for Missed Work*

Permission to make up missed work will be granted only in the most unusual of circumstances, and only for excused absences. These requirements are necessarily strict and enforced in order to provide fairness to all class participants.

To be eligible for permission to make up an assignment due to a verified absence, you must provide:

- Written evidence of the absolute need for you to be absent (emails are not acceptable)

- This evidence must be from an appropriate, verifiable source.
- Evidence must be presented to your instructor no later than one week after the missed assignment. Except in the cases of extreme emergency, however, students who need to be absent should contact me at least one week *prior* to the date they will be absent. The primary requirement of the evidence for the absence is that it must demonstrate that a circumstance beyond your control required you to miss class on that day. Not being able to find a parking space is not a circumstance beyond your control, nor is oversleeping. On the other hand, if you have a note from a doctor verifying that you had an illness or emergency that prevented you from attending class, that would count as a circumstance beyond your control, as would being called up for military service or jury duty, as long as you provide the appropriate documentation.

#### *Emergency Procedures*

In the event of an emergency, this course complies with UWSP's outline for various situations. A full list of these emergency plans is available here: <http://www.uwsp.edu/rmgt/Pages/em/procedures/default.aspx>

#### *Formatting*

I expect all written assignments to be typed, double-spaced, printed on paper, with one-inch margins all around, stapled, and in 12-point Times New Roman font. You should use MLA citation formatting for all assignments in this class.

- Typeface and Line Spacing: Use a standard typeface (such as Times), font size (12 or 10-point font) and double-space your entire paper.
- Margins: One inch on all sides.
- Quotations: Any material that you use verbatim from other sources must be placed between quotation marks and properly cited in MLA style with in-text or parenthetical citations. Please also use proper documentation style when paraphrasing sources. See <http://www.indiana.edu/~citing/MLA.pdf> for a quick guide to MLA style. Use the UWSP library guide for information on citing sources: <https://libraryguides.uwsp.edu/citation>
- References: All writing that cites references should include a list of those references at the end of the paper, prepared according to MLA style.
- Page Numbering: Each page should have a page number.

#### *Incompletes*

A grade of incomplete can be assigned only after the student and instructor mutually agree that this is the best course of action under the circumstances.

#### *Time Management:*

It is imperative for you to keep up with your work and budget your time carefully in order to succeed in this course. The syllabus indicates when readings and assignments are due. Use the syllabus to plan your weekly schedule. A good rule of thumb for university-level courses is that students who wish to earn an average grade should plan to devote about two (2) hours each week outside of class for each credit hour taken. During some weeks, of course, the workload will be heavier than others. Plan on more than six hours a week of homework time if you want to earn a grade of B or A.

#### *Email: CHECK EMAIL EVERYDAY!!!*

I will often send important information to you (due dates, changes in schedule or readings, or request for you to print something off) via email. **I expect that you will check email every day** and that you will be prepared for class.

\*\*\*When you email me, **please do not send text-like messages.** A good rule of thumb is to draft any email like this:

*Dear [1] Professor [2] Last-Name [3],*

*This is a line that recognizes our common humanity [4].*

*I'm in your Class Name, Section Number that meets on This Day [5]. This is the question I have or the help I need [6]. I've looked in the syllabus and at my notes from class and online and I asked someone else from the class [7], and I think This Is The Answer [8], but I'm still not sure. This is the action I would like you to take [9].*

*Signing off with a Thank You is always a good idea [10],  
Favorite Student*

Why is this important? See here:

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

*Email policy:*

Teaching is very important to me. So is this course; however, this course is not my only responsibility during the semester. I teach other courses during the semester, as well as conduct research and perform service as part of my job responsibilities, in addition to my personal responsibilities. Email consumes a great deal of my time. Considering this, I ask that you consider carefully before emailing me, and please adhere to the following guidelines:

1. Emails should be reserved for setting up appointments with me.
2. Emails should not ask general questions about assignments, deadlines, etc. All policies, assignment guidelines and rubrics are posted to Canvas, or on the course syllabus. If you cannot find the answer to your questions in those places first, ask a classmate.
3. Emails should not ask grade questions. Please see the grade reassessment policy below. I will not discuss grades over email.
4. I will respond to emails within 2 business days, during regular business hours. I can typically respond to emails fairly quickly; however, there are times when I am unable to do so. I will do my best to respond as quickly as I am able, but please allow 2 business days for a response before sending a follow-up email.
5. Emails should be professional and respectful. Emails should be written in full sentences with appropriate greetings (**my official title Professor Wilz**) and salutations. Please include the course number in the subject line.

*Grade reassessment policy:*

If you disagree with a grade you are assigned, you have the right to request a grade reassessment. I will not answer questions about grades before, during, or immediately after class. Any grade inquiry **must be made through a written grade reassessment request**. Please be aware that a reassessment of your work means it will be regarded. Reassessments may result in a grade change, and reassessment grades may be lower or higher than the original grade. Once reassessed, the new grade will be entered in the grade book, cancelling out the original grade. If you would like to request a grade reassessment, please adhere to the following guidelines:

1. Grade reassessment requests can be submitted beginning 24 hours after grades have been posted.
2. To request a grade reassessment, you must provide a **1-2 page, typed justification** for the reassessment, and must indicate how the work met the requirements of the assignment.
3. Grade reassessment requests must be received within one week of grades being posted and should be submitted via email.

*Office Hours:*

You are encouraged to discuss your work and progress in this course with me throughout the semester. Please email me with questions when we are not in class. E-mail can be a convenient way to ask some questions, but keep in mind that a response may not be immediately forthcoming, so plan accordingly and always try to answer your question first by going to Canvas and looking at your syllabus. **Most answers to any questions can be found there.**

*Inclement weather:*

In the event of inclement weather, a weather cancellation page will be activated on the UWSP Web site. It will be updated as needed from 6 a.m.-10 p.m. daily. During "weather episodes" students are advised - via email, computer lab screens and TVs - to check the current student Web site for cancellation updates.

*Technology in the Classroom*

Laptops or tablets may be used to take notes and for collaborative in-class assignments. Cell phones should be silenced and **not used** in the classroom. If you are expecting a phone call or text message that is absolutely urgent,

please let me know ahead of time, and then quietly excuse yourself from the room to take care of the matter. In addition, I expect you to be respectful of your peers and me when I am lecturing and when they are presenting their speeches or participating in class discussion. If while I am speaking or your classmate is speaking, your attention should be there. Using cell phones during this time for non-emergency use is prohibited and you will be asked to leave the classroom if you engage in this behavior.

#### *Technology Requirements:*

Written work must be posted to Canvas in Microsoft Word formats only. No other formats will be accepted. If I cannot open your document, it will not count as being turned in, and you must reformat and repost. Late penalties will apply. Be sure to keep copies of your work and the feedback for the entire duration of the class. When necessary, I will communicate with the class and/or individual students via the email address listed in Canvas. It is your responsibility to check that email account regularly.

### **UWSP University Wide Statements**

#### **Care Team**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

#### **Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students:

<https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

#### **Disability and Accommodations**

In accordance with [federal law and UW System policies](#), UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](#) to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** [datctr@uwsp.edu](mailto:datctr@uwsp.edu); 715/346-3365; 609 Albertson Hall, 900 Reserve Street

#### **FERPA**

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

#### **Academic Integrity**

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

#### **Reporting Incidents of Bias/Hate**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

You may also contact the Office of the Dean of Students directly at [dos@uwsp.edu](mailto:dos@uwsp.edu). Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

#### **Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

The **Drug Free Schools and Communities Act (DFSCA)** requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

**Copyright infringement** is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

#### **In Class Facilitation:**

*Leading seminar discussion:* You will be responsible for organizing and leading discussion on readings during the semester. Your task is to lead a focused discussion of the reading. This includes generating links between your reading and other readings (when relevant) or making connections with previous readings.

You will be evaluated on the basis of your demonstrated understanding of the material; your ability to generate critical questions; the relevance of your questions to seminar topics; your ability to draw out connections between readings and/or with previous readings; and your ability to engage discussion among a variety of participants. What do you see as the primary arguments being made? How are they supported? What questions do the Readings raise for you? How do they articulate with previous readings? What do you find useful or interesting? Do not treat this as a lecture-style presentation but as an opportunity to generate dialogue.

**\*\*Facilitations are not merely regurgitating the author’s words, listing block quotes, and summarizing the material.** See bottom of syllabus for grading rubric for facilitations. See also examples in Canvas for formatting and content.

Each facilitation should include at the bare minimum:

1. History and background of the author and assigned reading (10pts) (this should include useful information about the author, and reasons WHY you think he/she wrote the article/chapter).
2. A list of key terms from the reading (what terms does the author use over and over again? What stands out as important?) (45pts)
3. Examples from popular culture (find videos, images, and examples that help to highlight what the author is saying?) (45pts)
4. A brief summary of the primary argument of the reading. Please locate what you feel is the main thesis of the author’s argument and be able to paraphrase in your own words. (45pts)
5. Specific passages that support this argument or that you find particularly interesting or intriguing, a list of key terms or important ideas, and some examples which help illuminate the goals of the author. Here you should be lifting direct quotes from the text, citing the page number, and then paraphrasing in your own words what you think each passage means. (45pts)
6. Discussion questions that not only pertain to the reading at hand but also to **other readings** we’ve discussed in class. Keep in mind these facilitations should last the entire hour, so be prepared with enough questions to keep the conversation going. (10pts)

**Grading:**

In Class Facilitation: (2@200pts each) 200pts  
 18 groups total – 1 if you present alone; 2 if you sign up in groups of 2

Reading Responses: (14@20pts each) 280pts

Classroom Citizenship/Participation (in-class attendance, online discussion participation, and in-class participation) 100pts

Course Threshold Concept Essay 200pts

Attendance 50pts

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Total: 830



Course Calendar:

\*Calendar subject to revision depending upon presentation overruns

<p><b>Week 1</b> Sept. 3</p>	<p>Syllabus review and course requirements. Grade distribution and weighting. Introduce ourselves/syllabus/class expectations.</p>
<p><b>Week 2</b> Sept. 10</p>	<p>Come to class having <b>read</b>: <b>Read:</b> Wood, "Opening the Conversation," <b>pgs. 1-4, and</b> Lind, "Laying a Foundation for studying Race, Gender, and the Media" <b>pgs. 2-10. (Canvas)</b> <b>Read:</b> Launius and Hassel Preface, Chapter 1/Introduction pgs. VII-24 <b>Read:</b> Launius and Hassel Chapter 2, pgs. 24-71 <b>Due: Reading Response 1 (due Sunday before Tuesday's class – Response on Chapter 1 and 2)</b></p>
<p><b>Week 3</b> Sept. 17</p>	<p><b>Read:</b> Launius and Hassel Chapter 3, pgs. 71-112 <b>Read:</b> Launius and Hassel Chapter 4, 112-153 <b>Read:</b> Crenshaw, Kimberle Crenshaw, "<a href="#">Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color</a>," <i>Stanford Law Review</i>, vol. 43, no. 6 (July 1991). <b>(Canvas)</b> <b>Facilitation Group 1: 3, 4</b> <b>Due: Reading Response 2 (due Sunday before Tuesday's class – Response on Chapter 4)</b></p>
<p><b>Week 4</b> Sept. 24</p>	<p><b>What is Rape Culture</b> <b>Read:</b> Launius and Hassel Chapter 5, 153-187 <b>Read:</b> Harding, Chapters 1 &amp; 2 <b>Read:</b> Friedman and Valenti Chapter 13, 17 <b>Read:</b> Barnett, Barbara. "Framing Rape: An Examination of Public Relations Strategies in the Duke University Lacrosse Case." <i>Communication, Culture &amp; Critique</i> 1, no. 2 (June 2008): 179-202. <i>Communication &amp; Mass Media Complete</i>, EBSCOhost (accessed June 29, 2018). <b>(Canvas)</b> <b>Read:</b> Grubb, Amy, and Emily Turner. "Attribution of Blame in Rape Cases: A Review of the Impact of Rape Myth Acceptance, Gender Role Conformity and Substance Use on Victim Blaming." <i>Aggression &amp; Violent Behavior</i> 17, no. 5 (September 2012): 443–52. doi:10.1016/j.avb.2012.06.002. <b>(Canvas)</b> <b>Watch:</b> MTV Decoded/Victim Blaming <a href="https://www.youtube.com/Watch?v=pij_4PNuAaA">https://www.youtube.com/Watch?v=pij_4PNuAaA</a> <b>Watch:</b> <i>The Hunting Ground</i> (1hr 43m) <b>Facilitation Group 2: (Launius and Hassel, 5; Barnett)</b> <b>Facilitation Group 3: (Harding 1, 2; Grubb)</b> <b>Due: Reading Response 3 (Harding 1, 2)</b></p>
<p><b>Week 5</b> Oct. 1</p>	<p><b>Rape Culture/Rape Myths; Toxic Masculinity: Gender and Violence in the US</b> <b>Read:</b> Harding, Chapters 3 &amp; 4 <b>Read:</b> Eagan, Margery. "The Myth of 'False Accusations' of Sexual Assault." <i>The Boston Globe</i>, Oct. 15, 2018. <a href="https://www.bostonglobe.com/opinion/2018/10/14/the-myth-false-accusations-sexual-assault/Qsy2s4MgJ0k0CXyVjSZcKM/story.html">https://www.bostonglobe.com/opinion/2018/10/14/the-myth-false-accusations-sexual-assault/Qsy2s4MgJ0k0CXyVjSZcKM/story.html</a>. <b>Facilitation Group 4: (Harding 3, 4; Eagan)</b> <b>Watch:</b> <i>Tough Guise 2</i> (1hr 18m) <b>Due: Reading Response 4 (Harding 3, 4)</b></p>
<p><b>Week 6</b> Oct. 8</p>	<p><b>Toxic Masculinity: Gender and Violence in the US cont./Incel Culture</b> <b>Rape as Sport/Toxic Masculinity: Gender and Violence in the US</b> <b>Read:</b> Dave Zirin, "<a href="#">Steubenville and Challenging Rape Culture in Sports</a>," <i>The Nation</i>, March 13, 2013.</p>

**Read:** Dave Zirin, “[How Jock Culture Supports Rape Culture, From Maryville to Steubenville,](#)” *The Nation*, October 25, 2013

**Read:** Lombardi, Matt, Lisa Soloway, and Sean Dooley. “Steubenville Rape Case: Script Goes Awry for Accused Teen.” *ABC News*, Mar. 13, 2013.

<https://abcnews.go.com/2020/steubenville-rape-case-script-awry-accused-teen/story?id=18712245>.

**Read:** Loofbourow, Lili. “Brett Kavanaugh and the Cruelty of Male Bonding.” *Slate*, Sept. 25, 2018.

<https://slate.com/news-and-politics/2018/09/brett-kavanaugh-allegations-yearbook-male-bonding.html>

**Read:** McMahon, S. “Understanding Community-Specific Rape Myths: Exploring Student Athlete Culture.” *Affilia: Journal Of Women & Social Work* 22, no. 4 (Winter2007 2007): 357-370.

**Facilitation Group 5 (Steubenville Readings and McMahon)**

**Watch:** *Roll Red Roll*

<http://rollredrollfilm.com/Watch/>

**Due: Reading Response 5 (Steubenville readings and McMahon)**

**\*\*Go Over Midterm Project Proposal (Due Oct. 29<sup>nd</sup>)**

Suggested additional Readings:

<https://www.theguardian.com/world/2017/feb/27/michael-kimmel-masculinity-far-right-angry-white-men>

Online Harassment/Trolling/Masculinity/Lindy West

<https://psmag.com/news/why-lindy-west-doesnt-mind-feeding-the-trolls>

<https://www.thecut.com/2019/03/lindy-west-profile-shrill.html>

<https://www.theguardian.com/society/2015/feb/02/what-happened-confronted-cruellest-troll-lindy-west>

Bate, Marisa. “After the Toronto van attack, Can We Finally Call Violent ‘Incel’ Misogynists Terrorists?” *Independent (UK)*, April 26, 2018. *Newspaper Source Plus*, EBSCOhost (accessed June 11, 2018).

<https://www.vox.com/world/2018/4/25/17277496/incel-toronto-attack-alek-minassian>

How Many Bones Would You Break to Get Laid?

“Incels” are going under the knife to reshape their faces, and their dating prospects.

<https://www.thecut.com/2019/05/incel-plastic-surgery.html>

Jessica Valenti: ‘Rejection Killings’ Need to Be Tracked

<https://medium.com/s/jessica-valenti/revenger-killings-need-to-be-tracked-37e78a1cf6ce>

<https://medium.com/@DaleBeran/4chan-the-skeleton-key-to-the-rise-of-trump-624e7cb798cb>

<https://twitter.com/arshymann/status/988818797086871558?s=21>

<http://www.wehuntedthemoth.com/2018/04/24/incels-hail-toronto-van-driver-who-killed-10-as-a-new-elliott-rodger-talk-of-future-acid-attacks-and-mass-rapes/>

<https://www.theguardian.com/world/2018/apr/08/violent-extremists-share-one-thing-gender-michael-kimmel>

[http://www.rolereboot.org/family/details/2013-02-do-we-have-the-courage-to-raise-our-sons-more-like-o#Ws-5u7\\_o3UE.facebook](http://www.rolereboot.org/family/details/2013-02-do-we-have-the-courage-to-raise-our-sons-more-like-o#Ws-5u7_o3UE.facebook)

[https://www.theguardian.com/books/2018/apr/09/about-the-boys-tim-winton-on-how-toxic-masculinity-is-shackling-men-to-misogyny?CMP=share\\_btn\\_fb](https://www.theguardian.com/books/2018/apr/09/about-the-boys-tim-winton-on-how-toxic-masculinity-is-shackling-men-to-misogyny?CMP=share_btn_fb)

	<p><a href="https://www.nytimes.com/2018/03/27/opinion/nikolas-cruz-shooting-florida.html#click=https://t.co/XoThpnrwDU">https://www.nytimes.com/2018/03/27/opinion/nikolas-cruz-shooting-florida.html#click=https://t.co/XoThpnrwDU</a></p> <p><a href="https://qz.com/1095247/the-sociological-explanation-for-why-men-in-america-turn-to-gun-violence/">https://qz.com/1095247/the-sociological-explanation-for-why-men-in-america-turn-to-gun-violence/</a></p> <p><a href="https://www.wonkette.com/of-course-florida-school-shooter-was-a-girl-hating-white-supremacist-of-course-i-am-tired-of-writing-this-article">https://www.wonkette.com/of-course-florida-school-shooter-was-a-girl-hating-white-supremacist-of-course-i-am-tired-of-writing-this-article</a></p> <p><a href="https://blindfieldjournal.com/2018/01/16/the-artist-in-the-age-of-meta-masculinity/">https://blindfieldjournal.com/2018/01/16/the-artist-in-the-age-of-meta-masculinity/</a></p> <p><a href="https://www.wonkette.com/tim-allen-and-adam-carolla-to-produce-searing-documentary-about-their-own-irrelevance-in-modern-america">https://www.wonkette.com/tim-allen-and-adam-carolla-to-produce-searing-documentary-about-their-own-irrelevance-in-modern-america</a></p> <p><a href="https://theoutline.com/post/799/tim-allen-s-career-is-a-metaphor-for-america?zd=1&amp;zi=ygceynmg">https://theoutline.com/post/799/tim-allen-s-career-is-a-metaphor-for-america?zd=1&amp;zi=ygceynmg</a></p> <p><a href="https://www.vulture.com/2018/04/tim-allen-is-not-a-working-class-hero.html">https://www.vulture.com/2018/04/tim-allen-is-not-a-working-class-hero.html</a></p>
<p><b>Week 7</b> Oct. 15</p>	<p><b>Rape Culture/Law Enforcement</b>  <b>Read:</b> Harding, Chapters 5 &amp; 6  <b>Read:</b> Emily Thuma, “<a href="#">Lessons in Self-Defense: Gender Violence, Racial Criminalization, and Anticarceral Feminism,</a>” (Canvas)  <b>Read:</b> Bindel, Julie. “Juries have no Place at Rape Trials – Victims Deserve Unprejudiced Justice.” <i>The Guardian</i>. August 12, 2016. <a href="https://www.theguardian.com/commentisfree/2016/aug/12/juries-no-place-rape-trials-victims-deserve-unprejudiced-justice-judge">https://www.theguardian.com/commentisfree/2016/aug/12/juries-no-place-rape-trials-victims-deserve-unprejudiced-justice-judge</a>  <b>Read:</b> Dayen, David. “How Our Broken Justice System Led to a Sexual Harassment Crisis.” <i>The New Republic</i>, Nov. 22, 2017. <a href="https://newrepublic.com/article/145964/broken-justice-system-led-sexual-harassment-crisis">https://newrepublic.com/article/145964/broken-justice-system-led-sexual-harassment-crisis</a>.  <b>Watch:</b> <i>I am Evidence</i> (1hr 29m)  <b>Facilitation Group 6: (Harding 5, 6; Thuma)</b>  <b>Due: Reading Response 6: Harding 5, 6</b></p>
<p><b>Week 8</b> Oct. 22</p>	<p><b>Rape Culture/Politics</b>  <b>Read:</b> Harding, Chapters 7 &amp; 8  <b>Read:</b> Friedman and Valenti Chapters 24, 25  <b>Facilitation Group 7: (Harding 7, 8 AND Friedman and Valenti 24, 25)</b>  <b>Watch:</b> <i>The Purity Myth</i> (45m)  <b>Due: Reading Response 7: Harding 7, 8</b></p>
<p><b>Week 9</b> Oct. 29</p>	<p><b>Rape Culture/Pop Culture/Dehumanization in Media</b>  <b>Read:</b> Harding Chapters 9 &amp; 10, 11  <b>Read:</b> Bates, Laura. “The Trouble With Sex Robots.” <i>The New York Times</i>, July 17, 2017. <a href="https://www.nytimes.com/2017/07/17/opinion/sex-robots-consent.html">https://www.nytimes.com/2017/07/17/opinion/sex-robots-consent.html</a>.  <b>Read:</b> Brinson, Susan L. “TV Rape: Television’s Communication of Cultural Attitudes Toward Rape.” <i>Women’s Studies in Communication</i> 12, no. 2 (Fall 1989): 23-36. (Canvas)  <b>Read:</b> Hahner, Leslie A., and Scott J. Varda. “It Follows and Rape Culture: Critical Response as Disavowal.” <i>Women’s Studies In Communication</i> 40, no. 3 (July 2017): 251-269. (Canvas)  <b>Watch:</b> <i>Dreamworlds 3</i> (60m) and <i>Miss Representation</i>  <b>Facilitation Group 8: (Harding 9, 10, 11; Brinson)</b>  <b>Due: Reading Response 8: Harding 9, 10, 11; Brinson</b>  <b>Midterm Project Proposal Due</b></p>

<b>Week 10</b> Nov. 5	<p><b>Consent/Pleasure</b></p> <p><b>Read: Friedman and Valenti Chapters 1, 2, 3,</b></p> <p><b>Read: Friedman and Valenti Chapters 9, 15, 16</b></p> <p><b>Read</b> McClelland, Sara I. "Intimate justice: A Critical Analysis of Sexual Satisfaction." <i>Social And Personality Psychology Compass</i> 4, no. 9 (September 2010): 663-680.</p> <p><b>Read</b> O'Byrne, Rachael, Susan Hansen, and Mark Rapley. "If a Girl Doesn't Say 'No'...": Young Men, Rape and Claims of 'Insufficient Knowledge.'" <i>Journal Of Community &amp; Applied Social Psychology</i> 18, no. 3 (May 2008): 168.</p> <p><b>Watch:</b> Katz, <i>The Bystander Moment</i> (49m)  <a href="https://shop.mediaed.org/the-bystander-moment-p755.aspx">https://shop.mediaed.org/the-bystander-moment-p755.aspx</a></p> <p><b>Watch:</b> <i>Explained: The Female Orgasm</i> (2018)  <a href="https://www.imdb.com/title/tt8457100/">https://www.imdb.com/title/tt8457100/</a></p> <p><b>Facilitation Group 9: (Friedman, Valenti, and McClelland)</b></p> <p><b>Due: Reading Response 9: Friedman and Valenti 1,2, 3; McClelland</b></p>
<b>Week 11</b> Nov. 12	<p><b>Intimate Partner Violence</b></p> <p><b>Read:</b> Wood, Julia T. (2001). The Normalization of Violence in Heterosexual Relationships: Women's Narratives of Love and Violence. <i>Journal of Social and Personal Relationships</i>, 18.2, 239-261; <b>(Canvas)</b></p> <p><b>Read:</b> Wood, Julia T. (2004). Monsters and Victims: Male Felons' Accounts of Intimate Partner Violence. <i>Journal of Social and Personal Relationships</i>, 21.5, pp. 555-576.) <b>(Canvas)</b></p> <p><b>Read:</b> Suzanne M. Enck and Blake A. McDaniel, "Playing with Fire: Cycles of Domestic Violence in Eminem and Rihanna's 'Love the Way You Lie,'" <i>Communication, Culture &amp; Critique</i> 5, no. 4 (2012): 618-644. <b>(Canvas)</b></p> <p><b>Facilitation Group 10: (Both Wood readings)</b></p> <p><b>Facilitation Group 11 (Enck and McDaniel)</b></p> <p><b>Due: Reading Response 10 (Enck and McDaniel)</b></p>
<b>Week 12</b> Nov. 19	<p><b>Prevention Narratives/Reinforcing Rape Culture</b></p> <p><b>Read:</b> Hall, Rachel. (2004). "It Can Happen to You": Rape Prevention in the Age of Risk Management. <i>Hypatia</i>, 19.3, pp. 1-19.</p> <p>(Recommended: The White Ribbon Campaign: Men working to end men's violence against women. (2011). Home Page. Accessed: June 16, 2011. Available at: <a href="http://www.whiteribbon.ca/">http://www.whiteribbon.ca/</a>) <b>(Canvas)</b></p> <p><b>Facilitation Group 12: (Hall)</b></p> <p><b>Read:</b> Engstrom, Craig L., "'Yes... , But I Was Drunk': Alcohol References and the (Re)Production of Masculinity on a College Campus," <i>Communication Quarterly</i>, 60.3, (2012): 403-42. <b>(Canvas)</b></p> <p><b>Facilitation Group 13: (Engstrom)</b></p> <p><b>Due: Reading Response 11 (Hall)</b></p>
<b>Week 13</b> Nov. 26	<p><b>Queering Violence</b></p> <p>Christine Peek, "<a href="#">Breaking out of the Prison Hierarchy: Transgender Prisoners, Rape, and the Eighth Amendment</a>," <i>Santa Clara Law Review</i>, vol. 44, no. 4 (2004). <b>(Canvas)</b></p> <p><b>Facilitation Group 14: Peek</b></p> <p>Philip Rumney, "<a href="#">Gay Male Rape Victims: Law Enforcement, Social Attitudes and Barriers to Recognition</a>," <i>International Journal of Human Rights</i>, vol. 13, nos. 2-3 (2009). <b>(Canvas)</b></p> <p><b>Facilitation Group 15: Rumney</b></p> <p><b>Due: Reading Response 12 (Peek)</b></p>
<b>Week 14</b> Dec. 3	<p><b>Rape Culture and Sex Education:</b></p> <p><b>Read:</b> Fine, Michelle, and Sara McClelland. "Sexuality Education and Desire: Still Missing after All These Years." <i>Harvard Educational Review</i> 76, no. 3 (January 1, 2006): 297-338.</p> <p><b>Read:</b> Ingham, Roger. "'We Didn't Cover that at School': Education 'against' Pleasure or Education 'for' Pleasure?." <i>Sex Education: Sexuality, Society And Learning</i> 5, no. 4 (November 1, 2005): 375-388.</p> <p><b>Facilitation Group 16: Fine</b></p>

	<p><b>Facilitation Group 17: Ingham</b>  <b>Due: Reading Response 13: Fine</b></p>
<p><b>Week 15</b>  Dec. 10</p>	<p><b>Sites of Resistance: Challenging Rape Culture through Social Movements/Technology</b>  <b>Read:</b> Jackson, Sarah J. “(Re)Imagining Intersectional Democracy from Black Feminism to Hashtag Activism.” <i>Women’s Studies in Communication</i>, vol. 39, no. 4, Oct. 2016, pp. 375–379  <b>Read :</b> Jackson, Sarah J., and Sonia Banaszczyk. “Digital Standpoints.” <i>Journal of Communication Inquiry</i> 40, no. 4 (October 2016): 391–407.  <b>Read:</b> Jackson, Sarah J., Moya Bailey, and Brooke Foucault Welles. “#GirlsLikeUs: Trans Advocacy and Community Building Online.” <i>New Media &amp; Society</i> 20, no. 5 (May 2018): 1868–88.  <b>Read:</b> Jaffe, Sarah. “The Collective Power of #MeToo.” <i>Dissent Magazine</i>, Spring, 2018.  <a href="https://www.dissentmagazine.org/article/collective-power-of-me-too-organizing-justice-patriarchy-class">https://www.dissentmagazine.org/article/collective-power-of-me-too-organizing-justice-patriarchy-class</a>.</p> <p><b>Facilitation Group 18 (Jackson AND Jackson, Banaszczyk)</b>  <b>Facilitation Group 19: (Jackson, Bailey, Welles AND Jaffe)</b>  <b>Due: Reading Response 14 (Jackson/Hashtag Activism and Jaffe)</b>  Additional Reading:  <b>Read:</b> Gay, Roxane. <i>Not That Bad: Dispatches from Rape Culture</i>. New York, NY: Harper Collins Publishers, 2018.  <a href="https://www.publicbooks.org/rape-culture-syllabus/">https://www.publicbooks.org/rape-culture-syllabus/</a>  <b>Final Project Report Due</b></p>

## SAMPLE READING RESPONSE

### Reading Response 15

Professor Wilz

**Readings:** Winfrey and Carlin, "Have You Come a Long Way, Baby? Hillary Clinton, Sarah Palin, and Sexism in 2008 Campaign Coverage"

**Thesis:** "The 2008 U.S. presidential election was historic on many levels. The country elected its first African American president who narrowly defeated a female candidate in the Democrat primary race. The Republicans nominated their first woman as a vice presidential candidate. Hillary Clinton and Sarah Palin demonstrated that women politicians have come a long way; however, an analysis of media coverage reveals that lingering sexism toward women candidates is still alive and well. Using common stereotypes of women in corporations developed by Rosabeth Moss Kanter, language theories, and media framing, this essay uncovers the common gendered stereotypes that surfaced in the 2008 campaign. The analysis indicates that there was a considerable amount of negative coverage of both candidates and that such coverage has potential to cast doubt on a woman's suitability to be commander-in chief or in the wings" (Carlin & Winfrey 326). In this article, Carlin and Winfrey describe how sexism still persists in the political sphere despite the perceived achievements of Clinton and Palin. Their analysis of Clinton and Palin's media coverage reveals that there is still a long way to go before women are regarded as viable candidates for powerful political positions.

**Transcription:** "From Victoria Woodhull's 'petticoat politician' label to Geraldine Ferraro's size 6 and the Hillary Clinton Nutcracker, American women politicians have been victims of sexism. We know what the stereotypes are, we can find numerous examples, and we know that language shapes thought. If the United States is to see a woman in either of the top two offices in the country, it is going to take more than the 'right' woman. It is going to take the 'right' view of the offices as being gender neutral" (Carlin & Winfrey 340).

**Why I chose this Passage:** I really like how the authors ended the article this way because I think it shines a light on the real issue at hand. The degree to which the public, with help from the media, attacks female politicians with gendered stereotypes is baffling. The scrutiny women face is so severe that they appear to be in Catch-22 type of situation. Hillary Clinton is one of the many examples of this. At first she was seen as too masculine, only to face more opposition after she tried to feminize her image. The future of female politicians really has little to do with the individual and everything to do with social attitudes. Palin and Clinton remind us that women cannot pass under the spotlight unscathed, even though gender has no influence on the capability of a political candidate. I'm glad Carlin and Winfrey emphasize the importance of the "right" view compared to the "right" woman. As I see it, the public can only benefit from the talented women in politics once it stops viewing the female gender as a debilitating factor.

**Commented [k1]:** Note the thesis contains not only the author's argument, but a paraphrase by the student which lets me know they \*really\* understand what the author is saying.

**Commented [k2]:** Here is the paraphrase of the main thesis in the student's own words.

**Commented [k3]:** In the text, petticoat politician is surrounded by quotes. BUT since you are quoting from the text, you need to change double quotes into single quotes. This goes for any block quote.

**Commented [k4]:** Note the order here. Quotation marks, parenthesis, Author(s) and then page number. Please format properly just like this for all of your reading responses.

**Commented [k5]:** In this section I want to hear your voice, I want you to elaborate on the passage/transcription you chose, and in some cases even relate it to your own life, or to other readings we've discussed in class. Don't overwrite, but do be thorough and thoughtful.

Facilitation Grading Rubric 200points total: \_\_\_\_\_ / 200

1. History and background of the author and assigned reading (10pts) (this should include useful information about the author, and reasons WHY you think he/she wrote the article/chapter).
  
2. A list of key terms from the reading (what terms does the author use over and over again? What stands out as important?) (45pts)
  
  
  
  
  
  
  
  
  
  
5. Examples from popular culture (find videos, images, and examples that help to highlight what the author is saying?) (45pts)
  
  
  
  
  
  
  
  
  
  
6. A brief summary of the primary argument of the reading. Please **locate** what you feel is the main thesis of the author's argument and be able to paraphrase in your own words. (45pts)
  
  
  
  
  
  
  
  
  
  
7. Specific passages that support this argument or that you find particularly interesting or intriguing, a list of key terms or important ideas, and some examples which help illuminate the goals of the author. Here you should be lifting direct quotes from the text, citing the page number, and then paraphrasing in your own words what you think each passage means. (45pts)
  
  
  
  
  
  
  
  
  
  
8. Discussion questions that not only pertain to the reading at hand but also to **other readings** we've discussed in class. Keep in mind these facilitations should last the entire hour, so be prepared with enough questions to keep the conversation going. (10pts)

General Principles for Participating in Reflective Discussion  
by David J. Voelker

1. Listen carefully and use what you hear to help you reflect—rather than focusing on defending your preexisting assumptions.
2. If you have a natural tendency to “go on” in discussions, challenge yourself to listen rather than speak and try to be very selective about what you say.
3. If you have a natural tendency to be reserved and quiet in discussions, challenge yourself to share your thoughts with the group.
4. Keep in mind that the main goals of a reflective discussion are: 1) individual reflection and clarification (of assumptions, habitual thought processes, values, feelings, etc.), and 2) community building (building trust and capacity to listen)— not consensus building, problem solving, or decision making (though the practice of reflective discussion may enhance these processes at a future time).
5. Avoid the temptation to offer easy solutions to problems. A reflective discussion is not the appropriate place to give advice to anyone about how to solve their problems.
6. Feel free to ask questions of other participants, but make an effort to keep these questions open-ended, rather than “leading.” Strive to ask what Parker J. Palmer calls “honest, open questions.”
7. Attempt to understand the views of other members of the group—while accepting that they may differ from your own views. You should share your own views without arguing for them with the intention of persuading or instructing others.
8. As David Bohm says of authentic dialogue: “We are not playing a game against each other, but with each other. In a dialogue, everybody wins” (p. 7). Everybody wins because everyone walks away with a deeper understanding of themselves and others, and the group is stronger from having shared a common experience of thinking together.

Acknowledgements: Thanks to Kelli Covey, who helped me develop my understanding of reflective discussion.  
<http://davidjvoelker.com/reflective-discussion/>  
2016-05-26



First Day Survey:

- 1) What other courses are you taking this semester? Which do you think will be most challenging and why?
  
- 2) How would you rate your level at finding credible research to support evidence, finding a thesis in academic writing, and critical thinking? Have you been asked to do these things in other classes? If so, which ones?
  
- 3) What academic or personal challenges do you think might interfere with your coursework this semester? (These might range from a learning disability to a demanding job to a chronic health condition—*anything* that you think might get in your way? What do you think will be important in dealing with these challenges? How can I help?
  
- 4) Do you know how and where to get help for mental health issues here on campus? If so, where might you go?
  
- 5) If you have questions or concerns about anything academic or related to your success on campus, do you have someone you can go to with these concerns? If so, who is that person?
  
- 6) Who do you go to for help with advising? How do you plan your course schedule?
  
- 7) Why are you taking this class? (fulfill requirement? Counts towards major? General interest?)