

COMM 790 Gender & Communication
Monday 5:30-8pm
CAC 227
3 Credits

Professor: Kelly Wilz
Email: kelly.wilz@uwsp.edu

Office Hours: MW 11:30-12:30; 1:45-2:45

Textbooks:

Sloop, John M. *Disciplining Gender: Rhetorics of Sex Identity in Contemporary U.S. Culture*, 2004.

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

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. It explores the ways communication creates and perpetuates gendered identities and gendered interaction. It examines the ways mass, interpersonal, group, intercultural, and rhetorical communications are influenced by gender. 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 studies which are at work in peoples' everyday realities. This course will offer the unique opportunity to investigate one of the most fundamental parts of ourselves—our gender identities. Moreover, it will allow students to learn how these gender identities influence both personal and public communication.

This course is designed with the belief that anything that ever has or ever will change our cultural perceptions about sex, gender, and sexuality is grounded in communication. Whether is it the way we “send signals” from what we wear, allow fetuses to be listed as “witnesses” to “testify” in court, frame policies about the difference between “marriage” and “civil unions,” or debate the merits of pop icons as gender benders, communication is vital. Further, questions about sex, gender, and sexuality remain as serious as ever before: if your child is born intersex (with both male and female sex organs), will you operate immediately or not? Why does the U.S. lag behind other countries in providing parental leaves from work? How do assumptions about gender continue to shape perceptions about what you should—or should not—do for pleasure or for a living? Who should become president? Who can serve in the U.S. military? How does sex pervade U.S. popular culture perhaps more than ever before in history and, yet, we still struggle with basic rights about reproductive justice, including a lack of sex education, prenatal health care, and accessible, affordable less toxic environments for our kids to grow up in?

To ground our discussions in these times, 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. First, we will explore the ways popular media portrays everyday people, political figures, and celebrities to come to terms with the way our culture disciplines and punishes those of us who do not easily fit into neat categories. Second, we will focus on national and state policy decisions that impact the lives of people every day. To emphasize hope for a more just future, we also will end by discussing emergent tactics of resistance. 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 and movies.
- 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 1st reading response, for example, you would do the following:

1. Go to CANVAS
2. You will see [Reading Response 1](#)
3. Upload your reading responses.

In addition, **you will submit your reading responses to a discussion thread.**

1. Click on “Discussions”
2. There is 1 Forum, “COMM 790 Discussions.” Cut and Paste your reading response into the discussion.

The discussion portion of the reading response serves to offer examples of other students' work and gives you a place to discuss questions or comments you had about the readings, or about other classmates' work. **Active discussion is also part of your participation grade and is expected with every reading response. No late submissions are accepted.**

Course Policies and Expectations

Attendance:

Attendance is required. I do not discriminate between "excused" and "unexcused" absences except in the case of university-sanctioned events or religious holidays. 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. Because your presence in class is vital, you may have **only one absence** from class without incurring a penalty against your final course grade. Please save these days for sicknesses and other emergencies.

Your second absence will result in a **reduction of your final course grade** by 1/3 (e.g. from a B to a B-). Your third absence will result in a reduction of your final grade by a full letter grade (e.g. from a B to a C). Your fourth absence will result in an F for the course. Plan now to miss no classes and you will have a buffer reserved for emergencies. See me in advance about extenuating circumstances.

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.**

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. Any work missed due to an unexcused absence cannot be made up. 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 their Instructor 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 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.

Special Needs/Accommodations:

If you have a disability and require accommodation, please register with the Disability and Assistive Technology Center (6th floor of the Learning Resource Center – that is, the Library) and contact me at the beginning of the course. More information is available here: <http://www4.uwsp.edu/special/disability/>.

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>

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**.

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 is prohibited and you will be asked to leave the classroom if you engage in this behavior.

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.

- 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.
- 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.

Academic Honesty:

The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

Using someone else's work as your own without careful citation is unethical. Similarly, letting someone else use your work is also unethical. If you find yourself in a position where you are unsure as to whether or not you will be able to complete an assignment, *please* contact me so that we can make appropriate arrangements.

From the UWSP 14.01 STATEMENT OF PRINCIPLES – Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. For more info: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>
Note: Submissions via CANVAS will be automatically screened for plagiarism.

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:

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.**

Incident weather:

In the event of incident weather, a weather cancellation page will be activated on the UWSP Website. 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 the instructor know ahead of time, and then quietly excuse yourself from the room to take care of the matter.

Technology Requirements:

Written work must be posted to Canvas in Microsoft Word (.doc or .docx) formats only. No other formats will be accepted. If the instructor 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, the instructor 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.

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.

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)	400pts
Reading Responses: (12@20pts each)	240pts
Book Review	200 pts
Classroom Citizenship/Participation (in-class attendance, online discussion participation, and in-class participation)	150pts
Final Paper	200pts
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Total:	1190pts

Grade Distribution/Percentage Letter Grade:

97-100%	A+
93-96.9%	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
70-72.9%	C-
67-69.9%	D+
63-66.9%	D
60-62.9%	D
59% or less	F

Course Calendar:

*Calendar subject to revision depending upon presentation overruns

Week 1 Jan. 28	Syllabus review and course requirements. Grade distribution and weighting. Introduce ourselves/syllabus/class expectations. Come to class having read: Read: Wood, "Opening the Conversation," pgs. 1-4, and Lind, "Laying a Foundation for studying Race, Gender, and the Media" pgs 2-10. (In Canvas) Read: Launius and Hassel Preface, Introduction pgs. VII-24 Due: Reading Response 1 (due Sunday before Monday's class) Read: Launius and Hassel Chapter 2, pgs. 24-71
Week 2 Feb. 4	Read: Launius and Hassel Chapter 3, pgs. 71-112 Due: Reading Response 2 (due Sunday before Monday's class) Read: Launius and Hassel Chapter 4, 112-153 Read: Launius and Hassel Chapter 5, 153-187
Week 3	

Feb. 11	<p>Read: Sloop, "Introduction" pages 1-4; AND "Chapter One: Re-membering David Reimer: Heteronormativity and Public Argument in the John/Joan case," pp. 25-49. In class screening: <i>Boy or Girl? When Doctors Choose a Child's Sex</i>. (Princeton, NJ: Films for the Humanities & Sciences, 2003). 15 mins. DVD. QH332.B69 2003; Growing up Intersex (Oprah); 60 minutes Skylar https://www.youtube.com/watch?v=I9a1rXOpluc Due: Reading Response 3 (due Sunday before Monday's class) Facilitation Group 1: Sloop Introduction and Chapter 1</p> <p>Read: Sloop, "Chapter Two: Disciplining the Transgendered: Brandon Teena, Public Representation, and Normativity," pp. 50-82. Facilitation Group 2: Sloop Chapter 2</p>
Week 4 Feb. 18	<p>Watch <i>The Brandon Teena Story</i> (1993) (1hr 29m)</p> <p>Read: Sloop, "Chapter Five: In Death, A Secret 'Finally and Fully Exposed': Barry Winchell, Calpernia Addams, and the Crystallization of Gender and Desire," pp. 123-141 Due: Reading Response 4 (due Sunday before Monday's class) Facilitation Group 3: Sloop Chapter 5</p>
Week 5 Feb. 25	<p>Read: Sloop, "Conclusion: Bringing It All Back Home" Due: Reading Response 5 (due Sunday before Monday's class) Watch: <i>Gender Revolution</i> (2017) (1hr 35m)</p>
Week 6 March 4	<p>Read: Campbell, "The Discursive Performance of Femininity: Hating Hillary," and Wilz, "A Feminist's Guide to Critiquing Hillary Clinton" http://www.huffingtonpost.com/kelly-wilz/a-feminists-guide-to-critiquing-hillary-clinton_b_9189674.html Due: Reading Response 6 (Campbell) Facilitation Group 4: (Campbell AND Wilz)</p> <p>**Assign Book Review (See directions and Examples on CANVAS)</p>
Week 7 March 11	<p>Read: Clover, C. J. "Her Body, Himself: Gender in the Slasher Film," <i>Representations</i> 20 (1987). [read pages 187-228]</p> <p>Read: Casey Ryan Kelly, "Camp Horror and the Gendered Politics of Screen Violence: Subverting the Monstrous-Feminine in Teeth (2007)," <i>Women's Studies In Communication</i> 39, no. 1 (January 2016): 96-97, <i>Communication & Mass Media Complete</i>, EBSCOhost (accessed June 26, 2018).</p>
March 18	No Class Spring Break
Week 9 March 25	<p>Read: Kate Kane, "Ideology of Freshness in Feminine Hygiene Commercials," <i>Journal Of Communication Inquiry</i> 14, no. 1 (Winter 1990): 82-84. Due: Reading Response 7 (Kane)</p> <p>Read: Nancy Tuana, "Coming to Understand: Orgasm and the Epistemology of Ignorance," <i>Hypatia: A Journal Of Feminist Philosophy</i> 19, no. 1 (December 1, 2004): 200.</p> <p>Read: Casey Ryan Kelly and Kristen E. Hoerl, "Shaved or Saved? Disciplining Women's Bodies," <i>Women's Studies In Communication</i> 38, no. 2 (May 2015): 141.</p>
Week 10 April 1	<p>Read: Fahs, Breanne, "Daddy's Little Girls: On the Perils of Chastity Clubs, Purity Balls, and Ritualized Abstinence," <i>Frontiers</i> 31.3 (2010): 116-142. Due: Reading Response 8 (Fahs) Facilitation Group 7: Fahs</p> <p>Read: Michele L. Hammers, "Talking About 'Down There': The Politics of Publicizing the Female Body through <i>The Vagina Monologues</i>," <i>Women's Studies in Communication</i> 29.2 (2006, Fall), 220-243. In class screening: Keep Austin Breastfeeding Flash Mob</p>

	<p>2010 and excerpt from Vagina Monologues, such as Because He Liked To Look At It (http://www.youtube.com/watch?v=m1pD2rLR1_g&feature=related)</p> <p>Facilitation Group 8: Hammers</p> <p>Watch: <i>The Purity Myth</i> (2011) 45m</p>
<p>Week 11 April 8</p>	<p>Read: Hall, Rachel. (2004). "It Can Happen to You": Rape Prevention in the Age of Risk Management. <i>Hypatia</i>, 19.3, pp. 1-19. (Recommended: The White Ribbon Campaign: Men working to end men's violence against women. (2011). Home Page. Accessed: June 16, 2011. Available at: http://www.whiteribbon.ca/)</p> <p>Due: Reading Response 9 (Hall)</p> <p>Facilitation Group 9: Hall</p> <p>Read: 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.</p> <p>Facilitation Group 10: Engstrom</p>
<p>Week 12 April 15</p>	<p>Read: 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 & Critique</i> 5, no. 4 (2012): 618-644.</p> <p>Due: Reading Response 10 (Enck and McDaniel)</p> <p>Facilitation Group 11: Enck and McDaniel</p> <p>Read: 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;</p> <p>Read: 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.)</p>
<p>Week 13 April 22</p>	<p>Read: Westerfelhaus, Robert, and Robert Alan Brookey. "At The Unlikely Confluence of Conservative Religion and Popular Culture: Fight Club as Heteronormative Ritual." <i>Text & Performance Quarterly</i> 24.3/4 (2004): 302-326</p> <p>Read: Ashcraft, Karen Lee, and Lisa A. Flores. "Slaves with White Collars": Persistent Performances of Masculinity in Crisis." <i>Text & Performance Quarterly</i> 23.1 (2003): 1-29.)</p> <p>Due: Reading Response 11 (Ashcraft and Flores)</p> <p>Facilitation Group 12</p>
<p>Week 14 April 29</p>	<p>Read: Lauren Berlant, "The Theory of Infantile Citizenship," <i>Public Culture</i>, 5 (1993): 395-410.</p> <p>Due: Reading Response 12</p> <p>Facilitation Group 13: Berlant</p> <p>Read: Crystal Lane Swift, "Abortion as African-American Cultural Amnesia: An Examination of the Dayton Right to Life Brochures," <i>Women and Language</i>, 32.1 (2009, March): 44-50.</p>
<p>Week 15 May 6</p>	<p>Present Final Papers Last Day of Classes</p>

SAMPLE READING RESPONSE
Reading Response 15

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.