Required Texts

**WebCampus Site:** All course readings, assignments, resources, announcements, and emails will be conducted and maintained exclusively through WebCampus.

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**Instructor Teaching Philosophy**

Learning occurs through many different activities and in different ways for different people—so in this class I will draw upon many different approaches to facilitate our learning. A few examples include: case studies, group projects, individual assignments, personal reflection, analysis and evaluation, group discussion, field trips and lecture.

I am committed to creating an environment that thrives on collaboration and mutual respect and I will need your help to reach this goal. I promise to be both critical and respectful of the approaches we consider, and I expect nothing less from you. I am here to help you learn and succeed—a responsibility I take very seriously. **I encourage you to talk with each other and with me outside of class to explore the concepts in greater detail to help you better connect them to your own life experiences.** In this course, and in others you take, I urge you to take control of your learning and to find your own sources of motivation to better yourself through knowledge. I look forward to sharing my passion for exploring the interesting and complex world of difference and communication with you!

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****This syllabus is subject to change throughout the semester. Sometimes we need more or less time on a particular topic, and the instructor reserves the right to make changes to assignment deadlines and required readings. All such changes will be communicated via email and in class.***
Course Description and Core Objectives

This is a combination theory and application course on difference and communication. It is designed to help you understand how to communicate with people who are different from you. We live in a global environment where individuals with vast differences interact face to face and online. This course is designed to lead you through an examination of your personal membership in various social identity categories and how this influences your interactions with others. In addition, we will examine the history of and current expectations for members in areas of difference including gender, sexuality, bodies, religion, (dis)ability, age, nationality, and socio-economic status. Taking a communicative lens, we will address how these cultural indicators manifest through communication and how cultures use communication in different ways. Through this course, I hope to broaden your perspectives of life and people, and to build your capacity to adapt to a changing world by exploring perceptual differences.

This course satisfies Core Objectives 10 and 12 of the Silver Core Curriculum.

CO10. Diversity & Equity: Students will develop a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate attentiveness to and analysis of diversity and equity.

Students explore theories of difference related to social identity groups to understand how we interact with others different from our own identity groups. Issues of power of different identity groups are addressed.

CO12. Ethics: Students will demonstrate understanding of the ethical principles in general or in application of specialized knowledge, results of research, creative expression, or design processes. Students will demonstrate an ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts.

Students explore ethical implications including how stereotypes are developed, how identity perceptions affect interaction with others, and learn appropriate and ethical responses for communicating with different others.

In addition, COM 422 helps students to develop the skills described in Core Objectives 1 and 3.

CO1. Effective Composition & Communication: Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

CO3. Critical Analysis & Use of Information: Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

As a communication course, students practice oral and writing communication skills through class discussion and the presentation/written paper for the final analysis research paper. Students engage in critical thinking both through their own reflections and engaging with readings as well as through the research paper project for the course.

Student Learning Outcomes and Correlation to Core Objectives (COs)
**Students will be Able To:**

- Identify how human difference impacts, enriches, and complicates life in interpersonal, organizational, familial, group, and other settings. (CO 10, 12)
- Explain how communication functions differently across social categories (such as culture, nationality, race, and gender) through field observations and writing assignments (CO 10, 12)
- Analyze how power and control of social identity categories are constructed through communication through portfolio projects. (CO 10, 12)
- Compare the role of historical, political, and religious factors in creating social identity category stereotypes and perceptions. (CO 10, 12)
- Analyze and write a research paper on difference and communication.

**Library Assistance**

Rudy Leon is UNR’s librarian for Communication Studies (rleon@unr.edu; 682-5601; http://campusguides.unr.edu/rudyleon). She is available to meet with you one-on-one to discuss information resources and search strategies for assignments, papers, presentations, theses, and other projects. Rudy and her colleagues can help you find quality information sources and manage the sources you find.

**Grading Scale and Evaluation of Student Work**

In this course, grades will NOT be given as rewards for coming to class, completing your readings and homework in a timely fashion, or having a great attitude. **I expect these behaviors from all students.** Rather, grades will serve as both a quantitative and qualitative assessment of the quality of work you are producing. The following scale represents how I will be grading your work and the level of my expectations for the class.

A = Exceeds course requirements. Exceptionally well-prepared and executed completion of assigned work, indicating significant effort, individualized creative style, and demonstrating a thorough grasp and mastery of the related material. For written assignments: writing is insightful and error-free; message is communicated clearly and directly.

B = Meets, and at times, exceeds course requirements. Student demonstrates fundamental mastery of the material. Work is creative, well-prepared, and demonstrates considerable effort. Is distinctly superior to an average or “C” effort. For written assignments: writing is generally effective with respect to clarity, directness, and conciseness; some uneven or awkward passages are apparent, as are a few errors in grammar or punctuation.

C = Meets course requirements. Satisfactory completion of assigned work at a level of effort and competency normally expected of the majority of students (i.e., basic completion, average performance, reasonable effort and preparedness). Student demonstrates minimum mastery of the material. This is average work that fails to stand out in any way. For written assignments: writing is reasonably clear, concise, and direct; uneven or awkward passages are apparent, as are multiple errors in grammar or punctuation.
D = Basic course requirements are only partially met. Student does not demonstrate minimum mastery of the material. Receiving this grade indicates the unsatisfactory completion of assigned work, either through misperceived objectives or the failure to grasp key concepts. This work is below average. For written assignments: The message is not communicated clearly, directly, or concisely. There is considerable unevenness or awkwardness in passages, and work is characterized by errors in grammar or punctuation.

F = Basic course requirements are not met. Student demonstrates little or no mastery of the material. Receiving this grade indicates either a failure to complete the assigned work, or failure to grasp key concepts due to lack of reasonable effort. Work is below the minimum level of acceptance. For written assignments: Writing lacks style, content, and format associated with a college-educated individual.

Final letter grades use +/- distribution as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>D+</td>
<td>67%-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 59%</td>
</tr>
</tbody>
</table>

**Class Policies**

**Attendance**

Because this course depends on your presence and participation for its success, attendance is required. The attendance policy for this class follows NSHE policy in Title 4 Chapter 20 A, Section 3, paragraph 1, [http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/T4-CH20-%20General%20Policies%20Regulating%20Students%20and%20Student%20Government.pdf](http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/T4-CH20-%20General%20Policies%20Regulating%20Students%20and%20Student%20Government.pdf), which does not allow for any official absences from any university class.

**Religious Holy Days**: It is the policy of NSHE (Title 4 Chapter 20 A, Section 3, paragraph 2, [http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/T4-CH20-%20General%20Policies%20Regulating%20Students%20and%20Student%20Government.pdf](http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/T4-CH20-%20General%20Policies%20Regulating%20Students%20and%20Student%20Government.pdf)), to be sensitive to the religious obligations of its students. Any student missing classes, quizzes, examinations, or any other class or lab work because of observance of religious holy days should, whenever possible, be given an opportunity during that semester to make up the missed work. The make-up will apply to the religious holy day absence only. It shall be the responsibility of the student to notify the instructor in advance in writing, if the student intends to participate in a religious holy day which does not fall on state holidays or periods of class recess.

Excused absences are only granted for university sponsored travel (it is your responsibility to provide documentation) or dire personal emergencies (that are accompanied by proper documentation). Meetings for other classes, appointments with advisors, work excuses, common colds, powder days, catching rides home, sleeping through alarm clocks, departure for breaks, roommate crises, failure to find parking places, and computer/printer problems, etc. are not considered “excused” absences. **Your participation grade will be reduced by 20 points for each unexcused absence beyond one—especially because we only meet once a week. More than three unexcused absences will result in failure of the course.** That would mean you have missed a significant portion of our meetings, and given the discussion and activity-based nature of this
course, you would miss a substantial amount of learning that happens through the experiences we will share together this semester.

And please, do not ask me if we “did anything important” while you were gone. Asking me this question will make me burst into tears or other awkward emotional display as I grapple with the thought that you don’t think my class is important. 😊

It is your responsibility to find out what you missed from a classmate. I cannot recount all of our lessons for absent students. Find a reliable class buddy early.

In the event you are absent (excused or unexcused) you should submit work early or on time online.

**In the event that you are more than 15 minutes tardy, you will be counted absent from class.** I encourage you to still come to class so that you can earn some participation credit and receive the assignments for that day.

**Meeting Deadlines**

Employers today say that college graduates are often very skilled and knowledgeable, but their work habits are sloppy. They show up late and miss deadlines. Employers say they want Make-It-Happen employees — the type who work ahead of deadlines and leave enough time to deal with potential delays (computer glitches, traffic snarls, and so on) without missing deadlines. Now is the time for you practice and build good habits. Working ahead of deadlines in this course will help you be more prepared for professional success.

The following policies regarding deadlines will be enforced:

- All assignments should be submitted before the class period in which they are due. I expect you to start early enough so that technological and other glitches are not overwhelming obstacles.
- Work submitted within 48 hours following the deadline will be accepted with a 10% penalty. After 48 hours, late work will **not** be accepted.
- Deadlines apply even when you cannot be there. Fortunately, our assignments are turned in online, so you can and should submit assignments on time even if you are required to miss class the day an assignment is due.
- Oral presentations must be delivered on the day assigned; our limited class time does not allow for rescheduling. If you miss a scheduled presentation, you will receive zero credit for it.
- Missed exams cannot be made up. If you have appropriate documentation, you must see me in advance of the exam to make alternate arrangements.
- Loss of an immediate family member or a life-threatening emergency for you or an immediate family member are the only exceptions to these rules. You will be required to submit a written, verifiable form of documentation from your doctor to reschedule a presentation or exam.

**Guidelines for Submitting Work**

- All work is submitted electronically on WebCampus.
- Must be typed in 12-point font, double-spaced, and in APA format for citing sources.
- Use black or other dark ink.
- I expect your work to be of university-level quality. This means proper spelling, grammar, and organization.
- For your protection, please keep a backup copy of your work.
**Group Work**

Many of the assignments in this course may require/permit group work. Please be advised that team members bear responsibility for their own success as well as that of the work group. In general, I expect teams to manage their own conflict. In exceptional cases, however, a group may choose to oust a member. But first, the group must make serious attempts to resolve the difficulty, retain a written record of the problem and efforts to resolve it, alert and seek the counsel of the instructors, demonstrate consensus among the rest of the group that drastic action is required, and provide a formal warning to the member prior to expulsion. There are significant consequences to being ousted from a group, and the expelled member is responsible to immediately make arrangements with me to complete the full team assignment(s) individually.

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**Class Policies Continued**

**Grade Disputes**

- To prevent the loss of valuable work, I advise all students to retain back-up copies of submitted assignments, as well as copies of their graded work, including instructor feedback.
- The burden of proof in any grading dispute during the semester rests with the student. Students who seek re-evaluation of a grade must submit a written request, including rationale and supporting evidence, within one week of receiving the original evaluation.
- An incomplete grade is awarded only in the event of a documented emergency.
- Grade disputes after the semester will follow university policy, which may include a meeting with the department chair and a review committee.
- Exams will not be returned to students; they are the property of the professor. However, students may review exams with me in my office during office hours.

**Academic Dishonesty Policy**

Academic dishonesty is against university as well as the system community standards. Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. Cheating is defined as (l) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one’s place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Disciplinary procedures for incidents of academic dishonesty may involve both academic action and administrative action for behavior against the campus regulations for student conduct. The procedures involve the determination by the faculty member pursuing concerns over alleged cheating or plagiarism as to whether administrative action is warranted, in addition to making a determination as to any academic consequence. Academic action may include: (1) cancelling the student's enrollment in the class without a grade; (2) filing a final grade of "F"; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

**Individual Assistance**
I invite you to meet with me during office hours when you need outside assistance. If you cannot attend the posted hours, please contact me by email to schedule an appointment. I will do my best to accommodate your request, but please realize that schedules are complex these days, so the less lead time you allow, the lower the likelihood of an appointment. If you do utilize office hours, I expect you to complete relevant reading assignments and make initial efforts toward solving the problem prior to our meeting. If you encounter personal or other difficulties that impede your progress in the course, please inform me as soon as possible. Such problems cannot receive adequate attention and response if you wait until your performance in the course has already spiraled downward.

Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or http://www.unr.edu/writing_center/). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Any student with a disability needing academic adjustments or accommodations is requested to speak with me or the Disability Resource Center (Thompson Building Suite 100) as soon as possible to arrange for appropriate accommodations.

This course is structured as a group learning environment (which includes engaging with your classmates in group discussion, activities, and projects). I recognize that this can be stressful for some individuals. You should feel safe to take risks and participate, but if you, at any time, are uncomfortable in doing so, you should speak with me immediately.

**Media/Technology in the Classroom**

The contemporary college classroom is more ‘plugged-in’ than ever. I understand that some students prefer to use their laptops to take notes on course material; but checking your email, browsing the internet, exploring social media, or otherwise using a computer in class for any purpose other than note-taking is disrespectful and disruptive.

Cell Phones, iPods, MP3 Players, and other electronic communication devices or media are strictly forbidden during class time. Turn your cell phone off before the start of class. Texting or talking on a cell phone is not allowed at any time during our session. Please respect this rule and leave these devices out of sight and out of mind. Though we often forget this fact, newspapers, books, or materials for other classes are also forms of mediated communication that disrupt our time together; so please also leave these materials out of sight and out of mind. An obvious exception to this rule is any relevant material you need for our class session and any necessary pre-approved media such as translation dictionaries.

**Audio and Video Recording:** Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Students should understand that their comments during class may be recorded.

**Classroom Behavior**

Students and faculty alike bear responsibility for maintaining an environment conducive to learning. As instructors, it is our professional responsibility to treat all students with understanding, dignity, and respect; to guide classroom discussion ethically and judiciously; and to establish and model reasonable boundaries for the manner in which opinions are expressed. Students who fail to adhere to basic
behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises to create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combinations of members in the campus community: students, faculty, staff, and administrators. Sexual harassment in any form will be immediately reported. The instructor reserves the right to remove students who disrupt or disrespect the classroom community. For more on appropriate classroom behavior, please see the Student Code of Conduct.

Descriptions of Course Work

Participation (CO 1, CO 3, CO 14)

Participation is a vitally important component of the class. Throughout the semester, you will be asked to participate actively in the form of class discussions, case study analyses, and reflections about your experiences. You will be expected to present and exchange insights, observations, and ideas actively with your classmates in either small group or whole class discussions.

Participation grades are subjective, however to earn a good participation grade, I expect you to speak in every class, listen to your classmates without distraction, refrain from dominating or bullying in conversation, act like a good group member and engage in in-class assignments. Each student should come prepared to discuss the day’s readings and contribute questions, thoughts, and experiences that enrich our conversation. We are all responsible to build the supportive, positive environment that will lead to maximum learning. Your attendance and active, constructive involvement in class activities are vital to your own as well as your classmates’ understanding of the material and experience of the course and, thus, will significantly influence your performance.

If you come to class every day and sit silent, you will receive a D in participation. You have to verbally contribute in order to do well in the participation portion of this class.

Reading Reflection Assignments (CO 1, CO 3, CO 10, CO 12)

You are required to complete 4 reflections on the assigned readings of your choice. Each reflection should be one page in length, and single spaced with a reasonable font. This should be a discussion-style reflection on a passage or section that you really like, dislike, or have further questions or ideas you would like to explore. Only typed submissions will be accepted for credit. These should be thought and discussion provoking. You have the opportunity to submit a reflection every day in class in which we have a reading, but I will only score 4 submissions.

Ethical Dilemma Presentation (CO 1, CO 3, CO 10, CO 12)

This assignment will be presented in pairs at the beginning of each class. The task is to find an ethical dilemma related to social identity (race, gender, (dis)ability) news clip, article or advertisement and in a 15-20 minute presentation discuss the importance of your selection. You must discuss how your selection relates using concepts from class. Make sure to present the ethical impacts of the case, and make an argument about how the situation should be resolved. Your selection should be taken seriously, not to say that the selection cannot be humorous (e.g. Jon Stewart).
Social Identity Credentials (CO 1, CO 3, CO 10, CO 12)

This document is meant to capture your gender identity as you currently understand it. Consider it a hybrid of several genres—an ID card, a resume, an ‘arts n crafts’ project, a social networking portfolio—but bear in mind that we’re asking you to conduct a healthy dose of analysis and to be as candid as possible. At minimum, your Credentials should include the following:

- **Opening characterization of your social identity.** Address reality (i.e., how you think you really are, or what you live up to currently), fantasy (i.e., how you wish to be, or to what you would aspire in the absence of constraint), and fear (i.e., the kind of social identity you especially wish to avoid, or how you do not want to come off). Briefly, summarize the major evidence upon which your reality claims are based; explain why your aspiration is not (yet) fulfilled and what it would take to do so; and describe how you stave off undesirable social identity.

- **Education and mentors.** Identify and explain what you consider to be your formative social identity experiences thus far, as well as major (positive or negative) ‘models’ who have guided you.

- **Most repeated/enforced messages.** If you had to identify the ‘top 3’ or so social identity messages (explicit or subtle) that you’ve encountered over time, what would they be?

- **Activities.** List all the activities in which you participate that support the social identity you’ve claimed. Think broadly here, as these may include a wide range of activities—such as daily rituals or habits, specific relationships, the kind of work you (wish to) do, hobbies and leisure activities, political or religious involvements—you name it! (How) would your activities have to change in order to support your gender fantasy?

- **Artifacts.** Include 2-3 artifacts that somehow represent, embody, reflect, or evoke the identity you’ve claimed here. Artifacts may be textual (e.g., a favorite poem or song lyrics), visual (e.g., images from a magazine that grab your eye), or both (e.g., a description of some meaningful material artifact). The key here is to clarify the relation between the artifact and your social identity. In other words, as long as that relationship is made clear, the format is up to you.

Please note that, unless you choose to share your work with others, only the instructor will see your Credential assignment. If I share any content with the class, we will do so in an aggregate way that preserves your anonymity (e.g., identifying broad patterns across Credential assignments).

Observing Differences Field Trip Analysis: 200 points (CO 1, CO 3, CO 10, CO 12, CO 14)

This is the major term project of the course, and it is designed for teams composed of 4-5 members. We will provide additional detail as needed, but the crucial elements of the assignment follow:

- As a team, select a site for observation.
- Spend quality time at the site(s), carefully observing and recording detailed notes of team member experiences in the field. Students must complete a minimum of 10 hours each observing the site.
- As early as you can, select a focus—some course issue, concept, theory, or closely related set thereof—that the team wants to investigate further. Generate a guiding research question (RQ) that links the issue/concept/theory of interest to the team’s particular site(s).
- Gather and read 5 additional scholarly articles (i.e., beyond assigned course readings) related to the team’s chosen focus.
- When your field observations are complete, assemble the team to analyze the data as it relates to your scholarly material (i.e., material from the course PLUS the 5 additional articles you’ve gathered): In relation to your topic, what did you notice about your site(s)? What strikes you as most interesting, puzzling, surprising, complex, rich, novel, action-packed, and so forth—in a word, what seems most newsworthy? What do you think is going on here, and how do you
know? How do your site findings speak back to scholarship—for instance, do they support/confirm, challenge/deny, reveal crucial situational nuances, resolve old questions or raise new ones?

- Craft an argument—a coherent statement that summarizes your analysis of (a) your findings in your chosen area of study and (b) the significance for scholarship and practice. In other words, the team’s argument should answer two fundamental questions: What exactly is going on in our site(s) with regard to differences and communication? And why should scholars, professionals, and ordinary people care about our findings? Explore causation variables.
- Produce the equivalent of a major essay (20-25 double-spaced pages of text PLUS references) that introduces, contextualizes, explains, and supports this argument.
- Share the team’s final analysis with your classmates—through visual representation and informal discussion—during the final exam period.

**Exams (CO 10, CO 12)**
The four exams may include multiple-choice, true-false, short answer, and essay questions. The questions will reflect your textbook readings, lectures, assignments and discussions. Each exam is worth 100 points.

**Assignment Point Distribution:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Reflections (50 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Observations Project</td>
<td>200</td>
</tr>
<tr>
<td>Ethical Dilemma Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
<tr>
<td>Social Identity Credentials</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>
**Tentative Course Schedule**

**The syllabus and schedule are subject to change. All changes will be announced in class, but it is the responsibility to keep up with announcements sent via WebCampus and email.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td>Course Overview Identity and Communication Ethics of Diversity: Students discuss how diversity is implicated in ethical decisions for communication contexts. For example, to explore how incorporating “diversity” in the workplace might be for economic benefit and not because it is morally right.</td>
<td>Syllabus Paige &amp; Martin (note: this reading particularly talks about ethics).</td>
</tr>
<tr>
<td>September 5</td>
<td>Gender -Political implications -Binary -Gender ethics and the workplace: Part of this discussion is related to hiring decisions and how gender bias might affect decisions. Wage gap issues also discussed.</td>
<td>West &amp; Zimmerman Romaine</td>
</tr>
<tr>
<td>September 12</td>
<td>Body -Changing ideals -Personal implications -Body ethics: Discussion of real-world consequences of body ideals (hiring, personal care, self-esteem issues, etc.) This also includes how we might evaluate others by appearance in unequal ways.</td>
<td>Blithe &amp; Hanchey Bordo</td>
</tr>
<tr>
<td>September 19</td>
<td>Masculinity -Aggression and Violence -Perfection -Family implications **Assign project groups -brainstorm research interests and topics -discuss format and requirements of the proposal</td>
<td>Kimmell Kuehn</td>
</tr>
<tr>
<td></td>
<td><strong>Gender Credentials Due September 22 at 5:00pm</strong></td>
<td></td>
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<tr>
<td>September 26</td>
<td>Race and Nationality -Social constructionism -Structural inequality -Ethics of equality: Investigating discrimination and ethical and moral requirements to overcome inequality related to race. **Large group demonstration about how to find research articles using Googlescholar and Communication and Mass Media Complete</td>
<td>McIntosh Leonard Hanchey</td>
</tr>
<tr>
<td>October 3</td>
<td>Sexuality -LGBTQIA. This includes discussion on preferred</td>
<td>Bornstein Taverner</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>October 10</td>
<td>Class</td>
<td>Communities - Occupations - Discuss field and participant observation techniques; requirements for field observation notes</td>
</tr>
<tr>
<td>October 17</td>
<td>Midterm EXAM</td>
<td></td>
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<tr>
<td>October 24</td>
<td>(Dis)ability</td>
<td>(Dis)ability - Visible/Invisible (dis)abilities and the ethics of disclosure. This discussion also includes how to appropriately address and name disabilities. - Education and Workplace Implications</td>
</tr>
<tr>
<td>October 31</td>
<td>NEVADA DAY NO SCHOOL</td>
<td></td>
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<tr>
<td>November 7</td>
<td>WAGE WORKSHOP</td>
<td></td>
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<tr>
<td>November 14</td>
<td>Religion</td>
<td>Religion - Christian privilege - Ethical divisions and ideology: How people in US divide themselves based on ethical/moral principles related to religion. - Muslims in the United States <strong>Discuss final paper construction (proposal expansion)</strong></td>
</tr>
<tr>
<td>November 21</td>
<td>Intersectionality</td>
<td>Intersectionality ** In class group work time for final project papers</td>
</tr>
<tr>
<td>November 28</td>
<td>Thanksgiving</td>
<td></td>
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<tr>
<td>December 5</td>
<td>FINAL PROJECT PRESENTATIONS</td>
<td>This is of the Observing Differences project</td>
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**Abstinence – Ethics of Sexual Education:** How individual morals or ethics affect policy decisions related to sexual education. 

**In class time to work in teams to get instructor feedback and finalize their proposals.**

**Instructor Feedback and Finalization of Proposals:**

- Ehrenfeld Quenqua Kulwicki
- Bowe

**Team Proposals Due October 6th at 5:00pm**

**Additional Notes:**

- Allen Jones Crisp
- Killermann Samover and Porter Slouka
- Kadi Boo Engen Koerner Hamilton Langston
<table>
<thead>
<tr>
<th>Final Exam</th>
<th>Final Papers DUE</th>
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<tbody>
<tr>
<td>TBD</td>
<td><strong>Incorporating feedback from the class presentations</strong></td>
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Readings


