

**EASTERN ILLINOIS UNIVERSITY
DEPARTMENT OF COMMUNICATION STUDIES**

CMN 4030: Communicating Social Identity

Term: Spring 2011
Section: 002
CRN: 33520
Coleman Hall 1771: T, R 11:00 – 12:15

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In order to understand, you must stand under. – Unsure of Origin

*He who knows others is wise. He who knows himself is enlightened –
Lao Tzu*

*If we are to achieve a richer culture, rich in contrasting values, we
must recognize the whole gamut of human potentialities, and so weave
a less arbitrary social fabric, one in which each diverse gift will find a
fitting place. - Margaret Mead*

Required Materials: Access scanned readings on WebCT

Description: This course focuses on how we construct and understand socio-cultural identities (race, gender, sexual orientation, and ability) through communication. We will pay particular attention to the ways in which we perform our identities in everyday experience, and the historical and political contexts that create, maintain, and resist socio-cultural identities.

Objectives

By the end of the course students should be able to:

- Explain connections between identity and communication,
- Recognize how power works to influence understanding of and communication about identity,
- Recognize that identities are complex intersections influenced by (but not limited to) race, class, gender, sexuality, and ability,
- Discuss the ways in which diversity of identity has created a backlash by hate groups,
- Critically engage communication, including scholarly texts, current events, and popular culture in discussion and in writing in order to question, defend, extend, and transform existing knowledge and perceptions, and,
- Launch historically, theoretically, and practically informed cultural critiques using honed critical thinking skills.

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

GRADING

Assignment	Percent Available	Your Percentage
Essay 1	20	
Essay 2	20	
Essay 3	20	
Midterm Exam	15	
Final Exam	15	
Participation	10	
Total	100	

To calculate your grade: First, multiply the grade you earned on an assignment by its total percentage value (ex. $80 \times .20 = 16$). Then, add up all the numbers and multiply the total by the percentage of the class that has been completed (ex. 16 on essay 1 + 13 on midterm is 29 divided by 35 percent of the class completed at that point = 82 B).

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

Grading of writing: The quality of written work will be a consideration when grading written assignments. Assessment will be based on the following: focus, organization, development, style, and mechanics. All typed assignments must also follow APA guidelines. The following website will be helpful: <http://owl.english.purdue.edu/owl/resource/560/01/>.

General Grading Expectations:

- A** Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.
- B** Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.
- C** Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)
- D** Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives or methods, unorganized effort, or failure to follow directions.
- F** Failure to complete assignments during the scheduled time through lack of evident effort.

COURSE POLICIES

Academic Integrity: The Student Code of Conduct states that students should meet the following standard: “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” The Code defines *plagiarism* as: “the use, without adequate attribution, of another person’s words or thoughts as if they were one’s own.” At minimum a student who engages in academic dishonesty/plagiarism will receive a 0 (F) on the assignment and be reported to the Office of Student Standards. If there are multiple instances of academic dishonesty, the Office of Student Standards may sanction the student further, i.e., suspension for a semester or academic year or expulsion from the university.

Statement Regarding Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

Class attendance and participation: Class attendance is expected. Course instruction includes a variety of in-class activities and discussion. The class is also designed sequentially, meaning that knowledge develops and is added to over the course of the semester. Missing a class will put you behind, require you to do “catch up” work on your own time, and inevitably lower your grade earned.

We may occasionally use personal electronic devices in class for activities (i.e., research). Please refrain from using devices such as laptops or smart phones unless otherwise noted.

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

Safe Learning Environment: This class is a safe space for communication, learning, and the sharing of ideas. Each of us will need to be conscious of our role in providing a place where every class member, will feel safe and function as part of our learning community. Inclusive language is important to maintaining a safe class environment—no language will be tolerated that demeans, belittles, or marginalizes someone because of her or his gender, race, ethnicity, class, age, sexual orientation, ability, etc.

Late work: Turning in assignments late (physically or electronically) will result in a grade reduction.

Make up work: Make-up privileges, where make-up is possible, will be granted to students with excused absences. It is the student’s responsibility to initiate plans for make-up work and complete the work promptly.

Electronic communication: Students are expected to visit the course webpage (through WebCT) daily for announcements and updates. You should also check your EIU email daily.

ASSIGNMENTS

Readings: Confucius said: No matter how busy you are, you must find time for reading, or surrender yourself to self-chosen ignorance.

Since this class is discussion/application based, it is important that you read the assigned materials before class. If you haven't read you will hold back the progress of everyone in the course, and result in a lower participation grade.

Essays: Students will complete three medium length (approximately 5-8 pages) essays over the course of the semester, one for each unit of the course. Essays will synthesize and reflect on course materials (readings, discussion, videos, etc.). Essays will be graded on content and writing (spelling/grammar/syntax). More details for each essay will be distributed in class.

Exams: There will be two exams that will cover key concepts from class readings, discussion, videos, activities, and other materials. The format of exams may consist of multiple choice, true/false, matching, application, short answer, and/or short essay.

Participation: Come to class everyday with something to prompt, encourage, or supplement our class discussion on the reading for the day. This can be anything meaningful to you – so you have a few options although I ask that it be something tangible. Examples could be, but are not limited to: Hardcopies of the readings with handwritten notes, reading notes, a discussion question, an article from the news that relates to the reading, a personal reflection, a poem, a performance, etc. The following will be added/averaged together to complete the participation grade: in-class discussion, activities, homework, quizzes, and in-class attitude, attendance, and lateness.

COURSE CALENDAR:

**Subject to revision as necessary*

Date:	Content:	Due:
<i>UNIT I: ETHICS, DIFFERENCE, PRIVILEGE, AND POWER</i>		
T 01/11	Introduction to Course and Critical Concepts	
R 01/13	The Ethics of Speaking for Others <i>Assign Essay # 1</i>	Read: Alcoff Read: Miner
T 01/18	Difference Matters	Read: Allen Chapter 1
R 01/20	Power Matters	Read: Allen Chapter 2
T 01/25	Privilege, and Review of Unit I	Read: Goodman
R 01/27	NO CLASS: Dr. J. at Basic Course Director's Conference	Email Essay # 1 to Dr. J. by 11:30 pm Sunday 01/31
<i>UNIT II: GENDER, RACE, SEXUALITY, AND ABILITY</i>		
T 02/01	Gender Matters	Read: Allen Chapter 3
R 02/03	Transgender Identity	Read: Transgender Resources

T 02/08	Masculinities, Media, and Male Violence	Read: Kimmel Read: Messerschmidt
R 02/10	Male Privilege, and Gender Review	Read: Furman
T 02/15	Race Matters	Read: Allen Chapter 4
R 02/17	Race and Privilege	Read: McIntosh Read: Johnson 1
T 02/22	Race and Privilege	Read: Carbado
R 02/24	Race and Media, Race Review	Read: Calafell
T 03/01	Midterm Exam	
R 03/03	Sexuality Matters	Read: Allen Chapter 6
T 03/08	Sexuality and Privilege	Read: Sommer
R 03/10	Sexuality and the Media	Read: hooks
T 03/15	NO CLASS: SPRING BREAK	
R 03/17	NO CLASS: SPRING BREAK	
T 03/22	Sexuality Review	Read: TBD
R 03/24	Ability Matters	Email Essay # 2 to Dr. J. by 11:30 pm Sunday 03/27
T 03/29	Ability Privilege	Read: TBD
<i>UNIT III: BACKLASH, RESISTANCE, AND CULTURE JAMMING</i>		
R 03/31	Culture Jamming/Hate Groups <i>Assign Essay # 3</i>	Read: Lasn
T 04/05	Hate Groups	Read: Southern Poverty Law Center
R 04/07	Hate Groups	
T 04/12	What We Can Do	Read: Johnson 2
R 04/14	Avoid "Thinking Under the Influence"	Read: Allen Chapter 9
T 04/19	Culture Jamming <i>View: Idiocracy</i>	
R 04/21	Review <i>View: Idiocracy</i>	Read: TBD
T 04/26	Independent Work Day (NO CLASS)	
R 04/28	Culture Jamming Presentations	Email Essay to Dr. J. by 11:30 pm on Thursday 04/29
T 05/03	Final Exam, 2:45 – 4:45	