

CMST 3900: Rape, Consent & Culture

Dr. Ashley N. Mack

COURSE OVERVIEW

This course explores how sexual violence is symbolically negotiated in public culture. We will examine how sexual violence and consent are framed in legal, political, educational, mediated, and cultural contexts. We will survey the intersectional relationships between race, gender, sexuality, age, ability, and class as they relate to sexual violence. Finally, we will consider the ways that the public framing of sexual violence impacts both cultural views about rape, and in turn, how social institutions (such as schools, the government, religious bodies, or the criminal justice system) attempt to stop sexual violence.

COURSE OBJECTIVES

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

1. Demonstrate an ability to assimilate readings from class and to write in a manner that incorporates the readings
2. Demonstrate an ability to use communication concepts to analyze human behavior and to apply those concepts to improve social and professional life.
3. Demonstrate an ability to critically engage established norms and expectations of sex, gender, and sexuality.
4. Become a more effective critical thinker and consumer of information.
5. Demonstrate an understanding of the historical, cultural, and philosophical complexity that supports sophisticated discourse.

TRIGGER WARNING & CLASSROOM ENVIRONMENT

This class engages, as one might expect, difficult, often deeply personal issues. We will be approaching all material, topics, and content from an academic perspective and for the purpose of understanding the relationship between sexual violence and communication. Just because we watch or read something, should not reflect that your classmates or I are promoting it. If you are uncomfortable engaging in adult related content for the purpose of academic debate and conversation, this may not be the class for you. Similarly, this class will engage in difficult topics related to sexual violence. It is not easy to talk about, and it shouldn't be. I am going to encourage you to engage with ideas, scenarios, or concepts that may make you uncomfortable or elicit a highly emotional response. Make sure this is something you are comfortable with.

The success of this course depends on the interactions generated between the instructor and the students (me and you). I do expect you to participate actively in class, share your ideas and

opinions, comment on and assess those of your fellow classmates. However, I do demand that everyone treat each other with respect. Ridicule or disrespect of any sort will not be tolerated. While I use a wide variety of mediated examples to illuminate points and bring life to discussion in class, I do not use powerpoint presentations and will not post “lecture outlines” on Moodle. My hope is that we will all become more engaged members of the classroom discussions because of this commitment to an engaged and discussion-oriented environment.

COURSE WEBSITE

This course makes use of the Moodle website. You should be able to access Moodle through your PAWS account. After you log into PAWS, you will find the link to Moodle under the “Student Services” category. I will post readings, course assignments, documents, as well as any announcements. Make sure to check the website regularly.

COURSE MATERIALS

- readings/materials will be posted online through Moodle
- Access to and competency with online search engines and university libraries is essential for success in this course.

ASSIGNMENTS

Grade Scale

Letter Grade	Point Range Needed
A+	98-100%
A	92-97.9%
A-	90-91.9%
B+	88-89.9%
B	82-87.9%
B-	80-81.9%
C+	78-79.9%
C	72-77.9%
C-	70-71.9%
D+	68-69.9%
D	62-67.9%

D-	60-61.9%
F	0-59%

Assignment Weights

ASSIGNMENT	Points
Critical Presentation	150 points
Exams	2 @ 150 points each, 300 points total
Engagement	Various activities/in class quizzes/assignments/engagement = 50 points total
TOTAL	500

Assignment Descriptions

Critical Presentation (150 points) Each member of the class will partner with another member of the class to present a thesis-driven critical presentation that engages a communication artifact that is related to or about sexual assault and consent. Must follow specific format and requirements outlined in the assignment sheet. Each group will present their results in a 15-minute presentation and facilitate a 15-minute dialogue and discussion with the class. You will be graded on both your own presentation and your participation in the dialogues facilitated by your classmates. Attendance is mandatory on all days. Within groups, group members do not always participate equally in the preparation of group projects; however, all group members share equally in the final grade. To assess individual contributions to the group project, each student will be asked to rate the extent to which each of his or her group members contributed to the semester project. The average of the ratings you receive from members of your group, coupled with my own evaluation of your contribution, will be factored into your final assignment grade.

Exams (2 @ 150 points each = 300 points total) There will be two exams in this course. They are not comprehensive. They will be essay-based examinations and you will receive a list of the possible concepts and questions ahead of time.

Engagement (50 points) This class relies on your thorough participation and critical engagement with text and exercise materials. I expect you to come to class having completed the readings for that unit. Students are expected to attend all lectures and to complete all required readings. Material will be presented in the lecture that is not in the readings and **will be** addressed in the

exams. The engagement grade is composed of student contributions to class discussions and various engagement assignments given throughout the semester. In addition, you will be graded on in-class assignments and discussions for which you will lose credit if you are not present. I also reserve the right to bump up the borderline grades of students who participate most actively in class discussions.

COURSE POLICIES

Attendance

There are consequences if you miss class that you should consider while you make your decision about your attendance to this course:

- You are responsible for all information communicated in class, whether or not you are in attendance.
- You are responsible for participating in activities and discussion, and missing class will impact your engagement grade in this course.
- I do not lecture on the readings, so the information given in class is not something you can just get from the readings.
- If you miss a class, please get notes from a classmate rather than asking me for notes.
- You will not be able to make up exams or engagement activities.

Attendance on presentation days, even when you are not speaking, is required. Failure to attend presentation days will result in a ten-point deduction from your own grade for each day missed.

Late Work

Sometimes life just happens and you are unable to turn in an assignment on time (maybe you are stressed out, overwhelmed by other assignments in other classes, got drunk the night before and slept through your alarm, etc...). I will accept late work, but with a penalty. If you can't make an assignment deadline, you can turn the assignment in for **increasingly fewer points** throughout that day, up **until 11:59pm CST**. After that point, work will be accepted within the following week for the **maximum grade of a C** (see below for extenuating circumstances). After 7 days, late work will no longer be accepted for credit. (Life happens, but not without consequences.)

Extenuating circumstances: I reserve the right to accept late work without penalty when a student has provided **proper documentation** of a university sanctioned emergency or conflict that has inhibited them from turning in an assignment on time. University sanctioned emergencies or conflicts include:

- family death/emergency
- debilitating or contagious sickness
- religious observance
- serious weather conditions
- varsity athletic competition
- sanctioned curricular requirements with documentation
- court-imposed legal obligations

For more information on university policy on student absences, see <https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/22/>

Quality of Written Work

Take pride in the quality of your work in this class. Written work must be spell-checked, grammar-checked, and proofread: The quality of your writing will affect your grade.

All written work must be typed in 12-point font, double-spaced, 1-inch margins, with a clear heading up at the top. Your name must be included. A bibliography of works cited in an accepted citation style (MLA, APA, or Chicago Style) must accompany all work.

Presentation Day Etiquette

On the day of your presentation, you should arrive in appropriate attire (i.e. business casual, or at least not in pajamas) prepared to give your speech. Your role as an audience member is equally important to a successful presentation. As I indicate above, attendance on presentation days is mandatory for everyone. You are also responsible for being a supportive audience member. This means that working on homework, typing on a lap top, text messaging, walking in late while someone is speaking, sleeping, or simply looking like anything other than engaged in your classmates' work will be considered rude and inappropriate. This may, if done repeatedly, affect your own grade on the assignment.

Grade Discussions and Appeals

If you would like to speak with me about an exam, assignment, final grade, or any other graded material you must come to my office and speak with me face-to-face or schedule a video conference appointment during my office hours. If you cannot come to my office hours, I will gladly schedule an appointment that works with your schedule.

If you wish to appeal a grade on an assignment or seek a change in your grade, you must submit a written letter requesting to appeal your grade within 7 days of receiving the grade/feedback, and you must follow the procedure I outline below. *I will not casually discuss the specifics of grades over e-mail due to FERPA (a federal law designed to protect your privacy).*

Grade Appeal Procedure:

- Wait at least 24 hours after receiving your grade and feedback before setting up an appointment with me and submitting your written grade appeal. This grace period ensures that you have time to carefully read and consider the feedback.
- After reading my feedback, submit a written appeal through e-mail that identifies the specific issue in question (i.e. exam question, etc.) and explains the specific and well-supported reasons you believe the grade should be changed. Some thoughts on these appeals:
 - Please refer to any class materials that support your rationale for a change.
 - Focus less on explaining that you deserve a certain grade (i.e. “I came to every class and deserve an A”), and more on proving that you accomplished specific objectives on this specific assignment that you were not given the appropriate credit for (i.e. “You state in my feedback that I did not appropriately meet X grading criteria. However, according to lecture and the assignment description, we were expected to do Y, see pages 5-7 of my assignment where you can see I meet this criteria by doing Z.”).
 - Make sure to cite specific instances from your assignment to provide support for your claims.
 - Please attach to the email a graded copy of the assignment in question (i.e. exam, etc.) and any additional evidence to support your claims.
- The written appeal should be submitted at least 24 hours prior to the appointment you have scheduled with me. During this meeting, we will review your appeal.
- After meeting with you, I may wish to contemplate the matter. In any case, I will decide within two school days whether to change or uphold the grade.
- I will provide you with a written justification of my decision through Moodle (see comments on the graded item in question).
- Remember, you can only submit a grade appeal within one week (7 days) of the grade’s issue. Grade appeals will not be considered after that “statute of limitations” has expired.
- If we cannot come to an agreement, you are welcome to follow the formal grade appeal procedure as outlined in the Student Code of Conduct.

Technology and Electronics in the Classroom

You are more than welcome to use technology in this classroom (Laptops, iPads, etc) as long as it does not serve as a distraction to you and other students. However, if your cell phone rings during class I reserve the right to answer it or take it for the remainder of class. If you use a laptop to take notes, that is fine, but it should not be out during discussions or engagement activities. Also, if I catch you on facebook, twitter, instagram, or something unrelated to class—I will give one warning and if it happens again the rest of the class will lose the privilege to take notes electronically.

Waiting Policy

Class members should wait 15 minutes for me in the event I am late (which I do not at all foresee). After that period of time, you should consider class cancelled.

Netiquette

Think about how you communicate to your instructors and colleagues in person and via e-mail.

When sending E-Mails:

- Address me professionally in e-mails (ex: "Hello, Dr. Mack")
- In an e-mail, please sign your name (I might think LSUcutiepie@gmail.com is spam and delete it).
- Check your grammar.
- Remember tone is harder to make out in e-mail. Assume a polite and professional tone, and my response will be the same.
- Make sure to include any necessary background information needed for me to "make sense" of what you are e-mailing about. Also, make sure to be clear (just like in an essay) of what you want out of the e-mail.
- Do not text me from your phone in all caps, or in broken English. Always use proper punctuation, complete spellings, etc...
- Courtesy in this class gives most people 24 hours to respond to e-mail. I will not assume you will get an e-mail in less time; don't assume I will either. Weekends may take longer.

If you fail to follow these guidelines, I will not answer your e-mail.

Academic Misconduct

Don't plagiarize. Any student found to have turned in material not their own (either downloaded from the internet or written by another student) will immediately be reported to the Dean of Students. You can find the official LSU policies on plagiarism here:

<http://www.lib.lsu.edu/instruction/plagiarism2.html> .**Your work would be considered as plagiarism in part or entirely if it involves any of the following:**

- Submitting work that was written by someone other than you (an online source, a friend, etc.).
- Submitting work in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make work your own.
- Submitting work in which you "cut and paste" or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.
- Submitting work that you have written together with a friend as if it was solely your own intellectual property.
- Submitting work for COMM 2063 that you wrote verbatim for another class.

Students with Disabilities

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Services in 115 Johnston Hall. Their phone number is 225-578-5919 and website is www.lsu.edu/disability. To receive academic accommodations for this class, please obtain the proper Disability Services forms and meet with me at the beginning of the semester.

Majoring in Communication Studies

Business leaders and other professionals recognize the importance of developing communication skills and analysis. Alan Greenspan, for example, stated, "To succeed, you will soon learn, as I did, the importance of a solid foundation in the basics of education – literacy, both verbal and numerical, and communication skills." We hope this course contributes to your success.

To learn more about communication, you may want to major or minor in the Department of Communication Studies. The program explores how people sustain and change, experience, and make sense of the world through symbolic action. Students develop conceptual skills to analyze written, oral, and visual messages. Students gain practical experience in such areas such as public speaking, group decision-making, performance, and film. Such skills are elemental to careers in business, government, law, social services, and the arts.

A major in Communication Studies requires 36 hours including 12 hours of core classes and 12 hours at the 3000 or 4000 level. A minor requires 15 hours with one core class and 6 hours at the 3000 level or above.

More information is available at www.lsu.edu/cmst or by contacting our undergraduate advisor Mr. Kent Filbel (kfilli@lsu.edu), whose hours are posted at his office, 135 Coates Hall

COURSE SCHEDULE

Please Note: You are responsible for all readings. Please complete the reading assignment *before* the listed class. The syllabus is provisional and is subject to revision as necessary. Additional readings may be assigned from time to time, and/or assigned readings may be omitted.

All readings are available on Moodle.

Date	Topic	Readings/Assignment Info
TH 1/12	Course Introduction	
T 1/17	Rape Culture & Myths about Rape	<ul style="list-style-type: none"> • Melanie Ehrenkranz. “Dead or Alive Xtreme 3’ lets you sexually assault a woman in virtual reality.” Mic. August 29, 2016. • Alanna Vagianos, “High school boys Make ‘Rape’ Joke at Cancer Awareness football game.” Huffington Post. September 20, 2017. • Dillon Kato, “Temptress?’ Defense attorney questions 13-year-old victim’s role in Missoula sex assault.” <i>Missoulian</i>. September 11, 2017.
TH 1/19	History of Sexual Violence	<ul style="list-style-type: none"> • Lucy Stone, “Crimes Against Women,” <i>Women’s Journal</i>, June 16, 1877; “Pardoning the Crime of Rape,” <i>Woman’s Journal</i>, May 25, 1878. • Ida B. Wells, “Southern Horrors: Lynch Law in All Its Phases” (1892), “A Red Record” (1895), “Mob Rule in New Orleans” (1900). • Excerpt from: Sharon Block, <i>Rape and Sexual Power in Early America</i> (University of North Carolina Press, 2006). • Excerpt from: Estelle Freedman, <i>Redefining Rape: Sexual Violence in the Era of Suffrage and Segregation</i> (Harvard University Press, 2013).

T 1/24	Rape, Gender, & Power	<ul style="list-style-type: none"> • C. J. Pascoe and Jocelyn A. Hollander, “Good Guys Don’t Rape: Gender, Domination, and Mobilizing Rape,” <i>Gender & Society</i>, vol. 30, no. 1 (2016), pp. 67–79. • Gloria Steinem & Lauren Wolfe, “Sexual violence against women is the result of the cult of masculinity.” <i>The Guardian</i>. February, 24, 2012. • Diana Scully and Joseph Marolla, "Riding the Bull at Gilley": Convicted Rapists Describe the Rewards of Rape," <i>Social Problems</i>, vol. 32, no. 3 (1985): 251-63.
TH 1/26	Race, Class, & Sexual Violence	<ul style="list-style-type: none"> • Angela Davis “Rape, Racism, and the Myth of the Black Rapist,” in <i>Women, Race, and Class</i> (Vintage, 1983). • Angela Davis, “We Do Not Consent: Violence Against Women in a Racist Society,” in <i>Women, Culture, and Politics</i> (Vintage, 1990)
T 1/31	Defining Sexual Violence in Legal Contexts	<ul style="list-style-type: none"> • https://www.justice.gov/ovw/sexual-assault • Carol E. Tracy et al., “Rape and Sexual Assault in the Legal System,” Women’s Law Project (2012). • Kimberly Lawson, “Men Legally Allowed to Finish Sex even if Woman Revokes Consent, NC Law States.” <i>Broadly</i>. June 22, 2017. • Lily Rothman. “When Spousal Rape First Become a Crime in the U.S.” <i>Time Magazine</i>. July 28, 2015. • Cristina Corbin. “In 7 US States, rape victims can be legally forced to share custody of their children with their rapist fathers.” <i>Foxnews.com</i>. April 21, 2017. <p><i>Additional Reading</i></p>

		<ul style="list-style-type: none"> • http://www.d.umn.edu/cla/faculty/jhamlin/3925/Readings/RapeLawEffects.html
TH 2/2	Rhetorics of Prevention	<ul style="list-style-type: none"> • Rachel Hall. "It Can Happen to You': Rape Prevention in the Age of Risk Management." <i>Hypatia</i> 19/3 (2004): 1-19. • Emily Thuma, "Lessons in Self-Defense: Gender Violence, Racial Criminalization, and Anticarceral Feminism," <i>WSQ: Women's Studies Quarterly</i>, vol. 43, nos. 3–4 (fall/winter 2015). • KC Clements, "#IAmOneOfThem: Why We Need to represent Trans People in Sexual Assault Advocacy." <i>The Huffington Post</i>. April 7, 2017.
T 2/7	Victimhood & Rhetorics of Responsibility <i>Audrie & Daisy</i>	<ul style="list-style-type: none"> • George Will, "Colleges become the victims of progressivism." <i>The Washington Post</i>. June 6, 2014. • Jessica Valenti, "The only privilege afforded to campus rape victims is actually surviving." <i>The Guardian</i>. June 10, 2014. • Katie, J.M. Baker. "Here is the Powerful Letter the Stanford Victim Read Aloud to Her Attacker." <i>BuzzfeedNews.com</i>. June 3, 2016.
TH 2/9	Victimhood & Rhetorics of Responsibility, Cont'd	
T 2/14	Exam 1 Review	
TH 2/16	Exam 1	
T 2/21	Statistics, Expertise, & Struggle of Understanding the Prevalence of Rape	<ul style="list-style-type: none"> • Lara Stemple & Illan Meyer, "The Sexual Victimization of Men in America: New Data Challenge Old Assumptions." <i>The American Journal of Public Health</i> 104/6 (2014): 19-26.

		<ul style="list-style-type: none"> • Alia Wong, “Why the Prevalence of Campus Sexual Assault is So Hard to Quantify.” The Atlantic. January 26, 2016. • Caroline Kitchens. “The Rape ‘Epidemic’ Doesn’t Actually Exist.” U.S. News & World Report. October 24, 2013. • Corey Rayburn Yung. “How to Lie with Rape Statistics: Americans Hidden Rape Crisis.” Iowa Law Review 99 (2014): 1197-1256.
TH 2/23	It’s Not Just Happening to Cis Women	<ul style="list-style-type: none"> • Hanna Rosin, “When Men are Raped.” Slate. April 29, 2014. • Daniel Engber, “The Strange Case of Anna Stubblefield.” The New York Times. October 20, 2015. • Rus Ervin Funk, “Queer Men and Sexual Assault: What Being Raped Says about Being a Man” <i>Gendered Outcasts and Sexual Outlaws: Sexual Oppression and Gender Hierarchies in Queer Men's Lives</i>, edited by Chris Kendall and Wayne Martino (Harrington Park Press, 2006). • Philip Rumney, “Gay Male Rape Victims: Law Enforcement, Social Attitudes and Barriers to Recognition,” <i>International Journal of Human Rights</i>, 13/2 (2009). • Doug Meyer, “Gendered Views of Sexual Assault, Physical Violence, and Verbal Abuse,” <i>Violence against Queer People: Race, Class, Gender, and the Persistence of Anti-LGBT Discrimination</i>. (Rutgers University Press, 2015).
T 2/28	No Class - Mardi Gras Holiday	
TH 3/2	Survivors Representing Sexual Violence	<ul style="list-style-type: none"> • #SurvivorPrivilege

		<ul style="list-style-type: none"> • Lisa Factora-Borchers, ed., <i>Dear Sister: Letters from Survivors of Sexual Violence</i> (AK Press, 2014). • Excerpt from Maya Angelou, <i>I Know Why the Caged Bird Sings</i> (Ballantine, 1969). • Frida Kahlo, <i>A Few Small Nips</i> (painting, 1935) • Käthe Kollwitz, <i>Raped</i> (etching, 1907) • Emma Sulkowicz, <i>Self-Portrait</i> (performance, 2016); see also Conversation: Emma Sulkowicz and Karen Finley (YouTube video, 2016) • Eve Sussman, <i>The Rape of the Sabine Women</i> (video-musical, 2007); Giambologna, <i>The Rape of the Sabine Women</i> (marble sculpture, 1583) • Kara Walker, <i>My Complement, My Enemy, My Oppressor, My Love</i> (exhibition, 2007) • Sue Williams, <i>Irresistible</i> (sculpture, 1992) • Ariella Azoulay, “Has Anyone Ever Seen a Photograph of a Rape?” in <i>The Civil Contract of Photography</i> (MIT Press, 2008) • Nan Goldin, <i>The Ballad of Sexual Dependency</i> (Farrar, Straus & Giroux, 1989); <i>Nan One Month After Being Battered</i> (color photograph, 1984)
T 3/7	Sexual Violence on Campus <i>The Hunting Ground</i>	<ul style="list-style-type: none"> • Michelle Anderson, “Campus Sexual Assault Adjudication and Resistance to reform.” Yale Law Review. May 1, 2016. • Elizabeth A. Armstrong, Laura Hamilton, and Brian Sweeney, “Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape,” <i>Social Problems</i>, vol. 53, no. 4 (2006), pp. 483–99. • A. Ayres Boswell and Joan Z. Spade, “Fraternities and Collegiate Rape Culture: Why Are Some Fraternities More

		<p>Dangerous Places for Women?" <i>Gender & Society</i>, vol. 10, no.2 (1996), pp. 133–47.</p> <p>Additional Readings</p> <ul style="list-style-type: none"> • https://www.nytimes.com/2017/09/23/opinion/sunday/devos-college-sexual-assault.html?_r=0
TH 3/9	Sexual Violence on Campus, Cont'd	
T 3/14	Sexual Violence and Sport	<ul style="list-style-type: none"> • Dave Zirin, "Steubenville and Challenging Rape Culture in Sports," <i>The Nation</i>, March 13, 2013. • Dave Zirin, "How Jock Culture Supports Rape Culture, From Maryville to Steubenville," <i>The Nation</i>, October 25, 2013. • DeAndry Levy, "Man Up," <i>The Players™ Tribune</i>, April 27, 2016. <p>Additional Readings</p> <ul style="list-style-type: none"> • https://www.forbes.com/sites/bdavidridpath/2016/09/15/the-attitude-toward-sexual-and-athlete-violence-in-college-sports-must-change/#2b0f43ab5eaf • http://deadstate.org/christian-college-punished-football-players-who-raped-and-beat-a-student-with-an-8-page-essay/
TH 3/16	Militarization & Rape <i>The Invisible War</i>	<ul style="list-style-type: none"> • Aryn Baker. "War and Rape." <i>Time Magazine</i> 187/14 (April 18, 2016): 36-41. • Nick Turse, "Rape was rampant during the Vietnam war. Why doesn't US history remember this?" <i>Mother Jones</i>. March 19, 2013. • "In the Shadows: Sexual Violence in U.S. Detention Facilities; A Shadow Report to the U.N. Committee Against Torture" (2006). • Dean Spade & Craig Willse. "Sex, Gender, &

		War in an Age of Multicultural Imperialism. QED: A Journal in GLBTQ Worldmaking 1/1 (2014): 5-29.
T 3/21	Militarization & Rape, Cont'd	
TH 3/23	<i>It's on Us: Strategies for Changing Culture</i>	<ul style="list-style-type: none"> • Patrick McGann, "It's on Us: Healthy Masculinity and Sexual Assault Prevention." <i>Sojourners</i>. March 20, 2015. • David Jacobson, "A Coach's Role in Preventing Sexual Assault." Huffington Post. April 18, 2017. • Lux Alptraum, "The problem with how men perceive rape." <i>Splinter</i>. August 26, 2016. • Survivors Eradicating Rape Culture. http://eradicaterape.org
T 3/28	<i>It's on Us: Strategies for Changing Laws</i>	<ul style="list-style-type: none"> • https://psmag.com/news/re-writing-rape-laws-to-better-focus-on-consent • Excerpt from: Kristin Bumiller, <i>In an Abusive State: How Neoliberalism Appropriated the Feminist Movement against Sexual Violence</i> (Duke University Press, 2008). • Canadian Approach: http://www.justice.gc.ca/eng/rp-pr/cp-pm/cr-rc/dig/vict.html
TH 3/30	Exam 2 review	
T 4/4	Exam 2	
TH 4/6	Critically Analyzing Communication	Analysis Reading on Moodle **Assign Critical Presentation Project**
T 4/11	No Class - Spring Break	
TH 4/13	No Class - Spring Break	
T 4/18	Workshop	
TH 4/20	Workshop	

T 4/25	Critical Presentations	
TH 4/27	Critical Presentations	
W 5/3	Critical Presentations	Final Exam Slot