

SUFFOLK UNIVERSITY
Department of Communication and Journalism
Fall 2012



Class meets: (Th) 5:30 – 8:10 p.m.
Class meeting venue: 416 Ridgeway

Instructor: Micky Lee, PhD
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E-mail: mlee@suffolk.edu
Class website: <http://web.cas.suffolk.edu/faculty/mlee/gendercomm.html>
Blog address: <http://blogs.cas.suffolk.edu/gendercomm/>
Office hours: (M)(W) 11:00 – 12:45 p.m./2:30 – 3:45 p.m./ (Th) 4:00-5:15 p.m./by appointment

Course Description

(From the catalogue) Explores the theories of gender development, examining relationship impacts, mass media, pop culture, and intercultural communication. Includes analysis of gender implications for relationship, organizational, and system theories.

Course Goals and Learning Objectives

1. At the end of the course, students will understand how the concept of gender has challenged and enriched the fields of communication. Students will:

- a. suggest why the concept of gender has challenged and enriched the fields.
- b. outline some feminist theories and methods that have challenged and enriched the fields.
- c. critique a class syllabus in the field from a gender perspective.
- d. re-create an existing syllabus to incorporate a gender perspective.

2. At the end of the course, students will understand how gender and communication can be understood from the vantage points of difference, voice, and representation. Students will:

- a. define the concepts difference, voice, and representation.
- b. critique scholarly articles under these three categories.
- c. analyse how these three concepts intersect with women's movements, global women, women of colour, and LGBTQT groups.
- d. apply these three concepts to primary data.

3. At the end of the course, students will understand how women's movements, global women, women of colour, and LGBTQT groups problematise the concept of gender in communication. Students will:

- a. understand and critique scholarly articles concern these groups.
- b. analyse how the concerns of these groups can be understood from the perspectives of difference, voice, and representation.
- c. collect primary data about these groups.

4. At the end of the course, students will collaboratively build a blog about gender and communication. Students will:

- a. share with each other the findings about gender and communication.
- b. comment constructively on each other's ideas.
- c. learn to communicate effectively in an online environment.

5. At the end of the course, students will gain writing skills appropriate at the graduate level. Students will learn to:

- a. demonstrate correct usages of grammar, word choice, and punctuation.
- b. demonstrate clear organisation and structure.
- c. demonstrate concise writings.
- d. recognise good writing structure and critique inadequate one.
- e. demonstrate linkage between primary data and theoretical framework.

6. At the end of the course, students will gain reading and presenting skills appropriate at the graduate level. Students will learn to:

- a. exercise effective reading of assigned academic materials.
- b. speak clearly and professionally.
- c. critique each other's work in a constructive and professional way.

Assessment		
1. Mapping gender in the field		
Draft	10	
Final (Re-mapping)	20	30
2. Communication syllabus		
Critique	10	
Re-design	30	
Presentation	10	50
3. Analysis papers		
Paper 1	30	
Paper 2 or Paper 3	50	
Evaluation of analysis paper	<u>3@5</u>	
Presentation	<u>2@10</u>	115
4. Teach-in		
Preparation	15	
Execution	15	
Evaluation	<u>3@5</u>	
Responses to evaluation	5	50
5. Assessment	<u>7@5</u>	35
6. Final examination	50	50
7. Participation	30	30
	Total	360

Notes:

- Your status as a graduate student does not exempt you from getting a grade below B. In the same vein, A is not a default.
- Grade distribution: A (95-100%), A minus (90-94.9%), B plus (87.7-89.9%), B (83.4-87.6%), B minus (80-83.3%), C plus (75-89.9%), C (70-74.9%), F (below 69.9%).

Required textbook

There is no required text for the class. Readings are uploaded on Blackboard. Students are also required to search for more readings for their analysis papers and teach-in.

STUDENTS ARE EXPECTED TO FINISH READING THE ASSIGNED MATERIALS BEFORE COMING TO CLASS.

Assessment Description

1. Mapping gender in the field

Draft (Due Week 2)

After reading the introduction chapters listed under Week 2, summarise the introductions by discussing: (1) why the authors wrote/edited the books; (2) why it is important to include gender in communication theories; and (3) how gender can inform communication theories.

- Typed; 2 pages (normal font size; double-lined spacing).
- No need to give a bibliography if no outside text is used.
- In-text citation please follow: author (year) states x, y, z; gender is about x, y, z (author, year); “this is a quote” (author, year: p. x).

Final: Re-mapping (Due Week 13)

A revision of the draft. Do incorporate as many corrections as possible. In addition to (1)-(3) listed above, (4) choose two readings from another communication class (preferably at the graduate level and possibly from the class syllabus which you critique) and suggest how the Week 2 authors would comment on these two readings in terms of how gender can inform communication theories.

- Typed; 4 pages (normal font size; double-lined spacing).
- No need to give a bibliography if no outside text is used.
- In-text citation please follow: author (year) states x, y, z; gender is about x, y, z (author, year); “this is a quote” (author, year: p. x).

2. Communication syllabus

Critique

Pick a syllabus in the discipline of communication. I prefer a graduate syllabus from a class that you have already completed. Otherwise, an undergraduate level syllabus or a class that you are currently taking is fine. Based on the introduction chapters you read for “mapping gender in the field” paper, discuss if this syllabus reflects the consideration of gender. In addition to content, also pay attention to the type of assignments and assessment requirement.

- Typed; 1 page (normal font size; double-lined spacing).

Re-designing the syllabus

By Week 13, you will present a re-designed syllabus by taking gender into consideration. You are not proposing a new course, but simply adding (or subtracting) components (content, assignment, assessemnt) to a class.

The re-design consists of:

- (1) a two-page narrative of how the theories in the three categories (representation, difference, and voice) have informed your thinking in re-designing the class. Your narrative will respond to the critique that you wrote (i.e., for all the points that you made, you need to take them into consideration);
- (2) a re-designed syllabus with highlights of the changes that you propose. All the new components have to be realistic. Do not merely suggest that you will add a reading or two on gender, tell me which readings (exact title and citation) you will add and when students will read them. Similarly, do not merely suggest that you will add a discussion component, tell me when the discussion takes place, how it is conducted, and how it will be assessed. You can ask the professor for an electronic copy and work on it, or you can mark notes directly on a hard-copy, then type out the changes that you'd make.

Presentation

You will present your re-designed syllabus to the class. Make sure that your presentation includes your critique of the original syllabus, why it does not reflect gender, and how you reflect gender in the revised syllabus. If you and other students work on the syllabus, you may present together. But in your presentation, you should clearly demonstrate your own individual design.

- About 15 minutes per student; 30 minutes for two (and so on).
- Must show the redesigned syllabus visually.

3. Analysis Papers

Everyone will work on Paper 1, choose between Paper 2 and 3.

Analysis Papers (blog)

The purpose of the analysis papers is to have you collect primary data through media examples, interviews, and observations; read additional materials beyond assigned materials; and connect primary data with theories for analysis. The first analysis paper will be about representation; the second difference; the third voice. More instruction can be found online.

- Typed; three pages (Paper 1); five pages (Paper 2/3).
- Need a bibliography.
- *Your analysis papers have to be uploaded on the blog before they are due.*

Presentation

Students will present twice (everyone will present Paper 1, and Paper 2/3). More instruction can be found online.

- 10 minutes (Paper 1); 20 minutes (Paper 2/3).

Evaluation of Analysis Papers (blog)

Each student will be assigned to evaluate three analysis papers. Your comments will directly respond to the particular blog entry. Evaluate both the merits and the shortcomings of the paper, what you learned from this paper, and how it can be improved.

- About 200 words.
- Due Sunday midnight after the papers are due.

4. Teach-in

The purpose of the teach-in is to deepen the class' understanding of the readings by relating the main points to examples and/or to additional readings. You should assume that everyone has done the readings but none should have your level of comprehension, hence your role is NOT to repeat what is mentioned in the readings NOR to give an outline. Think of ways how the readings can be interpreted and applied. Relate the readings to the analysis papers. Make your teach-in useful and relevant.

Preparation (blog)

Students need to e-mail me a week before their teach-in lesson plan (template can be found on the class website) and a tool of assessment. Your teach-in lesson plan will include: class objectives/goals, materials needed, a rationale of the assessment, and a break-down of the lesson. Your tool of assessment should test whether students have completed reading all the assigned materials or not. They can be in the forms of quiz, short essay, and in-class writing. The assessment part will be the first thing in the teach-in. Students will NOT grade other students' work. Materials that you use online (such as video, note, powerpoint) should be uploaded on the blog before your teach-in.

- Lesson plan and assessment due a week before the teach-in.

Execution

Students will carry out their lesson plan on a designated date as drawn in the first class.

- About 60 minutes (including time for assessment).

Evaluation (blog)

Students will be assigned to evaluate three teach-ins throughout the semester. Your comments will directly respond to the particular teach-in. Evaluate both the merits and the shortcomings of the teach-in, what you learned from this teach-in, and how it can be improved.

- About 200 words.
- Due Sunday midnight after the teach-in.

Responses (blog)

After reading the online evaluations, the students who conduct the teach-in will respond to the evaluation. Your evaluation is more than agreeing or disagreeing with other people's comments. It is also not the time to be defensive. Use this space to reflect on why you have made this choice and what alternatives there are to improve the teach-in. For example, if a student said you are not connecting to the audience, you should not be defensive and say: "well, the audience is boring". You should think about questions such as: if you know your audience well, if you have allowed time for the audience to know you, etc.

- About 200 words.
- Due before the next class.

5. Assessment

For each of the teach-ins, there will be assessment given by the one in charge. They can be in the forms of quiz, in-class writing, short essay. They will be used to test if you have done your readings or not. You will be assessed by the instructor based on the rubric provided by the one who is in charge of the teach-in.

- No make-up if you are not in class or if you are late.
- You do not do your own assessment.

6. Final Examination

The final take-home examination will be posted online 48 hours before it is due. There will be a combination of short questions (4-6 questions) and a case study. Students will not be asked to do additional research for the examination. All required study materials will have already been discussed in class. There will be a word limit to all questions.

- Typed; about five pages (double-lined spacing; normal font size).

7. Participation

Your participation is vital to a successful and lively graduate seminar. I expect you to attend every class meeting. I expect you to arrive on time and not to leave early. I appreciate an e-mail in case you cannot make it to class due to illness or other excusable reasons. Your intermediate reports of analysis papers and your blog activities will be counted towards the participation grade. In addition to the above, I also expect you to share meaningful, constructive and thoughtful opinions on learned materials.

27-30 out of 30	Attend all classes; absences are excusable; readily participate in class activities; initiate class discussion and respond to it; offer constructive, informed, and thoughtful comments; excellent intermediate reports; active blog activities; positive attitude.
24-26 out of 30	Attend all classes; absences are excusable; mostly readily participate in class activities; initiate class discussion and respond to it; offer constructive, informed, and thoughtful comments; good intermediate reports; active blog activities; positive attitude.
21-23 out of 20	Miss one class with non-excusable reason; mostly readily participate in class activities; often initiate class discussion and respond to it; mostly offer constructive, informed, and thoughtful comments; decent intermediate reports; somewhat active blog activities; positive attitude.
18-20 out of 20	Miss more than one class with non-excusable reason; sometimes participate in class activities; sometimes initiate class discussion and respond to it; sometimes offer constructive, informed, and thoughtful comments; poor intermediate reports; somewhat active blog activities; mostly positive attitude.
Below 18	Miss more than one class with non-excusable reason; seldom participate in class activities; seldom initiate class discussion and respond to it; seldom offer constructive, informed, and thoughtful comments; missing intermediate report (even if it only happens once); inactive blog activities; negative attitude.

Master Grading Rubric

1. Writing (applied to all written assignments other than evaluations)

	90-100%	80-89%	70-79%	60-69%	Below 60%
Does the assignment follow the instruction closely?	Yes	Yes	Mostly	Somewhat	No
Is critical thinking applied to the assignment?					
• Is the most important information included?	Excellent	Good	Decent	Poor	Poor
• Is the most relevant information included?	Excellent	Good	Decent	Poor	Poor
Is the writing of good quality?					
• Is the writing concise?	Excellent	Good	Decent	Poor	Poor
• Is the organisation clear?	Excellent	Good	Decent	Poor	Poor
• Is the grammar correct?	Excellent	Good	Decent	Poor	Poor
1. Mapping gender in the field Final: Re-mapping Did you make as many corrections as you could?	Yes	Yes	Mostly	Somewhat	No
3. Analysis Paper					
• What is the quality of the primary data?	Excellent	Good	Decent	Poor	Poor
• What is the quality of the literature review?	Excellent	Good	Decent	Poor	Poor
• Are the primary data connected to theories?	Excellent	Good	Decent	Poor	Poor
4. Teach-in plan					
• Is the plan submitted online (i.e. a week before the teach-in?)	Yes	Yes	Yes	Yes	No
• Are the materials uploaded online before the teach-in?	Yes	Yes	No	No	No

2. Evaluation (both in-class and blog)

	5	4	3	2	1
Submitted on time?	Yes				No
Constructive feedback?	Excellent	Good	Decent	Poor	Poor
About word limit?	Yes		No		
Show respect for others?	Yes				No

3. Speaking (applied to all oral assignments)

	90-100%	80-89%	70-79%	60-69%	Below 60%
Does the assignment follow the instruction closely?	Yes	Yes	Mostly	Somewhat	No
Is critical thinking applied to the assignment?					
• Is the most important information included?	Excellent	Good	Decent	Poor	Poor
• Is the most relevant information included?	Excellent	Good	Decent	Poor	Poor
Is the speaking of good quality?					
• Do you show confidence and expertise both verbally and non-verbally?	Excellent	Good	Decent	Poor	Poor
• Is the organisation clear?	Excellent	Good	Decent	Poor	Poor
• Are you aware of the audience's reaction?	Excellent	Good	Decent	Poor	Poor
• Is the presentation within the time limit but not too short?	Excellent	Good	Decent	Poor	Poor
• (if working with other students) Does the presentation show group dynamic and cohesion?	Excellent	Good	Decent	Poor	Poor
4. Teach-in plan Does your teach-in show changes made from the teach-in plan?	Yes		Mostly	Little	No

Physical And Learning Disabilities

Contact the instructor as well as the Office of Disabilities as soon as possible regarding accommodation.

Plagiarism

Every work you submit to this class has to be your own effort, which means that you should not paraphrase extensively from the readings, direct quotations should be identified with quotation marks and citations. Unless if work is explicitly said to be group, students are to submit their individual work. Students are welcome to form study groups but they have to represent themselves in their assignments. Students should not buy papers online. Suspected cases will be referred to the Associate Dean at the College of Arts and Sciences. Depends on the number and the nature of the offence, students may receive zero point for the assignment, fail the class, or may be expelled from the university. More information can be found on p. 13 of the Graduate Student Handbook. (http://www.suffolk.edu/files/Student_Services_PDF/Grad_Student_Handbook_2010_092910.pdf)

Language Precision Rules Rubrics

Section number in brackets. Refer to Diana Hacker *A pocket style manual* (4th ed.) (adopted for Writing 101/2/3) for explanation.

ADD	add needed word (4)
AGR	faulty agreement (5a, 10, 12a); subject-verb agreement (10)
AP	apostrophe error (19)
ART	error in use of article (16a)
AWK	awkward (review 1-9, especially 6)
CAP	capital letter (22)
FRAG	sentence fragment (14)
INAPPR	inappropriate language (9); slang (9)
IRREG	error in irregular verb (11a)
LC	lowercase letter (22)
P	error in punctuation (17a-i, 18a-b, 20, 21a-h)
PARAL	faulty parallelism (3)
PN	pronoun problems (12)
SP	spelling error (24a)
SS	sentence structure problem (6)
T	tense (11b)
X	others

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Class schedule subject to change based on students' progress.

Please check the online schedule for update.

Last day to add online: 10th Sept (M)
Last day to add with instructor's signature: 17th Sept (M)
Last day to drop without a W: 2nd Oct. (Tu)
Last day to drop with a W: 1st Nov. (Th)

Week 1
6th Sept.

Introduction to the class

Class interview

In-class writing

What is teach-in?

Draw names for teach-in

What is the Gender and Communication blog?

<p>Week 2 13th Sept.</p> <p>Mapping gender in the field</p> <ul style="list-style-type: none"> hooks, bell. (2000). <i>Feminist theory: From margin to center</i>. Cambridge, MA: South End Press. (Preface to the 2nd ed.) Kroløkke, Charlotte, & Sørensen, Anne Scott. (2006). <i>Gender communication theories and analyses: From silence to performance</i>. Thousand Oaks, CA: Sage. (Introduction) Wood, Julia T. (2005). <i>Gendered lives: Communication, gender, and culture</i> (6th ed.). Belmont, CA: Wadsworth/Thomson. (Introduction: Opening the conversation) Hegde, Radha S. (2011). Introduction. In Radha S. Hegde (Ed.), <i>Circuits of visibility: Gender and transnational media cultures</i> (pp. 1-14). New York: New York University Press. Wackwitz, Laura A. & Rakow, Lana F. (2004). <i>Feminist communication theory: Selections in context</i>. Thousand Oaks, CA: Sage. (Feminist communication theory: An introduction) <p>Communication syllabus critique Group discussion</p> <p>Analysis Paper 1 Decide on topic and blog</p>	<p>Mapping gender in the field paper</p> <p>Communication syllabus critique</p> <p>Analysis Paper 1 topic discussion (blog) due by the following Sunday midnight (thereafter sun0000)</p>
<p>Week 3 20th Sept.</p> <p>REPRESENTATION 1 Post-feminism</p> <ul style="list-style-type: none"> McRobbie, Angela. (2004). Post-feminism and popular culture. <i>Feminist Media Studies</i>, 4(3), 255-264. Lotz, Amanda. (2001). Postfeminist television criticism: Rehabilitating critical terms and identifying postfeminist attributes. <i>Feminist Media Studies</i>, 1(1), 105-121. Joseph, Ralina L. (2009). "Tyra Banks is fat": Reading (post-)racism and (post-)feminism in the new millennium. <i>Critical Studies in Media Communication</i>, 26(3), 237-254. <p>Teach-in 1</p> <p>Analysis Paper 1 Data collection and summary</p>	<p>Teach-in 1 Assessment 1 Evaluation 1 (blog) (sun0000) Responses to evaluation 1 (blog) (before class)</p>

<p>Week 4 27th Sept.</p> <p>REPRESENTATION 2 Techno-feminism/cyborg</p> <ul style="list-style-type: none"> • Haraway, Donna J. (1997). Modest Witness@Second Millennium.FemaleMan(c)_Meets_OncoMouse™. Feminism and technoscience. New York: Routledge. (Syntactics) • Shaviri, Steven. (2005). Supa Dupa fly: Black women as cyborgs in hiphop videos. <i>Quarterly Review of Film and Video</i>, 22, 169-179. • Marcellus, Jane. (2011). <i>Business girls and two-job wives: Emerging stereotypes of employed women</i>. Cresskill, NJ: Hampton Press. (Ch. 3 office machine, office wife) <p>Teach-in 2</p> <p>Analysis Paper 1 Preliminary analysis</p>	<p>Teach-in 2 Assessment 2 Evaluation 2 (blog) (sun0000) Responses to evaluation 2 (blog) (before class)</p>
<p>Week 5 4th Oct.</p> <p>REPRESENTATION 3 Politics</p> <ul style="list-style-type: none"> • Wackwitz, Laura A. & Rakow, Lana F. (2004). <i>Feminist communication theory: Selections in context</i>. Thousand Oaks, CA: Sage. (Representation in feminist communication theory) • Carlin, Diana B. & Winfrey, Kelly L. (2009). Have You Come a Long Way, Baby? Hillary Clinton, Sarah Palin, and Sexism in 2008 Campaign Coverage. <i>Communication Studies</i>, 60(4), 326-343. • Van Zoonen, Liesbet. (2006). The personal, the political and the popular: A woman's guide to celebrity politics. <i>European Journal of Cultural Studies</i>, 9(5), 287-301 • Palmer-Mehta, Valerie. (2009). Aung San Suu Kyi and the rhetoric of social protest in Burma. <i>Women's Studies in Communication</i>, 32(2), 151-179. <p>Teach-in 3</p> <p>Analysis Paper 1 Draft critique</p>	<p>Teach-in 3 Assessment 3 Evaluation 3 (blog) (sun0000) Responses to evaluation 3 (blog) (before class)</p>

<p>Week 6 11th Oct.</p> <p>Analysis Paper 1 Presentation</p> <p>Analysis Paper 2 Decide on topic and blog</p>	<p>Analysis Paper 1 (blog) Evaluation of Analysis Paper 1 (blog) (sun0000)</p> <p>Analysis Paper 2 topic (blog) (sun0000)</p>
<p>Week 7 18th Oct.</p> <p>DIFFERENCE 1 LGBTQ</p> <ul style="list-style-type: none"> Wackwitz, Laura A. & Rakow, Lana F. (2004). <i>Feminist communication theory: Selections in context</i>. Thousand Oaks, CA: Sage. (Difference in feminist communication theory) Gournelos, Ted. (2009). Puppets, Slaves, and Sex Changes : Mr. Garrison and South Park's Performative Sexuality. <i>Television and New Media</i>, 10(3), 270-293. Leung, Helen. (2008). <i>Undercurrents: Queer culture and postcolonial Hong Kong</i>. Vancouver, BC: UBC Press. (Ch. 4 In queer memory) [e-book. Search with book title from the Sawyer Library site] <p>Teach-in 4</p> <p>Analysis Paper 2 Data collection and summary</p>	<p>Teach-in 4 Assessment 4 Evaluation 4 (blog) (sun0000) Responses to evaluation 4 (blog) (before class)</p>

<p>Week 8 25th Oct.</p> <p>DIFFERENCE 2 Migrants</p> <ul style="list-style-type: none"> • Kim, Youna. (2011). <i>Transnational migration, media and identity of Asian women: Diasporic daughters</i>. New York: Routledge. (Ch. 5 Diasporic nationalism and the media). • Madianou, Mirca, & Miller, Daniel (2011). Mobile Phone parenting: Reconfiguring relationships between Filipina migrant mothers and their left-behind children. <i>New Media and Society</i>, 13(3), 457-470. • Sun, Wanning. (2011). Maid as metaphor: <i>Dagongmei</i> as a new pathway to Chinese transnational capital. In Radha S. Hegde (Ed.), <i>Circuits of visibility: Gender and transnational media cultures</i> (pp. 196-209). New York: New York University Press. <p>Teach-in 5</p> <p>Analysis Paper 2 Preliminary Analysis</p>	<p>Teach-in 5 Assessment 5 Evaluation 5 (blog) (sun0000) Responses to evaluation 5 (blog) (before class)</p>
<p>Week 9 1st Nov.</p> <p>DIFFERENCE 3 Muslim women and men</p> <ul style="list-style-type: none"> • Frye, Marilyn. (2004). The necessity of differences. In Laura Wackwitz & Lana Rakow (Eds.), <i>Feminist communication theory: Selections in context</i> (pp. 38-51). Thousand Oaks, CA: Sage. • MacDonald, Myra. (2006). Muslim and the veil: Problems of image and voice in media representations. <i>Feminist Media Studies</i>, 6(1), 7-23. • Echchaibi, Nabil. (2011). Gendered blueprints: Transnational masculinities in Muslim televangelist cultures. In Radha S. Hegde (Ed.), <i>Circuits of visibility: Gender and transnational media cultures</i> (pp. 89-100). New York: New York University Press. <p>Teach-in 6</p> <p>Analysis Paper 2 Draft Critique</p>	<p>Teach-in 6 Assessment 6 Evaluation 6 (blog) (sun0000) Responses to evaluation 6 (blog) (before class)</p>

<p>Week 10 8th Nov.</p> <p>Analysis Paper 2 Presentation</p> <p>Analysis Paper 3 Decide on topic and blog</p>	<p>Analysis Paper 2 (blog) Evaluation of Analysis Paper 2 (blog) (sun0000)</p> <p>Analysis Paper 3 topic (blog) (sun0000)</p>
<p>Week 11 15th Nov.</p> <p>VOICE 1 Women's movements and feminism</p> <ul style="list-style-type: none"> hooks, bell. (2000). <i>Feminist theory: From margin to center</i>. Cambridge, MA: South End Press. (Ch. 2 & 3) Kroløkke, Charlotte, & Sørensen, Anne Scott. (2006). <i>Gender communication theories and analyses: From silence to performance</i>. Thousand Oaks, CA: Sage. (Ch. 1 Three waves of feminism) <p>Teach-in 7</p> <p>Analysis Paper 2 Data collection and preliminary analysis</p>	<p>Teach-in 7 Assessment 7 Evaluation 7 (blog) (sun0000) Responses to evaluation 7 (blog) (before class)</p>
<p>Week 12 Thanksgiving</p> <p>Week 13 29th Nov.</p> <p>VOICE 2 Motherhood</p> <ul style="list-style-type: none"> Wackwitz, Laura A. & Rakow, Lana F. (2004). <i>Feminist communication theory: Selections in context</i>. Thousand Oaks, CA: Sage. (Voice in feminist communication theory) Edley, Paige, P. (2004). Entrepreneurial mothers' balance of work and family: Discursive constructions of time, mothering, and identity (pp. 255-273. In Patrice M. Buzzanell, Helen Sterk, & Lynn H. Turner. (Eds.), <i>Gender in applied communication contexts</i>. Thousand Oaks, CA: Sage. Foss, Karen A. & Domenici, Kathy L. (2001). Haunting Argentina: Synecdoche in the protests of the mothers of the 	<p>Teach-in 8 Assessment 8 Evaluation 8 (blog) (sun0000) Responses to evaluation 8 (blog) (before class)</p>

<p>Plaza de Mayo. <i>Quarterly Journal of Speech</i>, 87(3), 237-258.</p> <ul style="list-style-type: none"> Nakamura, Lisa. (2010). Avatars and the visual culture of reproduction on the web. In Chris Berry, Soyoung Kim, and Lynn Spigel (eds.), <i>Electronic elsewheres: Media, Technology and the Experience of Social Space</i>. Minneapolis, MN: University of Minnesota Press. <p>Teach-in 8</p> <p>Analysis Paper 3 Draft critique</p>	
<p>Week 13 30th Nov. (Friday)</p> <p>Re-mapping gender in the field</p> <p>Re-designing syllabus Presentation</p>	<p>Re-mapping gender in the field paper</p> <p>Re-designing syllabus</p>
<p>Week 14 7th Dec.</p> <p>Analysis Paper 3 Presentation</p>	<p>Analysis Paper 3 (blog) Evaluation of Analysis Paper 3 (blog) (sun0000)</p>
<p>Exam. Week Take-home examination Posted online at 5:00 p.m. on 11th Dec. (Tue) Due via e-mail (mlee@suffolk.edu) at 8:00 p.m. On 13th Dec. (Thur.)</p>	