



**ILLINOIS STATE UNIVERSITY**  
*Illinois' first public university*



## COM 128 – Gender in the Humanities – 3 hrs

Department of Communication

FALL 2019 Course Syllabus

Monday, Wednesday, Friday

128.01~11:00 – 11:50 DeGarmo 39

128.02~12:00-12:00 Degarmo 18

### INSTRUCTOR INFORMATION

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**Instructor:** Jenifer Milligan

**Office:** Fell 405

**E-mail:** [jmill3@ilstu.edu](mailto:jmill3@ilstu.edu)

(please use outlook *not* Reggienet Messages)

### COURSE INFORMATION

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**Phone:** (309) 438-8379

**Office Hours**

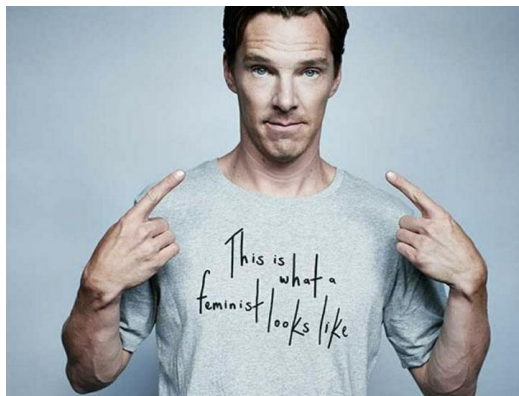
M/W-8:50-10:50 (please note that my first class for the day begins at 11:00am, thus, my last appointment time begins at 10:40.



**Catalog Description:** Examination of gender roles, norms, and stereotypes from a broad range of perspectives within humanities across centuries and cultures. May not be taken under the CT/NC option. Also offered as ENG/LAN 128. Prerequisites: ENG 101; COM 110 or concurrent registration

**Course Description:** In this course we will explore how gender has been defined and performed, historically and culturally by reading and analyzing various texts. My hope is that together we will become more competent citizens and critics concerning gender based matters. Throughout the semester we will peer into mirrors to observe our personal gender ideology, windows to examine other gendered perspectives, and walk through doors to survey how gender affects the world around us.

*When did this become a thing?*



*How can a t-shirt become divisive?*

*What are/should our individual rights be?*



***Our primary course goal: To become more competent citizens and critics concerning gender-based matters in a world where what we believe about gender...matters.***

**General Education/Course Objectives:**

This course fulfills a general education Middle Core: Language in the Humanities [MC-LH], requirement.

Courses in the Language in the Humanities category of General Education address the following program objective seen below to the right. As a General education course, our content specific outcomes in COM 128 (on the left below) will seek to incorporate and build upon your oral, written, and critical thinking skills you have begun to develop in other courses. You should have completed *Foundations of Inquiry, Language and Communication, and Language and Composition* before enrolling in this class. Below you will find the course and general education objectives. These are skills we will be looking to hone throughout the course of our semester together.

*What will I learn?*

Develop a working definition of gender  
 Develop a vocabulary for the study/inquiry of gender  
 Identify historical and cultural influences on gender ideology and how these ideologies relate to global issues (I. c, III. b.)\*

*How will this relate to the "real world"?*

Apply foundational knowledge by assessing gender ideology in mediated, textual, and interpersonal contexts  
 Identify how language shapes gender both individually and societally  
 Assess connection of ethics to gender ( I. b, II. c)\*  
 Identify a problem related to cultural representations of body image and develop written/oral proposal to positively impact this challenge (II. c. d. e, IV. a.b.c.)\*

*How will this knowledge impact me personally?*

Articulate the influences of one's gender identity/Develop a timeline of gender identity development.--*Ideology impacts action*

*What can this knowledge do for others?*

Develop an awareness for underrepresented populations and those experiencing tensions related to gender differing from my experience

*How will this class help me in the future?*

Discover resources for continued learning in Gender in the Humanities  
 Connect with organizations/RSO's to apply content knowledge (IV b.)

\*denotes alignment to General Education program directives for courses in the humanities (see below).

***Courses in the Humanities category of General Education address the following program objectives:***

**I. knowledge of diverse human cultures and the physical and natural world, allowing students to**

- b. explain how the combination of the humanities, fine arts, natural and social sciences, and technology contribute to the quality of life for individuals and communities
- c. experience and reflect on global issues

**II. intellectual and practical skills, allowing students to**

- a. make informed judgments
- c. report information effectively and responsibly
- d. write in a variety of genres, contexts, and disciplines*
- e. deliver purposeful presentations that inform attitudes or behaviors*

**III. personal and social responsibility, allowing students to**

- b. interact competently in a variety of cultural contexts
- c. demonstrate ethical decision making
- d. demonstrate the ability to think reflectively

**IV. integrative and applied learning, allowing students to**

- a. identify and solve problems
- b. transfer learning to novel situations
- c. work effectively in teams*

Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

### What I expect of you

#### Students will...

- ✓ come to all classes prepared (readings completed, laptops/mobile devices charged and ready to use)
- ✓ be willing to share experiences related to gender with others in the class
- ✓ read directions carefully and be a problem solver before asking for assistance
- ✓ be respectful of opinions that differ from one's own
- ✓ keep peer disclosures safe- what is shared by members of class remains in class please
- ✓ integrate knowledge from the text/readings with application to 'real life'

### What you can expect from me

#### The instructor will...

- ✓ come to all classes prepared
- ✓ facilitate an open and engaging environment for dialogue to occur
- ✓ adjust instruction based on formative assessment of student needs
- ✓ respond to student emails within 2 business days (M-F, 8am-5pm)
- ✓ give constructive feedback in a timely fashion (7 days for online assignments, 2-3 weeks for larger papers/projects)
- ✓ Provide office hours/appointments as needed for additional instruction

## HOW WILL WE LEARN?: COURSE DELIVERY



Most of our course learning in class will take place in the form of activities and discussions. In other words, I do not spend much time lecturing and instead appreciate you coming to class having a knowledge level understanding of the material through your personal reading and study. During class we will apply the material you have learned through active learning activities and group work.

Learning lesson preparation materials will be posted via ReggieNet and may contain links to other websites or readings.

### Online Course Tools



[ReggieNet](#) will be our primary course website. I will post all additional readings, assignment descriptions and submission links to this site.

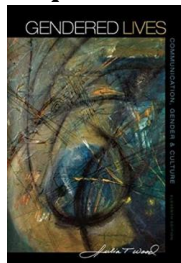


[Office 365](#): email is the preferred method of getting ahold of me after class hours. Please *do not* utilize the messages tool in ReggieNet.



[Google Docs/Forms/Slides](#) – You will need to set up a free Google account if you do not already have one. We will use Google docs and forms in this course.

### Required Course Texts:



**Wood, J (2015).  
Gendered Lives  
(11thed.). Boston:  
Cengage Learning.**

ISBN: 9781285075938  
\*Can be purchased through campus bookstores or a retailer of your choosing.

Additional required readings and websites to be posted/linked on ReggieNet.

## HOW WILL I KNOW WHAT YOU KNOW?

### COURSE EVALUATION METHODS & GRADING POLICY

The following are brief descriptions of the major assignments for this course. Detailed descriptions of assignments along with grading rubrics can be found on ReggieNet or will be provided in class.

#### Grades:

Your grades for this course are private and will be posted on ReggieNet.

Your final grade will be assigned based on the following table:

A=	90-100%
B=	80- 89%
C=	70- 79%
D=	60- 69%
F=	<60%

**GRADING NOTE:** The course instructor only rounds up final grades for students who submit every assignment and who have missed 3 or fewer classes. Additionally, the instructor reserves the right to adjust the number and point value of assignments. Any changes in valuation will be communicated prior to submission.

### WHAT ABOUT EXTRA CREDIT?

I will offer up to two opportunities for extra credit. You are invited to attend a campus speaking engagement, RSO meeting, or screening of gender oriented matter and submit a 1-2 page reflection via ReggieNet worth up to 10 points per submission. You may also be asked to share a casual reflection on your experiences in class. You may submit up to 3 reflections (30 pts. total). No more than 1 extra credit assignment will be accepted in a week. I will until week 14 of the semester (2 weeks before finals).

### ASSIGNMENT DESCRIPTIONS

Major course assignments are briefly described below. Complete assignment descriptions, course schedule due dates, lectures, and grading rubrics **are posted on ReggieNet. Unless otherwise noted, assignments submitted via ReggieNet must be submitted prior the start of class on the due date listed on our course outline/as communicated via ReggieNet.**

#### **In Class Activity/Additional Assignments/Participation - 30%.**

- In Class Activity: Various in class exercises will be graded. If you are not present that day, you will not be eligible for activity points.
- Additional Assignment Points- Various assignments to extend classroom learning will be provided throughout the semester. These assignments will be discussed in class and/or indicated through the weekly ReggieNet Links.
- Participation- On a weekly basis you will be asked to complete reading questions associated with that week's material. You will be able to use your preparation and notes to aid you on periodic quizzes, discussions/discussion questions, and activities. . Unless you have an excused absence (university related travel/bereavement) attendance will be mandatory to receive points. In the event of unavoidable absence, 3 days of participation points may be compensated by completing an "extra credit" assignment (see description above).

**ASSIGNMENT DESCRIPTIONS CONT.**

**Unit Exams-25%**

Exams to assess your level of understanding re. course readings and discussion will take place during 3 points in the semester. Exams will be administered via ReggieNet in a computer lab (location/times TBA). Your weekly reading guides (if completed) will serve as a study guide for your exams.

**Body Project  
(Capstone Research/Reflection) 20%**

In small groups, you will be tasked with comparing and analyzing messages related to body image and gender. You will develop a means to capture evidence (survey, poll, interview, etc.) from your peers re. these messages. Following your data collection, you will draft response (video or written) to reflect on your findings as well as address potential evidence-based solutions to address body image misconceptions related to gender.

**Gender Identity Timeline - 25%**

At two points in the semester you will be asked to provide a description of your gender identity, as well as a reflection on significant ideological influences and turning points in the development of your gender identity.

Your final submission (gender identity timeline part II) will also allow you to an opportunity for reflection/analysis of any changes to your personal gender identity development... In short you get to be a storyteller of your life experiences. You will also be given opportunities to enrich your understanding of your Gender Identity/influences on your Gender ID in 3 "artifact presentations" throughout the semester.

**Assignment Breakdown:**

- a) Gender ID Timeline (paper) I
- b) Gender ID Timeline (paper) II
- c) 3 Artifact presentations

## **HOW SHOULD WE CONDUCT OURSELVES? STUDENT BEHAVIOR & WORK HABITS**

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### **Attendance:**

- ✓ Students are expected to attend all classes on time and remain in class, attentive to the material being discussed the entire class period (*this includes work days*). Individuals exhibiting distracting behaviors (such as sleeping, side conversations, external media usage) will be considered absent for the day and forfeit the opportunity for points available that day (assignments/activity points, etc.). Attendance will be taken each class session. While points are not assigned for attendance, in-class activities may be collected and evaluated and these points cannot be made up. Attendance is mandatory for assignments to be accepted on the date due (*whether submitted online or face to face*). Students are responsible for making arrangements to receive any information missed in the event of an unavoidable absence.
- ✓ Absence Point People: \_\_\_\_\_
- ✓ The instructor will follow the University's policy related to medical leave and bereavement. Please contact the instructor via email or in-person for any unique circumstances regarding attendance.

### **Late Assignments:**

- ✓ You must be in class to earn points related to class activities. Quizzes, and assignments are due on the specified date and time and will not be accepted late. The majority of your assignments will be submitted online. Assignments submitted online are due on the assigned day *before class begins*. **You must be in attendance on assignment due dates in order for your work to be accepted.** *\*\*\*Please be sure to allow adequate time for file submission/quiz submission. A technical failure at the last minute is not an acceptable excuse for late work.*

### **Grade Discussions:**

- ✓ I am always willing to discuss students' grades on particular assignments; however, all students must wait at least **48 hours** after an assignment has been returned before asking me questions about his or her assignment grade. This allows you to thoroughly read through the feedback given and process why the grade was given based on the criteria for that particular assignment. If you disagree with a grade you received on an assignment, students should follow the Evaluation Challenge procedure found on ReggieNet. Note that all evaluation challenges must be received no later than one week after the assignment in question has been returned. Keep in mind that grade discussions should NOT take place before, after, or during class for confidentiality reasons. I also cannot communicate with you about grades via email for confidentiality reasons. If you would like to discuss your grade, please make an appointment to meet with me in person.

### **Classroom Conduct:**

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions.

- ✓ Each of these guidelines is intended to produce a classroom environment consisting a mutual respect and attention to the task at hand.
- ✓ Recording/photos/reproduction of any instructional materials/discussion/peer contributions is strictly prohibited. To maintain intellectual property, discourage plagiarism, and ensure the safety and trust of our classroom you may not record/photograph/screenshot etc. any materials from our course including but not limited to PowerPoints, ReggieNet resources/assignments/discussions, class lecture/discussion, exam preparation materials, or in class resources without explicit prior permission from the instructor and any other individuals involved.
- ✓ The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that

ideas and arguments can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

- ✓ Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates.
- ✓ Behaviors that are distracting to others in your learning environment including (but not limited to) sleeping, side conversations, tech. use not pertinent to our course, interrupting may be managed by a request from the instructor to leave class. Flagrant or repetitive disruptions will result in further disciplinary action following departmental and University procedures and guidelines.

### **Expectations for All Participation:**

This class is a safe place for all, where learning to think critically and constructively is valued. To encourage an open discussion, abide by the following rules:

- ✓ This course is designed for students seeking education and learning. Listen in a spirit of humility and open-mindedness so learning can come from not only the instructor, but from every other person in the class.
- ✓ Students often discover that some of their preconceptions and perspectives are challenged in this type of course. Be as honest as possible when considering opinions (i.e. avoid agreeing just to be nice).
- ✓ It is OK to offer and accept respectful feedback
- ✓ Recognize that learning and growth may cause discomfort as views are examined and possibly reconsidered.
- ✓ Strive to seek clarification of possible misunderstandings as soon as possible. The instructor will be a resource for challenging situations as needed.
- ✓ In order to foster a community of vulnerability and trust as we explore differing positions on gender matters your discretion is requested in sharing any classmate's disclosures made in class (whether face to face or mediated).

### **TECHNOLOGY REQUIREMENTS & POLICIES**

A majority of your assignments will be submitted online via ReggieNet, so it is essential that you have regular access to a working computer. Your computer must not only be connected to the internet, but it also must have the minimum software and hardware requirements to meet the expectations outlined below. **Computer difficulties are not acceptable excuses for late or incomplete work.** Therefore, it is essential that you have a tech failure backup plan and complete assignments in a timely manner in case you need to use your backup plan. In other words, do not procrastinate and wait until the last minute to complete your assignments/activities.

#### **Pre-Requisite Technology Skills:**

It is expected you will have the following skills on the first day of class:

- |  |  |
|--|--|
| ✓ Ability to create folders/directories                            | ✓ Have and use an e-mail account                     |
| ✓ Ability to find files  | ✓ Ability to send and receive e-mail attachments     |
| ✓ Ability to save files to removable media                         | ✓ Ability to troubleshoot basic technology issues    |
| ✓ Ability to use a web browser and search the Internet             | ✓ Ability to submit assignments/quizzes on ReggieNet |
| ✓ Ability to bookmark web pages for future reference               |  |
| ✓ Ability to play audio and video files                            |  |
| ✓ Familiarity with a word processing program (we will use MS WORD) |  |

#### **File Saving**

Your name must be on all assignment submissions. All documents must be saved in the following format otherwise it may be overlooked when exported from ReggieNet for grading. If you fail to save your document this way, the instructor has the right to deduct up to 10% of your grade for a repeat offense.

#### **Last name\_First name\_Assignment Description**

**Example:** Milligan\_Jenifer\_ Gender ID Timeline I



**Learner Support**

For technology support and other services available to online students, please visit the Center for Teaching and Learning at: <http://ctlt.illinoisstate.edu/pedagogy/onlinecourses/learner/>

**UNIVERSITY AND COLLEGE POLICIES**

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**Accommodations:** It is University policy to provide individualized accommodations to students who have disabilities that may impact on their ability to participate or demonstrate competencies in their course. If you have a disability that qualifies you for academic accommodations, contact the [Student Access and Accommodation Services](#) (438-5853 or TT/TDD 438-8620, [ableisu@ilstu.edu](mailto:ableisu@ilstu.edu)). Some requests for accommodations cannot be honored without supporting documentation from the Student Access and Accommodation Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor. Please let me know if you are seeking accommodations.

**Academic Integrity:** Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else's work warrants plagiarism.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade on the assignment or course (at the instructor's discretion) and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

**Format of Assignments:** All work must be typed and double-spaced unless otherwise noted. Journal entries and papers should follow APA style, have one-inch margins, and use a standard 12 point font (Times New Roman, Calibri, or Arial). Please proofread your work carefully for spelling or grammatical errors. You will lose points for excessive grammatical or spelling errors. \*please refer to the resources available on ReggieNet

**Mandated Reporter Notification:** Please note that I am legally obligated to report crimes (present or historical) related to violence (sexual/physical) and child abuse/neglect. Thus any disclosures you make pertaining to events/crimes (as a victim or perpetrator) through class discussion, assignments, etc. will be reported to appropriate campus personnel in

keeping with federal law. For more details please visit: <https://equalopportunity.illinoisstate.edu/mandatory-reporting/>

**Writing and tutoring services are available at the Julia N. Visor Center University Center for Learning Assistance at 012 Vrooman Center (Phone 309-438-7100.)**

**\*\*\*Special Note:** The instructor reserves the right to make modifications in the rules, regulations, and schedule of this course. This includes an individual written contract with students as described above. The instructor maintains the authority to revise and adapt these assignments and accompanying points, due dates, and scoring procedures as needed based on formative assessment.

Recognition of Collaboration: I thank the following individuals for their contributions to the course content/curriculum for COM 128 (Dr. Pete Smudde, Dr. Rebecca Hayes, Lee Anne Hale, and Dr. Chad Woolard) and for syllabus structure and statements from Dr. Tara Kaczorowski.

## COM 128 Tentative Course Schedule

Refer to the syllabus/schedule via the weekly links on ReggieNet as our schedule may change throughout the course of the semester. THIS COURSE SCHEDULE WILL NOT INDICATE THESE CHANGES. Please refer to the weekly links on ReggieNet for the most up to date information on reading assignments/due dates/upcoming assignments

All assignments are due before the start of class. Out of class assignments will be collected via ReggieNet unless indicated. These ReggieNet assignments are due prior to the start of our class period. Paper/hard copy assignments are due at the start of class. Assignments should be

Items under the “prepare” column are expected preparations prior to that class day. Items in the Turn In/Due column are the assignments/exams that will be collected or administered in a given class period. You should come to class daily prepared with a smart device, notetaking materials (pen/paper/tech as desired), the assigned reading materials (textbook, supplementary readings), access to your reading guide, as well as any supplementary materials provided for the class session.

### Unit I: Foundations of Gender Study/Gender and Self

**Week 1:**

	Prepare	Discuss/Apply	Turn In/Due

M 8/19		Bring your laptops	Review Course Policies/Schedule The Study of COM, Gender and Culture
W 8/21	Wood Ch. 1	Ch 1: Defining Gender	*syllabus quiz
F 8/23	Wood Ch. 1 +	Ch. 1 : Gender and Communication	W1 Reading Guide Assign Groups

**Week 2:**

	<b>Prepare</b>	<b>Discuss/Apply</b>	<b>Assigned/Assignment Due</b>
M 8/26	Wood Ch. 1 + Fiske Reading-ReggieNet	Gender, Identity, & Ideology	*Assign timeline
W 8/28	-Tajfel and Turner Reading -Narrative Theory Reading -Blier Reading (ReggieNet)	Gender and Identity & Ideology Presentations : Group work time *Bring laptops*	Week 2 Reading Guide
F 8/30		Group Presentations	Gender and Identity & Ideology Presentations/ GoogleSlides Submitted

**Week 3:**

	<b>Prepare</b>	<b>Discuss/Apply</b>	<b>Assigned/Assignment Due</b>
M 9/2	Keep working on your Gender ID Timeline!!! ☺	No class- Labor day	
W 9/4--	Ch. 2 + Your Group's Assigned Reading (ReggieNet)	Theoretical Approaches to Gender Development- Group Construction Day	
F 9/6	Ch. 2-	Group Presentations	Group Presentations/Google Slide

**Week 4:**

	<b>Prepare</b>	<b>Discuss/Apply</b>	<b>Assigned/Assignment Due</b>
M 9 / 9	Ch. 3	Rhetorical shaping of gender (femininity). Feminist Movements	Gender ID Timeline 1 due- Paper/Hardcopy required.  Week 3 Reading Guide

W 9 / 1 1	Ch. 3	Rhetorical shaping of gender (femininity): Intersectionality	Fem. Movement links (ReggieNet Discussion Forum)
F 9/13	Video Links (ReggieNet)	Ch. 3 Rhetorical Shaping of Gender (Femininity) Application Activity	Reggienet Forum Discussion

**Week 5:**

	Prepare	Discuss/Apply	Assigned/Assignment Due
M 9/16-	Ch. 4+ReggieNet Resources	Rhetorical shaping of gender (masculinity)	
W 9/18-	Ch. 4+ Guyland		W5 Reading Guide
F 9/20-	Ch. 4	Rhetorical shaping of gender (masculinity) Application Activity	

**Week 6:**

	Prepare	Discuss/Apply	Assigned/Assignment Due
M 9/23-		Artifact I Presentations	Artifact, Speech, Google Slide *Bring Peer Evaluation-printed/Hard copy
W 9/25-		Artifact I Presentations	Artifact, Speech, Google Slide
F 9/27-	Exam 1- Reading Guide W 1-5 Updated		Exam 1

**Unit II: Gender and Interaction****Week 7:**

	Prepare	Discuss/Apply	Assigned/Assignment Due
M 9/30-	Ch. 5	Gendered Verbal Comm: Language and Gender	Assign Gender Identity Timeline II
W 10/2-	Ch. 5	Gendered Verbal Comm: Gendered speech communities/play/practices	W7 Reading Guide Recording Link

F 10/4	Ch. 5+ ReggieNet Reading (Deborah Tannen)	Language, Gender, and Miscommunication	
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**Week 8:**

	Prepare	Discuss/Apply	Assigned/Assignment Due
M 10/7—	Ch. 6	Gender & Nonverbal COM: Functions	
W 10/9	Ch. 6+ Reggienet Reading	Gender and Nonverbal COM: Forms	W8 Reading Guide
F 10/11	Print Observation/field note Forms, Review Assignment on ReggieNet	Nonverbal COM Observation	

**Week 9:**

	Prepare	Discuss/Apply	Assigned/Assignment Due
M 10/14-	Ch. 7 (Revisit Kesler and McKenna Reading)	Becoming Gendered : Gender in family	NV COM Observation Reflection
W 10/16	Ch. 7 + Reading	Becoming Gendered: Femininity	
F 10/18	Ch. 7 +Reading	Becoming Gendered: Masculinity	W9 Reading Guide

\*ISU HOMECOMING WEEKEND!!! GO REDBIRDS!!!!

**Week 10:**

	Prepare	Discuss/Apply	Assigned/Assignment Due
M 10/21-	Ch 9	Gender in friendships	
W 10/23	Ch. 9 + reggienet reading	Gender and Romantic Relationships	W 10 Reading Guide
F 10/25	Your presentation	Artifact II Presentations	Artifact, Speech, GoogleSlide *Bring Peer Evaluation-printed/Hard copy

## Unit III: Gender and Society

**Week 11:**

	Prepare	Discuss/Apply	Assigned/Assignment Due
M 10/28-	Your presentation	Artifact II Presentations	Artifact, Speech, GoogleSlide Assign Body Project
W 10/30-	Ch. 11+ Reggie	A very Gendered HALLOWEEN	W 11 Reading Guide
F 11/1-			Unit II Exam

**Week 12:**

	<b>Prepare</b>	<b>Discuss/Apply</b>	<b>Assigned/Assignment Due</b>
M 11/4-	Ch. 11 wrap up/8	Gendered Education	*Forum Post
W 11/6-	Ch. 8/Printed Survey	*Field Trip—Meet on 2 <sup>nd</sup> Fl of the NPL	*Forum Post -Bring completed/Printed survey WS
F 11/ 8-	Ch. 10	Gender in Org COM	*Forum Post -Bring job description (printed)

**Week 13:**

	<b>Prepare</b>	<b>Discuss/Apply</b>	<b>Assigned/Assignment Due</b>
M 11/11-	Ch. 12	Gendered Violence	Gender Identity Timeline II Due- Hard Copy/Printed  *Forum Post
W 11/13	Ch. 12	Gendered Violence : Guest Speaker	W 13 Reading Guide ReggieNet Discussion Forum: Questions for our Presenter
F 11/15	Reggienet Reading	Gender and Challenges	

**Week 14:**

	<b>Prepare</b>	<b>Discuss/Apply</b>	<b>Assigned/Assignment Due</b>
M 11/18	Body Project		
W 11/20	Body Project		
F 11/22	Body Project		

**11/25-11/29 Thanksgiving Break****Week 15:**

	<b>Prepare</b>	<b>Discuss/Apply</b>	<b>Assigned/Assignment Due</b>
M 12/3	Artifact III Presentation	Artifact III Presentation	Artifact, Speech, Google Slide *Bring Peer Evaluation-printed/Hard copy
W 12/5	Artifact III Presentation	Artifact III Presentation	Artifact, Speech, Google

			Slide *Bring Peer Evaluation- printed/Hard copy
F 12/7	<b>Body Project Presentations/Course Reflection</b>		

**Finals:**

Exam III (Location TBA)