

MDIA / WS 4670:
GENDER, MEDIA & CULTURE



SPRING 2015, MONDAYS AND WEDNESDAYS, 1.00 – 2.15 (WEST HALL 203)

INSTRUCTOR: **YANNICK KLUCH**
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OFFICE: 219B WEST HALL
HOURS: MONDAY, 11.00 AM – 12.45 PM

COURSE DESCRIPTION:

What does it mean to be a woman in the contemporary United States? What does it mean to be a man? And what role does the media play in the formation of an individual's gender identity? Every day we are exposed to thousands of images, sounds and experiences of men and women that we understand as natural – as just the way the world is. But this aspect of everyday life we take for granted is anything but natural. This class is designed to introduce students to a variety of critical approaches used in the study of gender within the context of media and culture. We will use multiple forms of media (film, television, sports media, etc.) to identify the biases and hidden assumptions about gender in contemporary American culture. Central to this class is the question of how the U.S. media defines gender identity in the 21st century and what the consequences are on individuals and on society as a whole. To answer this question we will focus on the production (e.g. status of women within media industries and gender biases affecting processes of media production), representation (e.g. social and cultural constructions of femininity and masculinity in various media contents), and consequences (e.g. individual's self-image) of gender inequality as reinforced and perpetuated by the media. Finally, we will be looking at what role other significant social identity markers (race, sexuality, and class) play in the construction of gender identities. Throughout the course of the semester, we will examine a wide range of subjects (such as film, television, music, advertising, and sports) using a wide range of critical approaches (such as semiotics, hegemony, and feminist studies), so we can better understand how mediated ideals of masculinity and femininity in American culture shape our lives today.

COURSE OBJECTIVES:

- Train students to explore the connection between media and the social/cultural construction of gender
 - Train students to identify the hidden assumptions about gender and gender role operating in the production and/or consumption of various media content
 - Help students understand the role of media in the creation of gender inequality
 - Train students to examine the way the media reflects and influences cultural and societal values related to gender
 - Improve students' communication skills by reading about, writing about, and discussing gender in the media
 - Stimulate student interest in feminist media studies as an academic discipline
 - Encourage students to be active promoters of gender equality
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STUDENT LEARNING OUTCOMES:

After taking this course, students will have achieved the following knowledge and skills:

- To have comprehensive understanding of the connection between media and social as well as cultural gender values
 - To be able to identify and unravel constructions of the multiple masculinities and femininities in American media
 - To use this knowledge to analyze media content in their everyday environment
 - To express their opinions and views effectively and coherently both in verbal and in written form by using theoretical concepts
 - To use this knowledge to be advocates for gender equality
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REQUIRED TEXTS:

- Various articles available through the class' Canvas site.
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GRADING SCALE:

- A = 900-1000 pts;
B = 800-899 pts;
C = 700-799 pts;
D = 600-699 pts;
F = 0-599 pts
- Total points for the course = 1000

COURSE REQUIREMENTS:

Please note:

All assignments written outside of class must be submitted via Canvas, and will be run through the TurnItIn plagiarism detection service.

200 pts**Participation and attendance**

Your participation and attendance is essential to your success in this class. I highly value your insights into the topics discussed in class, and I expect you to participate in class discussions and activities. Because your participation and attendance are crucial for your success in this class, both will be graded for the duration of the semester. The points are distributed as follows:

50 pts**Attendance**

You are encouraged to attend every class session of the semester. However, because we sometimes need to miss class due to circumstances that are outside our own control, you are allowed to miss up to one full week of class meetings without jeopardizing your grade (equivalent to two class sessions). Each absence after your two “freebies” will result in a reduction of your overall attendance grade by 5 points per class session missed without a legitimate excuse.

150 pts**Participation**

Please be aware that attendance does not equal participation; both will be graded separately. Instead, you will be graded for your active participation during class each day. I believe that you have great things to say, and I highly value your thoughts during class discussion. In order to receive high credit for participation, you therefore need to participate at least once every class session, although you are certainly welcome to participate more.

100 pts**Thought Pieces (10)**

There will be between 40-80 pages of reading each week. Throughout the semester, you are required to submit thought pieces on the weekly assigned readings/screenings. Consider these *thought pieces* as reflection papers that show your understanding of and engagement with the reading and screening material of each week. Each thought piece should include the following three elements:

- ⇒ Short summary of the author’s main points:
What point does the author make?
- ⇒ Your evaluation of these points:
Do you agree or disagree with the author? Why or why not?
- ⇒ Reflection on the author’s main points:
Can you relate to the points made by the author? How and why?

Be analytical rather than descriptive. Each thought piece should be two full pages long (12 pt font, 1 inch margins, Times New Roman), and should follow APA format. Thought pieces are due every Monday at 09.00 AM. Each thought piece should focus on at least two of the articles assigned for the week ahead. Every thought piece is worth 10 points, and you will be graded based on the coherence, logical reasoning, and grammatical correctness of your piece. There are 13 thought pieces assigned throughout the semester. However, only ten of these count towards your grade, so you are allowed to skip three thought pieces throughout the semester.

50 pts

Gender Identity Self-Assessment: What Does Gender Mean to You?*DUE: Wednesday, January 14th*

At the beginning of our second class session of the semester, you are required to submit a short paper that reflects your own understandings of gender (masculinity and/or femininity) to this point. In this paper, you need to answer the following questions:

- ⇒ Do you identify as male or female? Why?
- ⇒ How do you show others that you are male or female? How can they tell?
- ⇒ How does the ideal man / ideal woman look like for you? Why?
- ⇒ What behavior would you describe as typical for women / typical for men?

This paper has to be 2 full pages long (12 pt. font, standard margins). The focus of this paper should be yourself as well as your identification as male or female. Make your paper personal rather than scientific.

100 pts

Advertising Essay: Representations of Men/Women in Super Bowl Commercials

For this assignment, you are required to pick one of the commercials of the Super Bowl XLIX (airing on February 1, 2015) for analysis. The goal of this assignment is to make you more familiar with the constructions and (re)presentations of women and men in contemporary advertising. This essay assignment consists of two parts:

50 pts. **Descriptive Advertising Essay** (2 pages min., 12 pt font, standard margins, APA), *DUE: Wednesday, February 4th*

For the rough draft of this essay, I want you to take a close look and describe how the women and/or men are portrayed in the commercial of your choice. Describe the appearance, behavior, and characterization of the men and women in the commercial.

50 pts. **Analytical Advertising Essay: Construction of Gender in Super Bowl Commercials** (4 pages min., 12 pt font, standard margins, APA format), *DUE: Wednesday, February 18th*

Whereas the first part of the assignment asked you to mostly describe the commercial of your choice, you are now required to analyze the (re)presentation of gender in this commercial. Use the theoretical background discussed in class for this assignment. Part I should be the basis of your analytical essay, and you are welcomed to re-use your description in your analytical essay. You are required to use at least three sources in this essay, including (but not limited to) readings from class.

200 pts

Final Essay: Representations of Gender in Media

For this assignment, pick a media form that you are familiar with (film, television, sports broadcast, etc.), and analyze your favorite text within that medium (e.g. your favorite movie, television show, book, athlete, etc.). You are encouraged to follow the same procedure as for the Super Bowl assignment (description – analysis). This assignment will show me that you understand the main concepts we discussed in class and that you have acquired critical and analytical thinking skills regarding the constructions of gender in American media. You can use quantitative (e.g. content analysis) or qualitative methods (e.g. textual analysis) for this assignment. Your essay should answer the following questions:

- ⇒ How does this media text shape the way we understand gender?

- ⇒ How does it construct what it means to be a man or woman in contemporary American culture?
- ⇒ How does the text for analysis reinforce or challenge traditional gender roles?

Example essay topics:

Gender Values in *Orange is the New Black*; The Construction of Masculinity in *Captain America*; Beauty Ideals and Gender in *One Tree Hill*; Femininity in Disney's *Frozen*, etc.

You must have an original thesis and you must use at least five scholarly sources – no internet sources are allowed! If you need help finding research material, please see me and I will try to suggest some starting places. This assignment has multiple parts that are listed as follows:

50 pts. **Essay Proposal** (1-2 pages, 12 pt font, standard margins, APA),
DUE: March 18th

The point of this essay proposal is twofold:

- 1) To encourage you to start thinking about and researching your chosen topic early.
- 2) It allows me to give you feedback at an early stage – to suggest sources, different perspectives and/or to warn of potential problem areas.

The essay proposal must include a clear statement of your topic and the theoretical approach you will use and a rough outline of your thesis (what you will be arguing/proving) and line of argumentation.

50 pts **Annotated Bibliography** (12 pt font, standard margins, APA format),
DUE: Monday, March 18th

You are required to submit an annotated bibliography along with your essay proposal. An annotated bibliography is a list of sources you might use in your paper. Each source has to be listed as a APA reference list entry and has to be briefly summarized. You must have a minimum of five sources in your annotated bibliography. You must have at least one book (or a chapter or an essay from a book) included, and you must include at least one article from an academic journal. NO internet sources are allowed. Please staple your annotated bibliography to your essay proposal.

Each of your five entries should include:

- A correctly formatted APA reference list entry for the source.
- At least one paragraph summarizing the specific main ideas of the source (thesis/main arguments).
- At least one paragraph explaining how you plan to use the source in your essay.

100 pts **Final Essay** (4 pages minimum, 12 pt font, standard margins, APA format), *DUE: April 6th*

Your final essay will be based on your essay proposal and annotated bibliography. Pay close attention to the feedback provided by me. A hard copy of this essay is due in class, not by email. A digital copy of your paper must also be uploaded to Turnitin.com. Failure to upload your essay to turnitin.com will result in a failing grade for this assignment (0 points).

50 pts

Instructor Meeting

In week 11 and 12, you will be required to schedule a 15 minute meeting with me. This brief meeting is designed to provide you with individual feedback about your essay proposal and your general progress in this course. You are also encouraged to discuss your final projects for this class in this meeting.

300 pts

Final Project

Because the media does not exist in a vacuum in our society, this assignment requires you to go beyond the media when examining the construction of gender roles in our culture. We have practiced our ability to detect biases against and hidden assumptions about gender in the media throughout the semester, and this final project will give you the chance to identify and develop projects that can contribute to our society by having a positive impact. Your projects can focus on media, but they do not have to. The final projects consists of two major parts. The first part has to be done by each student individually and serves as the foundation for the second part. Part II, the activist project, will require you to work in groups (4 students/group).

100 pts Part I: Individual Personal Growth Reflection, DUE: April 22nd

This part of the assignment requires that you examine your progress and conduct as a student over the course of the semester. In order to prepare for this assignment, please look over the Learning Outcomes, as they – in conjunction with your final project and other assignments – will provide a framework for your reflection. The central question you need to answer in your personal growth reflection will be: *How has your perception of gender (its construction, representation, inequality, etc.) changed since the first day of classes?* In order to respond to this assignment, take a close look at your first assignment for this class, the gender identity self-assessment assignment. In your paper, share how your views on gender have changed (or not?) since then. Write a 3 page narrative paper (all regular formatting applies) in which you consider your growth over the semester. Ideally, your personal growth reflection paper should include some information on how your activist proposal reflects your current views on gender. In your paper, you are required to choose at least 2 other assignments to reflect on; these could be assignments you've done the best on, ones that challenged you, or even ones you struggled with. State clearly what role the completion of these assignments played in your personal growth.

**150 pts Part II: Group Activist Project: How can we make our culture more inclusive for all individuals and create gender equality?
DUE: April 27th**

One of the goals, if not the most important goal, of this class is to make you more aware of the biases in the construction of gender and the general gender inequality in our society. For this part of your final project, you are therefore required to develop a concrete project of how to make our culture more inclusive for individuals who fall outside the hegemonic norms. You will work in groups of four for this part of the final project. The central question each group's project should attempt to answer is: How can we create awareness for these issues related to gender in our society? You are encouraged to do projects that consider the media in this process, but you are not required to.

Feel free to be creative here. There are a lot of great ways that awareness can be created. Past projects have ...

- ... developed workshops for under classmen in high school or college to sensitize them for gender inequality,
- ... prepared presentations for or facilitated activist events,
- ... developed videos/documentaries on the issue,
- ... proposed research papers on topics related to gender inequality,
- ... created art (paintings, collages, songs) and exhibitions that criticize gender norms,

- ... developed social media campaigns to spread awareness of gender inequality,
- ... done workshops with student athletes to prevent homophobia,
- ... attended and reflected on events that relate to feminism (protests, activist conferences, etc.).

Each group needs to get their project approved by me before you start working on it. Students who do not get their project approved will not be allowed to present and will not receive any credit for the final project (all parts).

50 pts Group Presentation

In the last week of classes and during final exam week, each group will be presenting its activist proposal (with each group member's personal growth reflection incorporated at the beginning of the presentation) to the rest of the class. Presentations will be 30 minutes each, followed by an 8-10 minute Q&A session. You are required to have a visual aid in your presentation; this can be a poster, booklet, video, PowerPoint presentation etc.

CLASS SCHEDULE

WEEK 1	WHY TAKE A CLASS ON GENDER, MEDIA, AND CULTURE?	
1/12	INTRODUCTIONS	
1/14	WHY STUDY GENDER IN THE MEDIA? READING: "MEDIA'S INFLUENCE ON GENDER STEREOTYPES" (H. GOODALL) "THE POWER AND IMPACT OF GENDER-SPECIFIC MEDIA LITERACY" (R.R. BULLEN)	GENDER IDENTITY SELF-ASSESSMENT DUE
WEEK 2	APPROACHES TO FEMINIST MEDIA STUDIES	
1/19	MLK DAY – BGSU CLOSED	
1/21	SOCIAL-SCIENTIFIC APPROACHES TO THE STUDY OF GENDER READING: "THE SYMBOLIC ANNIHILATION OF WOMEN BY MASS MEDIA" (G. TUCHMAN) "CONTENT ANALYSIS OF GENDER ROLES IN MEDIA: WHERE ARE WE NOW AND WHERE SHOULD WE GO?" (R. COLLINS)	(THOUGHT PIECE DUE)
WEEK 3	APPROACHES TO FEMINIST MEDIA STUDIES THEORETICAL FOUNDATIONS : THE STUDY OF MEDIA AND CULTURE	
1/26	CRITICAL/CULTURAL APPROACHES TO THE STUDY OF GENDER READING: "MEDIA STUDIES" (M. O'SHAUGHNESSY & J. STADLER)	(THOUGHT PIECE DUE)
1/28	SEMIOTICS AND THE POWER OF SIGNS READING: "THERE IS NO UNMARKED WOMAN" (D. TANNEN)	
WEEK 4	THEORETICAL FOUNDATIONS : THE STUDY OF MEDIA AND CULTURE	
2/2	HEGEMONY: INTRODUCTION READING: "HEGEMONY" (J. LULL) "IDEOLOGY AND CONSCIOUSNESS" (J. LULL)	(THOUGHT PIECE DUE)
2/4	WORKSHOP: IDENTIFYING HEGEMONIC BELIEFS ABOUT GENDER IN MEDIA	DESCRIPTIVE ADVERTISING ESSAY DUE
WEEK 5	PERFORMING GENDER	
2/9	TRADITIONAL GENDER ROLES READING: "GENDER ROLE BEHAVIORS AND ATTITUDES" (A. DEVOR) "THE GENDER BLUR: WHERE DOES BIOLOGY END AND SOCIETY TAKE OVER?" (D. BLUM)	(THOUGHT PIECE DUE)
2/11	WORKSHOP: GENDER IN THE MEDIA READING: BRING MAGAZINE OF YOUR CHOICE	
WEEK 6	MASCULINITY IN THE MEDIA	
2/16	HEGEMONIC MASCULINITY READING: "AN ANALYSIS OF HYPER-MASCULINITY IN MAGAZINE ADVERTISEMENTS" (M. VOKEY ET AL.) READ 1: "BEER COMMERCIALS: A MANUAL ON MASCULINITY" (L. STRATE) "POWER AT PLAY: SPORT AND GENDER RELATIONS" (M. MESSNER)	(THOUGHT PIECE DUE)
2/18	THE CONSTRUCTION OF MANHOOD READING: "BOYS TO MEN: SPORTS MEDIA. MESSAGES ABOUT MASCULINITY" (M.MESSNER ET AL.) "THE BRO CODE" (VIDEO – 60 MINS.)	ANALYTICAL ADVERTISING ESSAY DUE
WEEK 7	CONSTRUCTIONS OF FEMININITY IN RELATION TO MASCULINITY	
2/23	NEGOTIATING MASCULINITIES READING: "MONSTER MASCULINITY" (P. TRAGOS)	(THOUGHT PIECE DUE)

	"THE METROSEXUAL IS DEAD. LONG LIVE THE 'SPORNOSEXUAL'" (M. SIMPSON)
2/25	HEGEMONIC VERSIONS OF FEMININITY READING: "VISUAL PLEASURE AND NARRATIVE CINEMA" (L. MULVEY) "THE PORTRAYAL OF WOMEN IN PATRIARCHY: IDEALS, STEREOTYPES, AND ROLES" (S. RUTH)
WEEK 8	FEMININITY IN THE MEDIA
3/2	THE CONSTRUCTION OF FEMININITY <i>(THOUGHT PIECE DUE)</i> READING: "AMERICA THE BEAUTIFUL" (VIDEO – 1:45 MINS.) "THERE'S A BEAUTIFUL GIRL UNDER ALL OF THIS: PERFORMING HEGEMONIC FEMININITY IN REALITY TELEVISION" (A. MARWICK)
3/4	NEGOTIATING FEMININITIES READING: "SEX AND THE CITY AND CONSUMER CULTURE" (J. ARTHURS) "PLAYING UNFAIR: THE MEDIA IMAGE OF THE FEMALE ATHLETE" (VIDEO – 30 MINS.)
WEEK 9	
3/9	SPRING BREAK – BGSU CLOSED 3/9—3/13
3/11	
WEEK 10	BODY IMAGE
3/16	WOMEN'S BODY IMAGE <i>(THOUGHT PIECE DUE)</i> READING: "CUTTING GIRLS DOWN TO SIZE" (J. KILBOURNE) "BODY POLITICS" (VIDEO – 45 MINS.)
3/18	MEN'S BODY IMAGE <i>ESSAY PROPOSALS & ANNOTATED BIBLIOGRAPHIES DUE</i> READING: "THE RISE OF THE ADONIS COMPLEX" (H.G. PHILLIPS ET AL.) "BURN FAT, BUILD MUSCLE: A CONTENT ANALYSIS OF MEN'S HEALTH AND MEN'S FITNESS" (M.P. LABRE)
WEEK 11	GENDERED MEDIA
3/23	"MASCULINE" MEDIA FORMS AND FORMATS <i>(THOUGHT PIECE DUE)</i> READING: "WHITE MAN'S VIRTUAL WORLD: CONTENT ANALYSIS OF GENDER AND RACE IN MULTIPLAYER ONLINE GAMES" (W.T. FRANLIN ET AL.) "BOYS TO MEN: ENTERTAINMENT MEDIA. MESSAGES ABOUT MASCULINITY" (K. HEINTZ-KNOWLES)
3/25	"FEMININE" MEDIA FORMS AND FORMATS READING – READ 2: "PIXEL PINUPS: IMAGES OF WOMEN IN VIDEO GAMES" (HUNTEMAN) "BEYOND THE BACKLASH: SEX AND THE CITY AND THREE FEMINIST STRUGGLES" (B.A. STILLON SOUTHARD) "UNPROFESSIONAL, INEFFECTIVE, AND WEAK: A TEXTUAL ANALYSIS OF THE PORTRAYAL OF FEMALE JOURNALISTS ON SPORTS NIGHT" (C. PAINTER & P. FERRUCCI)
WEEK 12	BIASES IN MEDIA PROFESSIONS
3/30	GENDER ISSUES IN MEDIA PROFESSIONS <i>(THOUGHT PIECE DUE)</i> READING: "WOMEN IN MASS COMMUNICATION (CHAPTERS 4-8, READ 2)" (P.J. CREEDON & J. CRAMER) "THIS ADVERTISING BOSS THINKS WOMEN MAKE 'CRAP' EXECUTIVES. IT SEEMS HE IS NOT ALONE" (C. CADWALLADR)
4/1	GENDER BIASES IN NEWS READING: "READ ALL ABOUT IT! WOMEN ARE A MESS!" (C. RIVERS) "THE FACE OF THE FRONT PAGE: A CONTENT ANALYSIS OF U.S. NEWSPAPERS" (C. LONT & M. BRIDGE)
WEEK 13	INTERSECTIONALITY: GENDER AND OTHER SOCIAL IDENTITIES & MINORITIES – PART I
4/6	GENDER, RACE, AND POLITICS IN NEWS <i>(THOUGHT PIECE DUE)</i>

	<p>READING: “IS SHE ‘MAN ENOUGH’? WOMEN CANDIDATES, EXECUTIVE POLITICAL OFFICES, AND NEWS COVERAGE” (L. MEEKS) “MEDIA CHARGED WITH SEXISM IN CLINTON COVERAGE” (K. ROSS)</p>	
4/8	<p>GENDER AND RACE <i>FINAL ESSAYS DUE</i> READING: “SELLING HOT PUSSY” (B. HOOKS) – READ 1: “BLACK MASCULINE SCRIPTS” (R.L. JACKSON) “ADVERTISING AND PEOPLE OF COLOR” (C.C. WILSON II & F. GUTIERREZ)</p>	
WEEK 14	INTERSECTIONALITY: GENDER AND OTHER SOCIAL IDENTITIES & MINORITIES – PART II	
4/13	<p>GENDER AND SEXUALITY <i>(THOUGHT PIECE DUE)</i> READING: “AMERICAN DREAMS” (K. JENNINGS) – READ 1: “HOMOSEXUALITY ON TELEVISION: THE HETEROSEXUALIZATION OF <i>WILL AND GRACE</i>” (M. CONNOLLY) “(RE)PRESENTATIONS OF (HETERO)SEXUALIZED GENDER IN <i>TWO AND A HALF MEN</i>: A CONTENT ANALYSIS” (K. BRADLEY) “NEWS AND SEXUALITY: MEDIA PORTRAITS OF DIVERSITY” (R. GIBSON)</p>	
4/15	<p>GENDER AND CLASS READING: “THE MULTIPLY TRANSGRESSIVE BODY OF ANNA NICOLE SMITH” (K.C. PITCHER) “RALPH, FRED, ARCHIE, AND HOMER: WHY TELEVISION KEEPS RE-CREATING THE WHITE MALE WORKING-CLASS BUFFOON” (R. BUTSCH)</p>	
WEEK 15	GENDER & GLOBAL MEDIA	
4/20	<p>GENDER, MEDIA, AND GLOBAL CULTURE <i>(THOUGHT PIECE DUE)</i> READING: “J. WALTER THOMPSON’S INTERNATIONAL ADVERTISEMENTS: THE UNIVERSAL APPEAL OF BEAUTY” (D.H. SUTTON) “THE CONSTRUCTION OF MASCULINITY: A CROSS-CULTURAL ANALYSIS OF MEN’S LIFESTYLE MAGAZINE ADVERTISEMENTS” (Y. TAN ET AL.) – READ 1: “GENDER STEREOTYPES IN THE OLYMPIC GAMES MEDIA? A CROSS-CULTURAL PANEL STUDY OF ONLINE VISUALS FROM BRAZIL, GERMANY, AND THE UNITED STATES” (A. PETCA ET AL.) “MEDIA IMAGE: SPORT, GENDER AND NATIONAL IDENTITIES IN FIVE EUROPEAN COUNTRIES” (G. VON DER LIPPE)</p>	
4/22	<p>WORKSHOP: THE STUDY OF GENDER, CULTURE, AND MEDIA <i>PERSONAL GROWTH REFLECTION DUE</i> – CONCLUSIONS</p>	
WEEK 16		
4/27	PRESENTATIONS OF FINAL PROJECTS	<i>ACTIVIST PROJECT DUE</i>
4/29	PRESENTATIONS OF FINAL PROJECTS	
FINALS		
5/XX	PRESENTATIONS OF FINAL PROJECTS, AT ASSIGNED TIME IN OUR REGULAR CLASSROOM (CHECK FINAL EXAM SCHEDULE)	

*This syllabus is our starting point. I reserve the right to modify the course and assignments as the semester progresses, if needed. **Check your email at least once every 24 hours** for important information like schedule changes.*

UNIVERSITY POLICIES

Academic Honesty Policy

Students are expected to be familiar with and to follow the codes of conduct described in the BGSU Student Handbook (<http://www.bgsu.edu/offices/sa/studentdiscipline/index.html>). The Code of Academic Conduct (Academic Honesty Policy) requires that students do not cheat, fabricate, plagiarize, or facilitate academic dishonesty. I will pursue violations of the student code of conduct to the fullest extent the university allows. Cheating and plagiarism can result in a score of zero on an assignment, outright failure of the course, or in some cases expulsion from the university. All violations of the Code of Academic Conduct will be reported to the Associate Dean of Student Services in the College of Arts and Sciences. The Dean of your home college (if not the College of Arts and Sciences) will also be notified. For details, please refer to:

- *BGSU Student Handbook* (http://www.bgsu.edu/offices/sa/book/Student_Handbook.pdf)
- *The Academic Charter, B.II.H* (<http://www.bgsu.edu/downloads/file921.pdf>)

Disability Policy

In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access to the course, you should contact me at the beginning of the semester to make this need known. Students with disabilities must verify their eligibility through the Office of Disability Services, 413 South Hall, 419-372-8495.

Religious Holidays Policy

It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is your obligation to provide me with reasonable notice of the dates of religious holidays on which you will be absent. Absence from classes or examinations for religious reasons does not relieve you of responsibility for completing required work missed. Following the necessary notification, you should consult with me to determine what appropriate alternative opportunity will be provided, allowing you to fully complete your academic responsibilities. (As stated in The Academic Charter, B-II.G-4.b at: <http://www.bgsu.edu/downloads/bgsu/file919.pdf>).

University Closure Policy

In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency. Information about University wide closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations and the four Toledo television stations (see Weather Policy for lists). For changes in individual class meetings, please refer to the class Canvas site for postings by me.

First Day Attendance Policy

In accordance with the University's First Day Attendance Policy, I will record the names of students who do not attend the first session of this class and request that they be "dropped" so that seats are made available for other students. An exception will be made if a non-attending student has an excusable circumstance and has contacted me prior to the first class meeting.

Student Athletes Policy

If you are part of an athletic team at BGSU, you are required to hand in a complete schedule of all dates with athletic events within the first week of classes; dates that interfere with the class schedule should be highlighted. If you have to miss a class section based on your schedule as a student athlete, it is your responsibility to contact me at least one week prior to missing class to schedule and complete makeup assignments. Please note that absences of student athletes missed due to athletic events count towards the three allowed absences.

CLASS POLICIES

Attendance Policy

Attendance will be taken every class, and more than one week's worth of unexcused absences (your "free passes") will lower your attendance grade; students with an excessive number of unexcused absences may have their overall grade reduced, up to a failing grade for the course. "Free passes" are to be used for: oversleeping, work conflicts, interviews, etc. The only absences that are excused are those due to:

- Severe weather (see the university's policy at <http://www.bgsu.edu/downloads/execvp/file8135.pdf>);
- Religious holidays (with advance notice; see the policy at <http://www.bgsu.edu/downloads/file919.pdf>);
- Participation in athletic events (with advance notice and documentation);
- Illness (with documentation) or family emergencies (with documentation)

Acceptable Documentation Policy

For absences due to illness, you must provide a doctor's note, dated, and signed by the doctor on official letterhead or prescription pad. Please note that the Student Health Center does not provide such notes and will only confirm that you visited the Health Center, not that you were ill. For university sponsored events, you must have documentation from a coach, faculty advisor, or other staff member responsible for the event you are attending.

Completion of All Assignments Policy

In order to pass this class, you must complete all written assignments as well as the final project. Failure to complete even one of these assignments will result in an automatic grade of F in the class.

Deadline Policy

All assignments or projects submitted later than the due date and time are considered late. Assignments are due at 09.00 AM on the day marked as the deadline for the assignment (for example, your Gender Identity Self-Assessment Paper is due on Wednesday, January 14, at 09.00 AM).

Late Assignment Policy:

For unexcused absences when assignments are due:

- Late assignments will be marked down one letter grade per day late, including Saturdays and Sundays

For excused, brief absences (1-3 classes missed) on days when assignments are due:

- Late assignments must be completed within 1 week of returning to class

For excused, extended absences (4+ classes missed) on days when assignments are due:

- Late assignments must be completed within 2 weeks of returning to class

It is your responsibility to contact me with ample time to schedule and complete makeup examinations by the deadlines listed above.

Writing Policy

For this course, all written assignments must be typed in a 12-point Times New Roman font, double spaced, spellchecked, and grammatically correct. For all assignments requiring the use of sources, proper APA style will be standard. If you need help with writing, please take advantage of the excellent assistance offered by the writing consultants at The Learning Commons (1st floor of the Jerome Library, 419-372-2823, tlc@bgsu.edu).

Reading Policy

Doing the reading for each class is essential for your success in this class. Activities and discussion in class will often be based on the readings assigned for that day. Make sure to do the reading assigned for each day before you come to class.

Grading Policy

Please note that I do not give you a grade – you earn it. You have 15 weeks to make sure that you get the grade you want or need in the course, so take that responsibility seriously. If a problem arises and you need help, seek me out immediately. Don't wait until your grade is too far gone to save.

Grade Appeal Policy

Grade appeals should be highly unusual in this class because I provide ample feedback on assignments and expectations of students are clearly explained in the course manual and in the syllabus. However, in the rare case that an appeal is necessary, you should adhere to the following procedure: You must begin the procedure within seven days of the assignment in question being returned to you. Appeals after that point will not be considered. You will need to provide to me a written statement of why you believe the grade is incorrect. This written appeal should include concrete evidence from the assignment description, readings, syllabus, or other source to support your position. Your written statement should be detailed and specific. I will then take 24-48 hours to consider your appeal. After that point, I will provide a response in writing, approving or denying your appeal. Please keep in mind that grade appeals are for specific assignments, not for your overall, final grade in the course. The BGSU Academic Charter is extremely specific and limited about what constitutes a legitimate final grade change in a course. I cannot consider grade appeals based on the need to achieve a certain grade to keep a scholarship or place on an athletic team, or because you plan to graduate at a certain time. It's your responsibility to do the work to earn the grade you want or need in the course.

Ethical Communication

Under no circumstance will racist, sexist, homophobic, or any other type of oppressive, prejudiced language be tolerated in this class. I am convinced that you have great things to say, but please take the responsibility to think before you speak and consider your words carefully. I reserve the right to ask you to leave, with no credit for attendance or participation, if your language crosses this boundary. We all need to respect one another's opinions, even when we disagree with them. This is not to say that debate is unwelcome. Rather, I expect healthy, reasoned, thoughtful debate that in all ways respects and values the individual person. Be prepared to provide evidence and support for your arguments. There is to be no ridiculing, laughing at, or disparaging anyone in this class.

Punctuality Policy

Arriving late three (3) times will result in one (1) unexcused absence. If there is a special circumstance that prevents you from making it to class on time, please communicate it to me. Leaving early will result in you being considered "absent." As a courtesy to me and your classmates, please do not engage in this disruptive and disrespectful behavior.

Group Work Policy

As a valuable member of this class, your active participation in and contribution to group work (during the semester as well as for the final project) is greatly appreciated by your instructor and, more importantly, by your classmates and group members. Please make sure to support your group by being a dedicated, enthusiastic group member. If you fail to deliver the work you were assigned to do, you will be graded accordingly. In general, groups will be graded as a whole; however, I reserve the right to adjust grades in case of an unequal distribution of effort during group work.

Instructor Contact Policy

You are encouraged to contact me with any questions related to the course. E-mails will be answered within 24 hours of receipt during weekdays or 48 hours during weekends. However, I expect you to be familiar with the syllabus, which is why I will not respond to any e-mails that include questions to which the answer can be found in the course syllabus.

E-mail Etiquette Policy

E-mails are a form of communication and therefore do reflect your ability to communicate effectively. All e-mails should include a subject, salutation followed by my name, text addressing the matter at hand, and your name should be included at the end of all e-mails.

Use of Cell Phones, Laptops, Tablet Computers, etc. Policy

You may not use recording devices or other electronic devices (cell phones, laptop computers, etc.) in class without permission. Please be respectful by silencing or turning off your cell phones in class. If you are seen on your phone, laptop, etc. without my prior permission, you will lose all participation and attendance points for that day. Laptops, tablets, smartphones may be used during group time.

Classroom Food/Drink Policy

Students may eat and drink during class, if they do so quietly. On the day of final project presentations, however, students are not allowed to eat and/or drink during the course of the class period, as it may disturb the speakers.