

**EASTERN ILLINOIS UNIVERSITY
DEPARTMENT OF COMMUNICATION STUDIES**

CMN 3903: Gender and the Body

Section: 001 CRN: 32604 3 credit hours

Meeting Time/Days: T/R 9:30 – 10:45

Location: 1110 Coleman Hall

Instructor: Dr. Richard G. Jones, Jr.

Office: 1751 Coleman Hall

Office Hours: M 1-2, T 11-12, R 11-12 and 4-5, and by appointment

Email: rgjones@eiu.edu

IMPORTANT NOTE: Use this contact information to keep your instructor informed of anything that is interfering with your performance or attendance in class such as illnesses, family emergencies, or other personal issues. You do not need to share details, but letting your instructor know what's going on before you miss class will increase the chance that accommodations can be made.

Required Materials:

Textbook: Sloop, J. M. (2004). *Disciplining gender: Rhetorics of sex identity in contemporary U.S. culture*. Amherst, MA: University of Massachusetts Press.

Other readings will be posted on d2l

Description: This course is an exploration of the ways in which identity categories, such as woman and man, feminine and masculine, homosexual and heterosexual, are constructed and maintained through public and popular discourses. In part, we will study the theoretical literatures in communication, feminism, poststructural, and queer theory that “trouble” supposedly static categories of gender.

Course Objectives:

- To analyze and evaluate the ways in which gender, particularly concepts of femininity and masculinity, are social, historical, and cultural constructions rather than a natural biological “given.”
- To understand the ways in which gender intersects with other social constructions (sexuality, race, ethnicity, class, etc.) and with human biology.
- To hone research and critical theoretical perspectives that analyze how gender constructions shape the realities of women’s and men’s lives, particularly in U.S. society.
- To learn how heteronormativity and compulsory heterosexuality influence a variety of cultural artifacts, from news media discourses to film.
- To create a final project that will demonstrate how material and discursive forces produce a disciplining function that enforces a binary gender system.

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- Students will also deconstruct the ways in which specific discourses and practices challenge or “trouble” gender norms and expectations.

Welcome: Welcome! I am excited to work with you this semester on broadening your understanding of the complexity of gender! We are going to tackle some challenging readings and controversial ideas and I’m sure we will all learn a lot from each other. My default is to refer to you with the name that appears on my roster. If you have a preferred name that you would like me to use, please let me know. Again, welcome, and let’s have a great semester!

Professor’s Note on Expectations:

1. I am completely committed to facilitating your needs as they arise. Please ask me for help if you find that you have questions I have not answered in class, or if you would like to discuss any (potential) problems.
2. Understand that my commitment to facilitating your needs in and goals for the class are extended primarily to those students who are proactive and address concerns before they become significant obstacles, and generally do not extend to students who only demonstrate concern for their performance in the class during the last weeks of the semester.
3. You will be graded based on standard collegiate level expectations. To earn an A or a B, you will need to consistently exceed those expectations.
4. As a student, you *earn* your grades rather than me “giving” you grades; however, I believe you always have the right to understand why you *earned* the grade you did. If you have a question, please ask.
5. Whether you already have a job outside of school or not, you should think of college as a profession as well—a profession that most people do not have the privilege of experiencing (only 36% of people have a bachelor’s degree), and a profession in which you are paid in knowledge and skills. Just like your regular jobs, you can’t get paid if you don’t show up and put in the effort.
6. As a professional, I will strive to enable you to succeed, but I will not “enable” you to rely on excuses, exceptions, and/or extensions to get by. What’s most important is that you meet me somewhere in the middle, so we both find the course rewarding.

Student Responsibilities: Students are expected to attend class and participate in class discussions, read the assigned reading material before class, and complete the assignments. Federal guidelines dictate that institutions should expect students to work for at least two hours outside of class for each hour of in-class instruction. That means that you should expect to work, on this class, at least six hours a week in order to earn credit for this course. The bulk of your out of class work time should be spent on reading and completing the reading responses.

Student Standards Statement: The faculty in the Department of Communication Studies uphold the standards of good scholarship and expect our students to do the same. We expect that students earning a degree in Communication Studies will develop superior reasoning/critical thinking, argumentation, writing, and presentational skills while also building a comprehensive knowledge of their content area. Students in Communication Studies classes will be expected to read all assigned materials, write extensively, complete their own work, and engage in respectful interactions in the classroom. We, as a faculty, agree to hold our students to these standards.

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GRADING

Grading Scale:

Grade	Percentage
A	100 – 90
B	89 – 80
C	79 – 70
NC	69 and below

General Grading Expectations:

A: Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.

B: Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.

C: Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)

D: Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives or methods, unorganized effort, or failure to follow directions.

F: Failure to complete assignments during the scheduled time through lack of evident effort.

Assignment	Weight (%)
Daily Reading Responses	50
Classroom Discussion and Participation	15
Essay Exam	15
Culture Jamming Project	20

*You can use D2L to monitor your grade in the class at any time.

COURSE POLICIES

Academic Integrity: The Student Code of Conduct states that students should meet the following standard: “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” The Code defines *plagiarism* as: “is the use, without adequate attribution, of another person's words or thoughts as if they were one’s own, failing to cite outside sources used in completion of the work, improperly citing sources, and submitting work that was previously completed for another class without prior approval from the instructor.” About 80% of your papers should be in your own words. At minimum a student who engages in academic dishonesty/plagiarism will receive a 0 (F) on the assignment and be reported to the Office of Student Standards. If there are multiple instances of academic dishonesty, the Office of Student Standards may sanction the student further, i.e., suspension for a semester or academic year or expulsion from the university. Your instructor reserves the right to utilize TurnItIn or other tools to evaluate your work.

<http://www.eiu.edu/judicial/studentconductcode.php>

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Statement Regarding Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Class attendance and participation:

1. Class attendance is expected. The Student Catalog states: “Students are expected to attend class meetings as scheduled. When an absence occurs, the student is responsible for the material covered during the absence. Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, participation in an official University activity, or participation in volunteer emergency work.”
2. I understand that there are times when you must miss class due to a previously planned event, illness, or family emergency. If you know you will need to miss a class, talk to me about it so we can make arrangements as needed.
3. Show respect for others by listening, taking turns, not having side-conversations, not arriving late, or packing up or leaving early. Disruption of teaching and/or learning is a violation of the Student Code of Conduct. For the purposes of this class, “Disruption” is defined as, but not limited to: repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, and/or resorting to personal insults and challenges, taunts, crude behavior, physical threats or contact. If you disrupt the class, you may be asked to leave.
4. You may use a laptop or other electronic device to facilitate note-taking. If you are found to be using your device for non-class related tasks or your use of your device is distracting to others, you may no longer be allowed to use the device in class or you may be asked to leave.
5. It is disrespectful and distracting to text message or use your phone in class. Phones should be turned off or silenced completely (not just put on vibrate).
6. If you use electronic devices in ways that distract or disrupt the class in others ways, you may be asked to leave.
7. Bring all relevant course materials (book, notes, handouts, etc.) to each class period.

Safe Learning Environment: This class is a safe space for communication, learning, and the sharing of ideas. Each of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel safe and function as part of our learning community. Inclusive language is important to maintaining a safe class environment—no language will be tolerated that demeans, belittles, or marginalizes someone because of her or his gender, race, ethnicity, class, age, sexual orientation, ability, political beliefs, religion, etc. Such language will not be accepted in your classroom communication, written work, or your oral presentations. If you disrupt the safety of our learning community you may be asked to leave.

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Lateness: Arriving to class late does not reflect well on your professionalism as a student. Expect that I will begin class at the scheduled start time with important reminders, announcements, and other pertinent information. Therefore, it will be in your best interest to get to class a few minutes early so you will be ready to engage course materials at the scheduled start time.

Make up work: Make-up privileges, where make-up is possible, will be granted to students who have properly verified absences, University approved absences, or made arrangements with the instructor. Otherwise, I will use my discretion to decide whether or not a student can make up work and how much of a penalty to impose. It is the student's responsibility to initiate plans for make-up work and complete the work promptly.

Electronic communication: Students are expected to visit the course webpage (through EIUOnline) daily for announcements and updates. Use Panthermail – not D2L/EIUOnline to send emails to your professor. You should also check your Panthermail daily. Please communicate via email in a professional manner. While electronic communication is convenient at times, please take advantage of office hours to ask questions, as email responses may be delayed up to 48 hours.

Guidelines for typed assignments: Standard collegiate level criteria for writing assignments will be followed in this class. Typed assignments must adhere to the following criteria: (you may want to use this as a checklist to ensure you don't lose points):

- 12 point font size
- 1" margins all around
- Times New Roman font everywhere (including headers and page numbers)
- double-spaced

Additionally, for hard copy typed assignments:

- single-sided prints
- black ink
- white paper

NOTE: Most computers do not default to 1" margins so you will have to manually change them, you may also have to manually change font or font size, so always to make sure to double-check your formatting.

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ASSIGNMENTS

Reading: We usually do not have more than 25 pages of reading for any given class period. Some of the reading will be difficult. We will discuss strategies for effective critical reading in class, and I am always available to meet with you to provide any clarification or guidance that I can. I expect that you will read all of the assigned materials and come to class ready to discuss the readings. If you are not prepared and have not read, you will be holding back the class's progress since you will not be able to contribute to the discussion. Not reading will also diminish your ability to complete the reading responses, which account for half of your grade.

Reading Responses (50% of grade): For each chapter, you will receive questions that will help guide your reading, prepare you for class discussion, and allow me to assess your understanding of the course materials. You will submit your reading responses on d2l to the appropriate dropbox. You will also need to have a hard or electronic copy of your responses so you can reference them in class discussion. Answering these questions ahead of time will help make our small and large group discussion more engaging and will allow me to assess how you are doing with the content.

- Your answers to the reading responses must be typed.
 - Follow the guidelines for typed assignments included in the syllabus.
 - Include your name on each reading response.
- You do not have to include every thought or reflection you have in the written responses.
 - You can add to your written responses during class discussion.
 - Include enough for me to see that you are engaging with the content.
 - You will receive feedback on your responses to help you find the right balance.

Classroom Discussion and Participation (15% of grade): We should engage in class discussion and provide insights, grounded in the readings, and based on our relevant experiences. Contributions will be most meaningful when they are informed by the course readings. This includes using appropriate terminology, citing researchers, and applying concepts. Well-prepared students who offer insights grounded in the readings, contribute to class discussion by describing salient experiences, offer oral references to relevant materials, and are respectful of others will be successful contributors.

The readings and discussions in this class often lead to personal exploration and reflection. The class often leads us to share personal experiences, feelings, and thoughts about our own and others' teaching/life experiences. It is important to respect the contributions made by class members. Our comments are "for our ears only" in the sense that we understand that disclosures can lead to vulnerability and should be viewed and handled as "private" information. We should try to respect and understand one another and demonstrate appropriate empathy.

To be successful in this aspect of the course, students should make verbal contributions (as outlined above) and respond to other classmate's contributions. Your verbal contributions will be assessed and evaluated. You will receive individualized feedback throughout the semester on your discussion and participation.

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Essay Exam (15% of grade): Students will write a 7-10 page essay analyzing the film *Paris is Burning* that brings together most of the course content and concepts. Detailed instructions will be provided in class.

Culture Jamming Project (20% of grade): Culture jamming is a form of public activism or “guerrilla communication” that resists cultural hegemony. Your assignment is to take what we’ve learned about gender and make some aspect of it, which is often taken for granted, more visible. By creatively intervening in dominant ideologies associated with gender we can highlight the importance of cultural criticism and activism. Students will engage in culture jamming, document it, reflect on the experience in a short paper, present their project to the class, and participate in a public showcase of your culture jamming work. Detailed instructions will be provided in class.

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CMN 3903: GENDER AND THE BODY: COURSE CALENDAR

Subject to revision as necessary

Date:	Content:	Assignments/To Do:
Unit 1: Foundational Concepts		
T 01/10	<i>Introduction to Course</i>	
R 01/12	<i>Gender: Overview</i>	Read: Allen – Difference Matters (Chapter 3 - Gender Matters)
T 01/17	<i>Power: Overview</i>	Read: Allen – Difference Matters (Chapter 2 - Power Matters)
R 01/19	<i>Theory: Overview</i>	Read: Wood – Gendered Lives (Chapter 2 - Theoretical Approaches)
T 01/24	<i>Feminism</i>	Read: Gross – What is Feminist Theory?
R 01/26	<i>Black Feminist Thought</i>	Read: hooks – Feminism is for Everybody Read: Hill Collins – Black Feminist Thought
T 01/31	<i>Media Analysis</i>	In Class: Watch and Discuss <i>Far From Heaven</i>
R 02/02	<i>Media Analysis</i>	In Class: Watch and Discuss <i>Far From Heaven</i>
T 02/07	<i>Intersectionality</i>	Read: Gibson – Finding Out (Chapter 8 – Intersectionalities) Read: Tatum – The Complexity of Identity Read: Yep – My Three Cultures
R 02/09	<i>Bodies</i>	Read: Ryle – Questioning Gender (Chapter 7: How Does Gender Matter for How We Think About Our Bodies?) Part 1
T 02/14	<i>Privilege</i>	Read: Goodman – Promoting Diversity and Social Justice (Chapter 2 – About Privileged Groups)
Unit 2: Race, Ethnicity, and Nationality		
R 02/16	<i>Race: Overview</i>	Read: Wilchins – Queer Theory, Gender Theory (Chapter 10 – Race Critical Thought)
T 02/21	<i>Race and the Body</i>	Read: Betsch Cole and Guy-Sheftall – Gender Talk (Chapter 5 – Race Secrets and the Body Politic)
R 02/23	NO CLASS	
T 02/28	<i>Latin@ Identity</i>	Read: Calafell – Latina/o Communication Studies (Chapter 5 – To Ricky With Love)
Unit 3: Sexuality		
R 03/02	<i>Sexuality: Overview</i>	Read: Ryle – Questioning Gender (Chapter 5 – How Does Gender Matter for Whom We Want and Desire?) Part 1
T 03/07	<i>Sexuality: Overview</i>	Read: Ryle – Questioning Gender (Chapter 5 – How Does Gender Matter for Whom We Want and Desire?) Part 1
R 03/09	<i>Queer Men</i>	Read: Jones – Queering the Body Politic: Intersectional Reflexivity in the Body Narratives of Queer Men
T 03/14	SPRING BREAK – NO CLASSES	
R 03/16	SPRING BREAK – NO CLASSES	
Unit 4: Masculinities		
T 03/21	<i>Masculinities: Overview</i>	Read: Beynon – Masculinities and Culture (Chapter 1 – What is Masculinity?)
R 03/23	<i>Race and Masculinities</i>	Read: hooks – We Real Cool (Preface – About Black Men) Read: hooks – We Real Cool (Chapter 1 – Plantation Patriarchy)
Unit 5: Trans* Identities and Politics		
T 03/28	<i>Transgender: Overview</i>	Read: Serano - Whipping Girl (Chapter 1 – Coming to Terms with Transgenderism and Transexuality) Read: Wilchins – Queer Theory, Gender Theory (Chapter 3 – Transgender Rights)

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R 03/30	<i>Putting it All Together</i>	Read: hooks – Black Looks (Chapter 9 – Is Paris Burning?) Watch in Class: Paris is Burning
T 04/04	<i>Putting it All Together</i>	Watch in Class: Paris is Burning
R 04/06	<i>Culture Jamming</i>	
Unit 6: Politics, Policy, and Activism		
T 04/11		Read: TBD Due: Exam/Essay
R 04/13	<i>Gender and Activism</i>	Read: Sloop – Disciplining Gender (Conclusions) Read” TBD Due: Culture Jam Proposal
T 04/18	<i>Rhetorics of Reproduction</i>	Read: Phipps – The Politics of the Body (Chapter 5 – The New Reproductive Regimes of Truth)
R 04/20	<i>Violence and Gender</i>	Read: Wood – Gendered Lives (Chapter 12 – Gendered Power and Violence)
T 04/25	<i>Addressing Privilege</i>	Read: Johnson – Privilege, Power, and Difference (Chapter 9 – What Can We Do?)
R 04/27	<i>Course Wrap Up</i>	
Final	<i>Culture Jamming Presentations</i>	Due: Culture Jamming Essay and Documentation

Course References (in chronological order)

Allen, B. J. (2011). *Difference matters: Communicating social identity* (2nd ed.). Long Grove, IL: Waveland Press. [Chapter 3 – Gender Matters]

Wood, J. T. (2015). *Gendered lives: Communication, gender, and culture* (11th ed.). Stamford, CT: Cengage. [Chapter 2 – Theoretical Approaches]

Allen, B. J. (2011). *Difference matters: Communicating social identity* (2nd ed.). Long Grove, IL: Waveland Press. [Chapter 2 – Power Matters]

Gross, E. (1992). What is feminist theory? In H. Crowley & S. Himmelweit (Eds.), *Knowing women: Feminism and knowledge* (pp. 355-369). Cambridge, UK: Polity Press.

hooks, b. (2000). *Feminism is for everybody: Passionate politics*. Cambridge, MA: South End Press. [Chapter 1 – Where We Stand; Chapter 2 – Consciousness Raising; Chapter 10 – Race and Gender]

Hill Collins, P. (1990). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. London, UK: Harper Collins. [Selections]

Gibson, M. A., Alexander, J., & Meem, D. T. (2014). *Finding out: An introduction to LGBT studies* (2nd ed.). Los Angeles, CA: Sage. [Chapter 8 – Intersectionalities]

Tatum, B. D. (2000). The complexity of identity: “Who am I?” In M. Adams, W. J. Blumenfield,

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- R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism*. (pp.9-14). New York, NY: Routledge.
- Yep, G. A. (2002). My three cultures. In J. N. Martin, L.A. Flores, & T. K. Nakayama (Eds.), *Intercultural communication: Experiences and contexts* (pp. 60-66). Boston, MA: McGraw-Hill.
- Ryle, R. (2015). *Questioning gender: A sociological exploration* (2nd ed.). Los Angeles, CA: Sage. [Chapter 7 – How Does Gender Matter for How We Think About Our Bodies?]
- Goodman, D. (2011). *Promoting diversity and social justice: Educating people from privileged groups* (2nd ed.). Los Angeles, CA: Sage. [Chapter 1 – About Privileged Groups]
- Jones, R. G., Jr. (2010). Putting privilege into practice through “intersectional reflexivity”: Ruminations, interventions, and possibilities. *Reflections: Narratives of Professional Helping*, 16(1), 122-125.
- Wilchins, R. (2004). *Queer theory, gender theory: An instant primer*. Los Angeles, CA: Alyson Books. [Chapter 10 – Race Critical Thought]
- hooks, b. (1992). *Black looks: Race and representation*. Boston, MA: South End Press. [Chapter 2 – Eating the Other]
- Betsch Cole, J., & Guy-Sheftall, B. (2003). *Gender talk: The struggle for women’s equality in African American communities*. New York, NY: Ballantine Books. [Chapter 5 – Race Secrets and the Body Politic]
- Calafell, B. M. (2003). *Latina/o communication studies: Theorizing performance*. New York, NY: Peter Lang. [Chapter 5 – To Ricky with Love]
- Ryle, R. (2015). *Questioning gender: A sociological exploration* (2nd ed.). Los Angeles, CA: Sage. [Chapter 5 – How Does Gender Matter for Whom We Want and Desire?]
- Jones, R. G., Jr. (2015). Queering the body politic: Intersectional reflexivity in the body narratives of queer men. *Qualitative Inquiry*, 21(9), 766-775.
- Beynon, J. (2002b). *Masculinities and culture*. Philadelphia, PA: Open University Press. [Chapter 1 – What is Masculinity?]
- hooks, b. (2004b). *We real cool: Black men and masculinity*. New York, NY: Routledge. [Preface – About Black Men; Chapter 1 – Plantation Patriarchy]

Serano, J. (2007). *Whipping girl: A transsexual woman on sexism and the scapegoating of*
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- femininity*. Berkeley, CA: Seal Press. [Chapter 1 – Coming to Terms with Transgenderism and Transexuality]
- Wilchins, R. (2004). *Queer theory, gender theory: An instant primer*. Los Angeles, CA: Alyson Books. [Chapter 3 – Transgender Rights]
- Sloop, J. M. (2004). *Disciplining gender: Rhetorics of sex identity in contemporary U.S. culture*. Amherst, MA: University of Massachusetts Press. [Chapter 2 – Disciplining the Transgendered]
- hooks, b. (1992). *Black looks: Race and representation*. Boston, MA: South End Press. [Chapter 9 – Is Paris Burning?]
- Sloop, J. M. (2004). *Disciplining gender: Rhetorics of sex identity in contemporary U.S. culture*. Amherst, MA: University of Massachusetts Press. [Conclusions]
- Phipps, A. (2014). *The politics of the body: Gender in a neoliberal and neoconservative age*. Cambridge, UK: Polity Press. [Chapter 5 – The New Reproductive Regimes of Truth]
- Wood, J. T. (2015). *Gendered lives: Communication, gender, and culture* (11th ed.). Stamford, CT: Cengage. [Chapter 12 – Gendered Power and Violence]
- Johnson, A. G. (2006). *Power, privilege, and difference*. Boston, MA: McGraw Hill. [Chapter 9 – What Can We Do?]

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