GENDER AND COMMUNICATION 351
Spring 2011
Dr. Jeanne Cook
8:00 – 9:10 a.m. Office: Quad 441
Days 1-3-5 Phone: 363-2349
Quad 344 E-mail: jcook@csbsju.edu
Office Hours: 11:00-noon odd Mary Tamm,
10:30-11:30 even Dept. Coordinator: 363-3549, Quad 451
or by appointment
REQUIRED TEXTS/MATERIALS:
Reserved Readings: Reserved readings are located on Moodle. Please let me know immediately if you have any trouble downloading or printing the online articles. You are expected to bring a copy of each reserved reading to class on the assigned day for reference during discussion.
RECOMMENDED TEXT:
COURSE WEB SITE:
The course web site contains the syllabus, course assignments, reserved readings, handouts, upcoming gender related events, plus optional readings, exercises, and recommended videos/DVDs, web sites, and books.
To get to the gender course site: from the CSB/SJU homepage, click on “academics” or on “current students,” then click on “web-based courses,” then click on “Moodle log in page,” log in, and then click on “Gender & Communication 351.”
To log on to Moodle: enter your windows username and password.

COURSE OBJECTIVES:
1. To examine the relationship between communication and gender from a variety of perspectives and contexts.
2. To expose students to a broad variety of gender communication research topics.
3. To understand the ways in which language, interpersonal communication, media, and culture construct, maintain, and constrain our ideas of gender and our communicative choices.
4. To enhance students’ understanding of the communication process and how that process is influenced by gender roles.
5. To enhance students’ critical thinking skills.
6. To enhance students’ communication effectiveness by means of the above goals.

COURSE REQUIREMENTS:
1. **Discussion** (60 points). *See Contribution Evaluation Criteria at the end of the syllabus.* Thorough preparation for each class period is expected and should be evidenced in your contributions (i.e., it should be clear to me that you have completed and thought about the readings). Attendance is expected. The grade you earn for discussion in this course is based on the quality and consistency of your in-class contributions. Your presence and your thoughtful participation will guarantee your individual success and the success of this course for other class members. This is a 300-level, discussion-based course, thus expectations for your discussion skills are high. Consequently, *more than four absences will result in a one-letter grade reduction in the discussion portion of your grade for each missed class.* Absences are not excused except in the most extraordinary circumstances—if you are not here you cannot contribute to the discussion.

Your class participation will be evaluated based on the contribution evaluation criteria attached to this syllabus.

2. **Sex Role Socialization Paper** (40 points). You will interview several family members or friends of your parents’ generation and of your grandparents’ generation, regarding their gendered socialization experiences as they were growing up.

3. **Disney Analysis Paper** (60 points). You will analyze a Disney animated children’s movie and make an oral report to the class on your findings.

4. **Gender Sculpture Project and Analysis Essay** (100 points). You will create a visual gender critique of a particular social institution in the form of a sculpture and write an analysis of your classmates’ sculptures using concepts and theories from our readings.

5. **Prep quizzes** (60 points). In preparation for select class periods, I will ask you to complete an online quiz before our class meeting.

6. **Campus Speakers/Events:** Throughout the semester I will announce speakers/events on campus addressing topics pertinent to our class. You will have the opportunity to earn extra credit points for attending some of these events. All extra credit options will be posted on Moodle. To earn extra credit, after attending the event/reading the article/viewing the video, type up a 1-2 page response and hand in the hard copy to me (no e-mailed papers please). At the end of the semester, if your grade is borderline, the only factor that will raise your grade is any extra credit points you have accumulated. You may earn a maximum of 10 extra credit points.

COURSE POLICIES:
**Deadlines:** Late papers and other assignments will be penalized 10% for each day handed in beyond the deadline, including weekends.

**Written Work:** All written work is to be typed and stapled. Correct spelling, grammar, punctuation, and
structure is also expected. Papers should be written in APA format. If you do not currently own an APA manual, I encourage you to invest in one. Use the APA option on Word 2007—it will make inserting citations and creating your bibliography a snap. Double-sided printing is encouraged. I am willing to go over rough drafts of your papers with you before their due dates. These sessions are face-to-face meetings, so please do not e-mail me copies of your papers. I will not proofread your paper, but I will offer you advice on the content. Make an appointment with me at least two days in advance of the due date if you would like to do this.

The Writing Centers: I highly recommend making use of the Writing Centers’ excellent individualized help with paper writing. The centers have thirty peer tutors from a variety of disciplines. For more information visit the Writing Centers website: http://www.csbsju.edu/writingcenters/ or call one of the following telephone numbers: CSBHAB103 phone 5499, SJU-Quad 263 phone 2711.

Protect Your Work: To avoid computing disasters, keep a hard copy of all your written work for your own records, and to keep a copy of your work on a CD/flash drive and on your M drive (on the school’s network). Also get in the habit of saving your work every few minutes.

Plagiarism of any work, written or oral, will result in an “F” for the course and report to the Dean. “Plagiarism is the act of appropriating and using the ideas, writings, or works of original expressions of another person as one's own without giving credit to the person who created the work. This may encompass portions of a work or an entire work. Works of original expression include but are not limited to papers, speeches, poetry, movies, videos, protected pieces of art, illustrations and musical compositions” (CSB/SJU Plagiarism policy). The 1999 Publication Manual of the American Psychological Association advises: “Quotation marks should be used to indicate the exact words of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased, a credit for the source needs to be included in the text” (pp. 293-94). Ignorance about plagiarism is not acceptable at the college level. Be responsible and review your writing stylebook’s section on plagiarism. Familiarize yourself with the plagiarism policy in the Academic Catalog on pages 24-25 or online: http://www.csbsju.edu/academics/academiccatalogs/2007-2009-catalog/programs/rights/plagiarism.htm.
LEARNING ACCOMMODATIONS: If you have a learning style that requires particular accommodations on my part, please talk to me at the beginning of the semester so that we can plan to maximize your success in this class.

GRADING SCALE: 295-320 A
282-294 A/B
263-281 B
250-262 B/C
231-249 C
218-230 C/D
192-217 D
0-191 F

GRADING PHILOSOPHY:
The grade C means average; that is, completing all of the assigned work in good faith and meeting the expected college standards of this course. Grades of B and A are varying degrees of excellence beyond expected performance. If you complete all of the assignments and meet the course requirements and expectations, you will earn a C. If your work is judged to be superior to the expectations and requirements of the course, you can expect to earn a grade higher than a C.

S/U GRADING OPTION:
If you wish to take this course on an s/u basis (and are eligible to do so), you must make your request to me in writing by Friday, April 1st. No requests will be considered after that date. Most of you are not eligible to take this option. For more information on the s/u option, consult the Academic Catalog, p. 21.

SPELLING THE WORD “COMMUNICATION”
Who put the “s” in “communication”? It is not needed if you are using the word to refer to a process. If you are referring to a communication as a thing, such as a letter, a movie, a telegram, or a television program, rather than a process, the word is “communication” in singular form and “communications” in plural. The term “mass communication” refers to a process, so it is spelled without the “s” (quoted from Essentials about Mass Media, 1991, p. 20).

INCLEMENT WEATHER
If the weather appears treacherous, check your e-mail. I will announce any class cancellations by 7:00 a.m.

TENTATIVE SCHEDULE
Date Topics Readings/Assignments*
1/17 M Intro. to the Course
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>1/19 W</td>
<td>The Study of Comm., Gender &amp; Culture Wood Intro. &amp; Chapter 1</td>
<td>Developing a Critical Gender/Sex Lens D &amp; P Chapter 1 (pp. 8-18)</td>
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<td>D &amp; P Chapter 2</td>
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<td>1/21 F</td>
<td>Social Movements and Gender Wood Chapter 3-4</td>
<td>RR (Dover, Botkin)</td>
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<td>1/25 T</td>
<td>Gender and the Self RR (Davies)</td>
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<td>1/27 TH</td>
<td>View <em>Intersex</em> RR (Weil), Wood Chapter 2</td>
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<td>1/31 M</td>
<td>Sex Roles in Fairy Tales RR (Zipes)</td>
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<tr>
<td>2/2 W</td>
<td>Sex Roles in Disney Films RR (Henke et al.)</td>
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<td>2/4 F</td>
<td>Discuss Papers <em>Sex Role Socialization Paper Due</em></td>
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<td>2/8 T</td>
<td>Language and Gender Wood Chapter 5</td>
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<td>2/10 TH</td>
<td>Language, Stereotypes, and Power RR (Popovic, Minichino)</td>
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<td>D &amp; P Chapter 5</td>
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<tr>
<td>2/14 M</td>
<td>Language RR (Sutton, Risch)</td>
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<td>D &amp; P Chapter 5 cont’d</td>
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<td>2/16 W</td>
<td>Language Wood Chapter 6</td>
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<td>Start Sex Roles and Nonverbal Cues</td>
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<td>2/18 F</td>
<td>Nonverbal Cues</td>
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<td>2/22 T</td>
<td>Nonverbal Cues D &amp; P Chapter 4</td>
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<td>2/24 TH Nonverbal Cues D &amp; P Chapter 4 cont’d</td>
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<td>2/28 M</td>
<td>Discuss Papers <em>Disney Analysis Paper Due</em></td>
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<td>3/2 W</td>
<td>Friendship Wood Chapter 9 (pp. 207-216)</td>
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<td>3/4 F</td>
<td>Social Institutions Wood Chapter 7; D &amp; P Chapter 6</td>
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<td>Family RR (&quot;Father Makes Two&quot;)</td>
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<td>3/8 T</td>
<td>Family D &amp; P Chapter 7</td>
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<tr>
<td>3/10 TH</td>
<td>Catch Up</td>
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<td>3/14 – 3/18</td>
<td>Spring Break</td>
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3/21 M Romantic Relationships Wood Chapter 9 (pp. 217-226)  
RR (Huston & Schwartz; Baumli)
3/23 W Men & Women in Conversation RR (Lakoff)  
D & P Chapter 3
3/25 F The Educational Environment Wood Chapter 8  
D & P Chapter 8 (pp. 175-189)

3/29 T The Chilly Classroom RR (Resnick Sandler)
3/31 TH The Educational Environment D & P Chapter 8 (pp. 194-197)  
RR (Kimmel)

4/4 M Gendered Media RR (Stewart et al.)  
Wood Chapter 11
4/6 W Gendered Media RR (Dowd)  
D & P Chapter 11 (pp. 248-253, 259-60)
4/8 F view Tough Guise

4/12 T Sex Roles in the Workplace Wood Chapter 10, D & P Chapter 9  
RR (Quality Time Thrills Nordic Dads)
4/14 TH Sex, Power, and the Workplace RR (Drawing the Line News Release)  
D & P Chapter 8 (pp. 190-194)

4/18 M Sexual Harassment RR (Defending Yourself; Langelan)  
Wood Chapter 12 (pp. 295-298)
Get Gender Bender Assignment
4/20 W Gendered Power & Violence Wood Chapter 12 (pp. 285-295, 298-310)
4/21 – 4/25 Easter Break

7
Date Topics Readings/Assignments*
4/27 W Present Research Projects Sculpture Project Presentations and Discussion
4/29 F Present Research Projects Sculpture Project Presentations and Discussion

5/3 T Present Research Projects Sculpture Analysis Paper Due
5/4 W Scholarship & Creativity Day
5/6 F Looking Forward Wood Epilogue  
Envisioning the Future D & P Chapter 12
Final Exam Period: 6:00-8:00 p.m. Thursday, May 12th

*Note: Some of the readings are intended to be background preparation for class discussions, while others will be the pointed focus of discussion. Which readings we spend the most time on in class will be determined by all of us. Your questions, insights, examples, confusion, disagreements, and points of resonance are welcomed and will make our discussions rich and interesting. If you cannot demonstrate to me through your participation that you are consistently reading, digesting, and analyzing the readings, lectures, and discussions, your grade will suffer considerably.

**DISCUSSION EVALUATION CRITERIA**

**Expressions Skills:**
1. Discusses and relates idea, extends ideas of others—does not talk just to hear him/herself talk.
2. Clarifies ideas by seeking opinions from others.
3. Makes comments related to topic or activity.
4. Avoids divisive statements.
5. Offers own perspective in others’ terms.
6. Uses clarification messages to check the accuracy of perceptions.

**Attitude:**
7. Comes to class on time.
8. Shows evidence of being prepared in terms of reading, knowledge of subject, and analysis of problems.
9. Shows genuine interest in topics and activities being presented.
10. Accepts responsibility for her/his own behavior.
11. Avoids interrupting others.
12. Avoids blaming others for misunderstandings.

**Perception Skills:**
14. Takes others into account when formulating responses.
15. Shows understanding of others’ expressed experience.
17. Generalizes by bringing together ideas and input from others

You may make an appointment to discuss your participation grade with me at any time during the semester.

**Reserved Readings**
All readings are located on Moodle
1. Botkin “Twenty Years of Men Showing Up”
2. Dover “Whose Masculinity Is It, Anyway?”
3. Davies “Becoming Male or Female” (from *Frogs and Snails and Feminist Tales*)
4. Weil “It’s a girl (sort of)”
5. Zipes “Introduction” (from *Don’t Bet on the Prince*)
7. Popovic “Game of the Name”
8. Minichino “A Name of His Own”
9. Sutton “Bitches and Skankly Hobags: The Place of Women in Contemporary Slang”
11. “Father Makes Two”
15. Resnick Sandler “Women Faculty at Work in the Classroom, or, Why it Still Hurts to be a Woman in Labor”
16. Kimmel “What About the Boys?”
17. Stewart et al. “Media Images”
18. Dowd “Dish it Out, Ladies”
19. “Quality Time Thrills Nordic Dads”
20. AAUW “Drawing the Line: Sexual Harassment on Campus” news release
22. “Defending Yourself”
23. Langelan “Not all Men Harass: Men as Allies for Women”