

## COMMUNICATION STUDIES 3110.01 – Fall 2017

### GENDER COMMUNICATION

MW: 2:20-3:50 PM VDA 240

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***The first problem for all of us, men and women, is not  
to learn, but to unlearn.  
-Gloria Steinem***

***Don't accept the dictates and little boxes that say, 'This is how the world  
operates.' You really have to push outside the hierarchy. - Vera Martinez***

***No one can make you feel inferior without your consent-Eleanor Roosevelt***

***A feminist is any woman who speaks the truth about her life-Virginia Woolf***

### COURSE OVERVIEW

This course is designed to accomplish two primary goals. First, it will focus on the constructed nature of gender roles in the US and internationally through and within cultural practices. Through reading, media analyses, guest lecturers, my lectures, classroom activities and our course discussions, we will consider the idea that, although our understandings of the ideas "masculine" and "feminine" have come to seem natural and unchanging, these concepts may alternatively be understood as fluid, mere points on an everlasting continuum and as created through communicative practices, thus, falsely "naturalized." "Communication" in this case, then, refers to "discursive and non-discursive processes by which social reality is created, challenged, and transformed" while by "practice" I mean that gender is something that we do: we perform, enact, and resist femininity, masculinity, androgyny, etc. in relation to socially established expectations. In coming to understand how gender is "done," we will explore differences between sex and gender, the intersections between communication, gender, and culture, and theories that attempt to account for how we become gendered beings-in-the-world. Additionally, we will examine the ways in which social and political meanings attached to femininity and masculinity are communicated within a variety of cultural institutions and practices such as social movements, interpersonal relationships, the classroom, the workplace, and media.

In addition to being something that we do, all civilizations have a gendered social system. The notion of “system” references the idea that gender in our domestic context exists at the social level as well as the personal one, and that social expectations of gender are codified in societal institutions such as church/temple, family, education, law, and media. Throughout the class, focus will be placed on how our communicative practices can condone, contribute to, and/or hopefully resist and change the dominant cultural construction of gender stereotypes and help to re-write our cultural narrative as it pertains to gender and communication in our post-modern, post-structural society. Are we also, post-sex? We will examine the different sexual orientations on a spectrum just as we will gender, looking at notions from asexuality to aromanticism and examining the notion of “cis” and how not everything that we assume hegemonic, and heteronormative corresponds correctly, but instead it is coerced and compulsive (like gambling or shopping, sex, sexuality and sexual orientation can be constructed in the same ways).

Throughout the class, we will also consider issues such as representation, politics, race, sexuality, social class, the environment, science, the media, patriotism and power. Because often these discussions can be controversial, you may find that certain class periods are uncomfortable or trigger some feelings in there you have not yet explored fully or in depth yet. The goal of these discussions is not to impose positions on you, but to reflect critically on different perspectives that ultimately will allow you to argue more effectively for your own views, you do not need to change anything, or alter your political opinion in here, but collectively, we may begin to realize we have been duped and hosed into positions that may not truly serve us as individuals, that definitely do not serve the collective struggle; selling us products we don’t need to make us feel like we are wanted, (this is particularly salient for the marginalized). How can we “come together?” As the Beatles called for, when in a manifest destiny neo-liberal global capitalist economy it is all “divide and conquer?” As you grow and become more informed, I will require you to “claim your education” as Adrienne Rich instructs. This is a “brave space,” notice I did not say a safe space. We will discuss these differences as well. Perhaps this class may be remembered as one of the bravest of spaces you will encounter in your college career. Don’t say I didn’t warn you! You will come out of this class truly transformed, and if so, probably with an A in the coursework.

### **General Course Objectives**

This course focuses on the dynamic relationship between gender and communication in contemporary, post-modernist, post-structuralist and the oft-debated “post-feminist” culture at home and abroad (US and internationally). We examine how gender, sex, sexuality, sexual orientation and gender performativity are constructed, maintained, negotiated, re-negotiated, deployed and changed through communication in various discursive formations. We investigate sites and scenes where gender is enacted: such as the family, the media, the workplace, entertainment, sports, education, health, rhetoric, advertising, marketing, the non-profit sector, corporations, religious and other institutions as well as in the mundane aspects of the everyday and in school. We do so in order to understand the implications, effects and consequences of gendered enactments. We also stress the importance of placing our study of gender and communication within social,

historical, political, and economic zeitgeist and context. This means we will hit upon both contemporary “hot topics” that are hard-hitting and examine/establish their historical precedence.

Gender is both personal and social. It is personal because each of us is a gendered being whose thoughts, feelings, actions, goals, and experiences embody and reflect gendered identities within the context of our culture. Gender is also social, because the meanings of gender are socially constructed, reproduced, perpetuated and performed. In Communication Studies 3110, *Gender Communication*, we will critically explore and examine how gender, communication, sexuality, race, and culture, nationhood, politics and patriotism, socio-economic status and corporate, as well as personal interests interact to uphold gendered norms, roles, rites, rituals, mores and performances. We will draw upon our own personal experiences and critical methods in Communication Studies to imagine and put into practice how we might think, communicate, and perform gender differently and encourage others to think and act differently (non-hegemonically) about gender performativity on their own life journeys. How can we continue to put forth agenda setting discourses and be resisters such as the ones you will soon learn about in this class?

To facilitate this process, we will create and maintain a supportive classroom environment where everyone’s unique perspectives will be honored and heard. Therefore, while debate is encouraged, it is crucial that we be respectful of others’ values and beliefs that may differ from our own. Although this course asks you to examine your lived experiences of gender, it simultaneously asks you to move beyond your current “safe” spaces and to look for new possibilities of intervention, agency and change—both personally and politically. Your agentic orientations will be utilized to broaden our social horizons.

Gender is only one of many socially, rhetorically and performatively constructed categories. While highlighting gender in this course, we look for ways in which gender can be more thoroughly understood by examining the links and the intersectionality of gender with race, class, nationality, sexuality, and religion.

**Specific Course Objectives/Specific Student Learning Outcomes:**

- 1.) To understand the interactive, dynamic and dialectical relationship between gender and communication
- 2.) To examine the influences, effects and consequences of gender on communication in a variety of contexts
- 3.) To learn how race, gender, nationality, sexual orientation and religion mediate gender communication
- 4.) To gain skills and strategies to listen to and communicate with people about controversial issues such as gender in ways that respect diverse perspectives
- 5.) To gain knowledge, skills, and attitudes to create a more socially just and equitable world

## Course Context

In this course, we are all learners and teachers. Your experience and capacities as human beings are valuable resources for us all. Respect for yourself and others are essential for creating a positive learning environment in this class. I look forward to working with you in order to make this happen. We expect to make connections between theory and our personal lives in this class. In fact, your personal lives are sites where gender and communication can be observed, understood and even transformed. Keep in mind the second wave feminist mantra “the personal is political” and how third wavers reversed it to “the political is personal” once again. This being said, you will go deeper than “the ways in which men and women communicate differently,” “or in my personal life I have had an experience with gender that is normative.” Our process goals in this class are to meet the following general Student Learning Outcomes:

- 1.) understand the ideas presented (emphasize conceptual understanding)
- 2.) make connections between the course material and our daily lives
- 3.) use our experience and personal knowledge to question the material
- 4.) use course material and class discussions in order to question ourselves (and our taken-for-granted assumptions), to question each other and to question the ways in which we construct our world(s).
- 5.) and finally, learn ways to act as agents of change in our personal lives and the world around us

## Required Texts

Wood, J.T. (2005). *Gendered lives: Communication, gender, & culture* (12<sup>th</sup> ed.). Belmont, CA: Wadsworth.

Lovaas, Karen E., & Mercilee M. Jenkins. *Sexualities and Communication in Everyday Life: A Reader*. Sage Publications, Inc, 2006.

## **Recommended Texts:**

(2001). Publication Manual of the American Psychological Association (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Selected ‘zines.

Readings from Info Trac College Edition/Research/mylmuconnect.

Additional course readings will be added later as the semester progresses.

## Course Policies

**Due Dates: Due dates are firm and need to be rigidly adhered to. There is a lot of material to cover in a limited amount of time.** Assignments are due as stated in the

syllabus. Late assignments will not be accepted. Late presentations will not be given. No make up tests or other material that is submitted for a grade.

**Writing Mechanics and Style:** All papers should be typed and presented according to guidelines for each assignment. **PROOFREAD YOUR WORK.** If you need assistance with your writing, please use the resources available to you on campus including the Writing Lab of the Learning Resource Center.

**Academic Honesty: (As Stated In New LMU Academic Honesty Policy & Procedures)**

**I. Statement of Policy A. The LMU Academic Honesty Policy**

Loyola Marymount University is a community dedicated to academic excellence. Academic honesty in scholarship and creative work stands at the center of LMU's academic life, and is essential for true learning and creation of knowledge to take place. As a university in the Jesuit and Marymount traditions, this community expects its members to act in accordance with the highest standards of honesty and ethics at all times. Violations of academic honesty undermine the fundamental educational mission of the University and cannot be tolerated. Students are responsible for understanding the standards of academic honesty and determining how they apply to their academic work and behavior. Students are responsible for contacting their instructor(s) before assignments are due to proactively resolve any questions they may have.

**B. Definitions of Academic Honesty and Dishonesty**

Academic honesty requires that all members of the LMU community act with integrity, respect their own intellectual and creative work as well as that of others, acknowledge sources consistently and completely, act honestly during exams and on assignments, and report results accurately.

**Academic dishonesty is any violation of the standards of academic honesty.**

Please see the new link: <http://academics.lmu.edu/honesty>

**Papers will not be accepted via email. Grades will not be distributed via email. No re-dos are accepted. That makes for more work for us all, the re-dos will be the drafts. There will be plenty of time for me to give you help on those. We can also do peer review.**

**Work-load Balance and Workload Policy:**

**SYLLABUS STATEMENT**

**Work Load Expectations**

*designed to address LMU Credit Hour Policy and WASC requirements*

**WORK LOAD EXPECTATIONS:** It is expected that work outside of class-studio time should be on average:

- 1 unit [semester hour] – two hours
- 2 units [semester hours] – four hours
- 3 units [semester hours] – six hours
- 4 units [semester hours] – minimum of eight to nine hours (depending on the amount of in-class time).

In some cases, this work will involve discussion with classmates and/or independent study, reflection, reading, and writing. In other cases, this work may also involve preparing of oral presentations or practice in cultivating skills that are requisite to an art form. Moreover, it is recognized that one student may spend more (or less) time with a given assignment than another. Finally, there are cycles in the term where one week may be rather quiet but the demands of the next week exceed the minimum of 6 hours of work. The syllabus will outline the projects of the term and the professor will discuss the arc of workload during the semester.

**Course Evaluation, Class Assignments and Grade Breakdown:**

Exam 1	15 points
Exam 2	15 points
GSI Group/Assignments	20 points
<u>Midterm Paper</u>	<u>25 points</u>
<u>Final Paper</u>	<u>25 points</u>
Total	100 points

**Course Requirements**

**Class Participation:**

This is an interactive, experiential class. Students are expected to engage actively in class discussion and electronic discussion forum, learning exercises, and group activities. There are many ways to participate including active listening, thoughtful inquiry, as well as utilizing both verbal and non-verbal communication. **Attendance is absolutely critical to meeting the overall requirements of the course. Your participation grade will be evaluated based on your active participation in all class activities. It is very difficult to participate if you are not here!!**

**Absences and Tardies will be penalized. 3 Tardies = 1 Absence. 3+ Absences lowers overall class grade half a grade. (Example: if you are running an A and you have over three absences you will receive an A- in the class, etc).**

**Each day each student will be responsible for turning in an index card with a discussion question pertaining to the class material. This will count for your participation and attendance. Please be ready to discuss your question in class each day. This cannot be a yes/no question but rather one that needs elaboration. We will try to get to everyone's in class each day.**

**Email Communication:**

All grade requests must be submitted to me in writing. Email will suffice and is the best way to reach me but please allow 72 hours for a response.

**Electronic Devices:**

In class you may not use electronic devices unless you speak to me and are going through an emergency. You will not need your laptops as all of my lecture notes are posted online for you and I value our in person, face-to-face (w/o a screen as interference) discussions in here.

**Exchange of Contact Information:**

Perhaps, before you meet with your GSI partner or group, you should consider exchanging contact information with another classmate. There is no need to contact me if you are absent, unless, of course, again, you are going through an emergency. Otherwise, you are responsible for getting the work you missed from another student, not myself.

**American With Disabilities Act:**

Special Accommodations: Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit [www.lmu.edu/dss](http://www.lmu.edu/dss) for additional information.

**Emergency Preparedness:** To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box. In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain. For more safety information and preparedness tips, visit <http://www.lmu.edu/emergency>.

**Reporting Requirements of Sexual or Interpersonal Misconduct:** As “responsible employees,” faculty are required to report any case of suspected sexual or interpersonal

misconduct and cannot protect student confidentiality. For information about confidential counseling on campus and for general information about consensual relationships, sexual harassment, and sexual assault, please see the LMU Cares website:

<http://studentaffairs.lmu.edu/lmucares/>.

### **Reading:**

The purpose of the reading is to provide a foundation for the material covered in class. Class discussion will build from the reading so it is assumed that the reading has been completed before the assigned date.

### **Exams:**

The exams cover content delivered in lectures, class and group discussions, the textbook, Brightspace, and other supplementary articles. No make-up tests allowed. Each exam covers approximately 1/2 of the course content.

### **Gender Scene Investigation Groups (GSI):**

At the beginning of the semester, students will be placed in diverse groups that will remain consistent throughout the semester. The purpose of the group is to investigate gender—the birth, life, construction, deconstruction, representation, commodification and well, maybe death of gender-- through a variety of learning methods such as discussion, role-play, interviews, field observations, media analysis, etc. Our everyday lives, the media, pop culture, sports, educational/occupational institutions, public and private spaces, institutions of the state such as law enforcement, prisons, health care, etc. are all “scenes” or “sites” where gender is produced, normalized, enforced, contested, and transformed. GSI groups investigate these scenes through facilitated activities, questions related to the reading, field observations, written exercises and discussions. Your grade for the GSI group is based on your completion of the brief assignments, your preparation of responses to the reading, and your active participation in the group. You will all individually be responsible for completing a gender workbook based off of your experience and either in dyads or in this group you will conduct a gendered social experiment and track or record your findings in a ‘zine-like format.

**Midterm Paper:** Gender Theorist Assignment: Each student is required to write an 8-10 page analytical reflection paper pertaining to the work of a gender theorist. Each student will examine the work of a gendered theorist throughout the course of the term. Different theorists, philosophers, writers, artists, etc. have thought about ways in which to “do gender” differently. Given a list of gender theorists to choose from, the student will construct a short critical biography of that person, highlighting their main ideas pertaining to gender and wherever possible, critique or expand them to fit our millennium-world. For this assignment also known as the “gendered letters” assignment, students will have to do archival research and examine personal archival information about their theorists. Theorists include: Mary Daly, Bataille, Jacques Derrida, Michael Foucault, Judith Butler, Sylvia Plath, Anne Sexton, Virginia Woolf, Margaret Atwood,

Katherine Mansfield, Robert Bly, Margaret Mead, Kate Bornstein, bell hooks, Audre Lorde, Paolo Friere, Ida B. Wells, Leslie Feinberg, Jacob Hale, Marjorie Garber, Avital Ronnel, Hannah Arent, Eleanor Roosevelt, Mary Gaitskill, Alice Munro, Ursula LeGuin, Julia Kristeva, Helene Cixous, Luce Irigaray, Frida Kahlo, Mary Wollenstonecraft, the Bronte sisters, Jane Austen, Susan Sontag, Michael Warner, Marcel Proust, James Joyce, TS Elliot, Thomas Wolfe, Ernest Hemingway, Harvey Milk, Marilyn Frye, Andrea Dworkin, Paula Gunn Allen, Shirley Chisholm, Judith Lorber, Nancy Hartsock, Patricia Hill Collins, Alice and Rebecca Walker, Barbara Ehrenreich, Trin T. Minh, Toril Moi, Marshall McLuhan, Guy Debord, Jean Baudrillard, Jurgen Habermas, Gloria Steinem, Gloria Anzaldua, Ella Baker, Sarah Kane, Suzan Lori Parks, Caryl Churchill, Samuel Beckett, Toril Moi, Malcom X, Martin Luther King, Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, Lucy Burns, Louis Farkkahan, Emily Dickenson, Elizabeth Barrett Browning, Elizabeth Bishop, Robert Graves, Robert Lowell, Ella Baker, Billie Holiday, Emma Goldman, Stokely Carmichael, Betsy Ross, Rosa Parks, Mother Jones, Judy Chicago, Vanessa Bell, Roger Fry, Lytton Strategy, Leonard Woolf, Duncan Grant, Maynard Keynes, Lydia Lapokova, Vita Sackville West, Violet Truffusis, Harold Nicholson, Yoko Ono, John Lennon, Joan Didion, Dora Carrington, Doris Kearns Goodwin, Gail Godwin, Patti Smith, Joni Mitchell, Janis Joplin, Dolores Huerta, Mia Kirshner, Lauren Kirshner, Cesar Chavez, Muhammad Ali, Tavi Gevinson, Della Pollock, Jeanine Minge, Stacy Holman Jones, Elizabeth Bell, Misty Copeland, Stuart Hall, Victor Turner, Erving Goffman, Mother Theresa, Malala, Sister Sudha, Theodore Adorno, Anotonio Gramsi, Karl Marx, Fredric Nietzsche, Fredrich Engels, Sigmund Freud, Lacan, Kenneth Gergen, Walter Fisher, Kenneth Burke, Carole King, Amelia Earhart, D &G, Anais Nin, Zelda Fitzgerald, Ernest Hemingway, Scott Fitzgerald, Adrienne Rich, Susan Griffin, Maclemore, Dreaama Moon, Diane Wakoski, Gloria Steinem, Walter Cronkite, Jessica Hagedorn, Francine Pascal, Jean M. Auel, Frank O'Hara, Eminem, Sally Yates, Hillary Clinton, Jessica Lynch, Shonda Rhymes, Amy Schumer, Goldie Hawn, Susan Sarandon, Jane Fonda, Laci Greene, Jenna Marbles, Jedi Mind Tricks, Immortal Technique, Lana Del Rey, Lorde, Assia Welville, Florence and The Machine, BLM leaders, Women's March Local leaders, Nellie Wong, Maxine Hong Kingston, William Carlos Williams, Rebecca West, Kay Boyle, Marsden Hartley, Djuna Barnes, Gertrude Stein, Mina Loy, Hilda Dolittle, Sylvia Beach, Bryher (Winifred Ellerman), Edna St. Vincent Millay, Kamala Harris, Maxine Waters, Zadie Smith, etc. (each student can pick one, first come, first served—or if you have another person you want to do, ok it with me & we will discuss in class).

### **Final Paper/Performance/Presentation/Interactive Piece:**

Each student is required to write a 7-10 page analytical reflection paper addressing how your understanding of gender and communication has developed over the course of the semester. Theories, concepts and issues covered in the class should be integrated into the paper to demonstrate your understanding of the relationship between gender and communication. The papers will be presented during the last week of class. This is a Gender(ed) Topic/Position/Research paper. You will take apart a gendered issue in the media, in healthcare, in education reform, in political protest, in the criminal justice system, in media, analyze what is being done and why, and what, as a Communication

Studies scholar your position/argument is on the topic and what you can do to progress the situation further and move the discourse into differing terrain. This paper will require strong research skills, critical thinking, as well as creativity and innovation. Use archival research to support your work on either gender, sexuality and the election/inauguration rhetoric, gender and chronic illness, the debate about transgender restrooms, the #blacklivesmatter movement, gay marriage being legalized at last in Germany, etc. More examples will be discussed in class. Go for it! You can also perform your topic or write a play, a series of short fiction, etc. I'll explain what others have done to give you some inspiration!

***Assignment: Term Paper Topic***

***Date Due: September 13, 2017***

This is your opportunity to submit a working thesis for your paper topic. Your assignment is to answer the following questions. This assignment is to be typed. Be sure to attend to grammar and spelling.

Working Title for Project

1. Thesis statement
2. Research Questions
3. Theory and methods that you feel will best allow you to get at your question
4. Possible sources

***Assignment: Preliminary Outline/Brainstormy Thingy***

***Date Due: Sept 30, 2017***

This assignment is a full sentence outline. The idea here is that by sketching out your ideas in a full sentence format it allows you to see where you are going with your project. Think of it as a road map. Additionally, this provides an opportunity to review the feasibility of your project and assess the realities of the writing, analysis, and conclusions.

You are expected to use a current edition of APA or MLA for your citation standard. Be sure to attend to grammar and spelling.

***Assignment: Annotated Bibliography***

***Date Due: Oct. 17, 2017***

***Points: 60***

The goal of the annotated bibliography is for you to start the research needed for the final paper. You will need to find six sources. There should be both method and theory sources which will aid you in the completion of your paper. This assignment is worth sixty points and needs to be completed whether or not you go the traditional paper route or not—for it to be considered upper level, even without the writing flag. Use the outline below to complete your assignment.

1. Prepare a complete bibliography for each article.

2. Included in the bibliography should be a few sentences summarizing the content and intent of the article (similar to an abstract).
3. Comprise 2-4 statements as to the value and relevance of each article (its findings, results, conclusions, ideas, limitations, suggestions) for your personal analysis.
4. Hint: if the article doesn't work for you, through it out. I can still believe you did the work. 😊

I have also included a sample of what the annotated bibliography should look like below. The source citation is APA 6<sup>th</sup> edition, it is an example of what an annotated bibliography entry is. You are expected to use a current edition of APA or MLA for your citation standard (but you may not use a mix of both; stick to either one formatting style or the other). Be sure to attend to grammar and spelling, you will be docked points if not.

Farough, S. (2004). The Social Geographies of White Masculinities. *Critical Sociology*, 30(2), 241-264. Retrieved Saturday, October 07, 2006 from the Academic Search Elite database.

This article focuses on identity transformation of race. Of particular importance is the focus on the transformation, especially as it is forced not voluntary. Much of the context relates to location and race as well as privilege. Farough (2004) shows how power and knowledge is tied to racial identity and further uses it to demonstrate its impact.

This article's focus on transformation of identity provides insight into fluid identity and choice.

This will be applied to the analysis as a primary source. The self-concept of privilege as a positive and a negative will be used to ground the analysis of how mixed race individuals perform their ascribed identities in the world.

***Assignment: Draft 1***

***Date Due: November 1, 2017***

*Mid-Term Paper:* In order to be sure that you are on the right track, I am requiring that you turn in a mid-term draft of your final paper. This draft should be 10 -15 pages in length. The mid-term draft should include a discussion of gender issue or problem, literature review, as well as the beginnings of the analysis.

Be sure that you have attended to grammar, spelling and citation. DO NOT turn in an error filled paper just because this is a "draft" assignment. I don't want your "first draft." I want to see your development of thought and analysis.

This will be due along with your actual mid-term gender theorist paper, do not confuse the two or make excuses about them. We will work on both of these together throughout the course of the semester.

***Assignment: Final Draft***  
***Date Due: December 10, 2017***

Your paper should be about 8-10 pages in length. You are responsible for applying not only the course readings, but to research additional readings that support your topic. This is an excellent use of your annotated bibliography/library research assignment. You may want to use some or all of the resources you gathered for that project to assist you in the completion of this paper.

Your final paper shall include a discussion of gender issue or problem, literature review, an analysis of the gender issue presented and a conclusion.

The ideal (or A paper) will have critically reflected upon the impact of communication on the problem presented as well as the power of communication for equitable solution(s). This paper should discuss the ramification(s) of the problem(s) and solution(s). It would have considered the problem in full view of the cultural/systematic world that produces/maintains the problem. It will demonstrate the author's use and understanding of theory and method readings. The ideal paper will include a compelling argument that is structured and sound. It will be free from errors, fallacies, plagiarism or false claims. This paper, as original work, should demonstrate the author's interest and passion. In doing so, critical reflections should be presented in a way that is an asset to not a distraction from the overall analysis.

***Assignment: Presentation***  
***Date Due: December 16, 2017***

Each student will create a handout/poster/powerpoint or some other interactive take-away to share the findings of their project with the class. Your presentation should include description of the gender issue or problem you used for analysis, theories applied and discussion of relevance.

**Tentative nature of the syllabus: it can change at my discretion but I will notify you of any changes made.**

**Tentative Schedule**

**[Chapter numbers refer to the textbook *Gendered Lives (Wood) and the readings in Sexualities and Communication, A Reader (Lovaas)*]**

<u>Week/Date/Assignments</u>	<u>Topic</u>	<u>Reading/Assignment</u>
1 8/28	Intro/Foundations/Course Welcome	

8/30	Comm, Gender, and Culture Assumptions about Gender FLASH CARDS ACTIVITY-Around the World/Gender Bingo Assignment/in class.	Intro & Ch. 1 Wood
9/1	Web assignment. What sex is your brain? Take the test! Print out your results for class discussion <a href="http://www.bbc.co.uk/science/humanbody/sex/add_user.shtml">http://www.bbc.co.uk/science/humanbody/sex/add_user.shtml</a> . Watch BBC's corresponding "secrets of the sexes" on youtube. Episodes 1-3.	Assignment #1 due
2 9/4	No Class. Labor Day-continue journaling about gender & labor connections	
9/6	Theories of Gender  Begin "IJA"	Wood: Ch. 2  Lovaas: Intro and Chap. 1
9/8	Film "Iron Jawed Angels" (compare with the Suffragette in Journal ).	
3 9/11	No Class Women's Movements and Patriotism-journal	Wood: Ch. 3 Assignment #2/Iron Jawed Angels Vs. Suffragette Journal
9/13	<b>Final Paper Handout and Women's Movements: Due Midterm Paper Proposal</b>	
9/15	<b>Topic Proposals due for Final Papers IJA Discussion Q's both due</b>	
4 9/18	Men's Movements & Masculinities	Wood: Ch. 4 Lovaas: Ch. 10
9/20	Backlash & Postfeminsm	Assignment #3
9/22	Begin Spike Lee and Bio-pics Watch: Spike Lee's "Get on the Bus"	
5 9/25	Finish "Get on The Bus"	
9/27	Sex and The City, Big Love and L Word	

“Earthly Vs. Heavenly Love” (Lovaas p. 23- from Chapter 1: The Invention of Heterosexuality” Reading)  
 Lovaas: Ch. 23

- 9/29 Gendered Verbal Communication  
 Ch. 5-Wood, Ch. 6 Lovaas
- 6 10/2 Film: “The Mask We Live in”
- 10/4 Finish Film: Sexism and Language  
 Assignment #4  
 Gendered Language Activities Ch.6 Lovaas & Wood  
 10/6 Gendered Non-Verbal Com  
 Gender & Health Reading: “The Riddle of Gender”  
 Reading: Ch. 9 & 10 & 13 in Lovaas  
 Non-Binary Gender Identities and Gender Variance
- 7 10/9 Test 1 Review Day: Library Day
- 10/11 Reading: “The Girl Who Cried Pain” -Gender and Health  
 Continued: Gender and Family Dynamings Ch. 7 in Wood
- 10/13 **No Class: Autumn Day**
- 8 10/16 Gendered Friendships: **Annotated Bib Due** Ch. 8 Wood  
 Ch. 6: Lovaas  
 Reading “Having a Girlfriend without Knowing it” in Sexualities and Communication, A Reader
- 10/18 Gender and Romance Assignment # 5  
 Reading the Romance-Radway  
 Ch. 11: Lovaas  
 Ch. 17 Lovaas (aloud)
- 10/20 Gendered Education Ch. 9 Wood; Ch. 16 in Lovaas  
 Peda-OG Xtra Reading: Rich, A. Claiming an Education  
 hooks, B. Teaching to Transgress  
 Friere, P. Peda of The Oppressed

Gender and the new common core and STEAM vs. STEM and gender

<http://www.investmentzen.com/news/which-states-have-the-smallest-gender-gap-in-stem-occupations/>

### Exam # 1 Due

- 9 10/23 Gender, Art, Literature, Architecture & Anthropology  
Xtra Reading on Patrilineal Tribes  
& Notes from a Balinese Cockfight  
Ch. 2 in Lovaas "Necessary Fictions"
- 10/25 Peggy Macintosh White Male Privilege Checklist  
The Gendered Body Reading: Jennifer's Butt  
Lovaas: Ch. 14  
Laurel Schmolze, Instructional Technologist: Special Guest  
Lecture: Gender and the Military, STEM vs. STEAM and  
Gender and Chronic Illness.
- 10/27 Frida and the Hours-Women in Art and Lit. Reading:  
"A Room of One's Own" & "A Room With A View"  
Reading (Ch. 3 in Lovaas on Butler p. 57 on).
- 10 10/30 Gendered Organizations Ch. 10 Wood  
Dress as something gendered for EC!
- 11/1 Film: 9-5.
- 11/3: Thelma and Louise, Parodies & Pastiche  
Hawthorne Studies & The Hawthorne Effect Readings  
Amazonian Treehouses and other effects of  
the eco-feminist workplace (readings)  
Reading: "Love the Housewives but Where's My Fem?"  
Assignment #7
- 12 11/6 Mediated Gender Ch. 11 Wood  
Ch. 4 in Lovaas Quare Studies
- 11/8 "The L Word Pilot" Ch. 15 in Lovaas  
Reading the L Word
- 11/10 Finish Clips: Assignment #8
- 13 11/13 Gender and Violence/ Ch. 12 Wood  
Reading: I Live Here: Juarez Chapter  
On Violence-Slavok Zizek  
AIDS and Sontag, Final Girl, Snuff and Snark
- 11/15 Femicides, Rape Culture, Paper Prep Discussion
- 11/17 Guest Lecture /NCA
- 14 11/20 Thanksgiving Holiday-No Class
- 11/22 Thanksgiving Holiday-No Class

	11/24	Thanksgiving Holiday-No Class
15	11/27	<b>Final Paper Review</b>
	<b>11/29</b>	<b>Final Paper-Review</b>
	<b>12/1</b>	<b>Final Exam Review</b>
16	12/4	Neo-Liberal Globalization and Gender Reading: Agency and Voice: Appropriation and Expropriation Epilogue-Wood
		Ch. 7 in Lovaas Assignment #9
	12/6	Exam 2 due-Watch Barbie World
	12/8	Final Presentations Class Wrap Up and Evals
17	12/11	Final. Meet here at 12:00. Turn in Barbie Assignments!

### **Assignments and ‘Zine Creations**

**The articles and your responses to the questions form the basis for discussion in your GSI groups and in class for your “my gender workbook” assignment. Come to class prepared with your completed assignment on the designated date.**

**Assignment #1:** Find the article “Harvard Chief Defends His Talk on Women” that appeared in the *The New York Times*, Jan 18, 2005 pA16 col 04 (23 col in) Read the article. Write a brief (1-2) statement about what assumptions Dr. Summers, the President of Harvard, made about gender and sex. Also, this was now over a decade ago—where do you see improvements being made in gender and education and where do you see problematic language, assumptions, curricula that need gender interventions?

**Assignment #2:** Find the article by Lisa Marsh Ryerson titled “Seneca Falls revisited: reflections on the legacy of the 1948 women's rights convention.” Compare and contrast the statements made here with the movies “Iron Jawed Angels” and “The Suffragette.” What I am looking for here are observations about radical vs. liberal branches of the first wave of the feminist struggle as well as observations about class, race, and intersectionality.

**Assignment #3:** Find Susan Faludi’s short article titled “The Masculine Mystique” and contrast it to the idea of Betty Friedan’s “The Feminine Mystique” Write a brief statement addressing the following: Do you agree with Faludi’s assessment of men’s condition/position in society today? What do you think

needs to be changed to improve society for men and even for women or for both genders? Explain the concept of the backlash to every frontlash, and where you think we are in relation to this today.

**Assignment #4:** Read “Women are different from men, and the Vatican knows it” regarding the use of sexist language by the Church. Women are still not allowed to vote in the Vatican! In Orthodox Judaism 10 men, called a “tenim” try suspects. While there is often very little crime on a kibbutz, women cannot serve on this jury or be tried by her peers. Write a brief statement addressing the following: Do you think the use of non-sexist, non bias language is important? Why or why not? What institutions besides the Church maintain sexist language?

**Assignment #5:** Go to Info Trac (or EbscoHost/Academic Search Elite/Proquest or whatever search engine site you prefer) and put in the words “gay marriage.” Read several articles from different points of view on the issue. Write a brief statement discussing why people are for and against gay marriage in different countries and domestically. What are the economic implications as well as legal and political ones of gay marriage? Discuss the advances made on this front. It is legal now but states are still trying to oppose it. How does the gay and lesbian struggle interact with the transgender struggle (bathrooms, locker rooms, identity) and how is it similar to the interracial and inter-religious debates that preceded it? How is it always about more than restrooms? Will this topic soon be recent history? Add your explanation.

**Assignment #6:** Read the article “The Boy Crisis/The Trouble With Boys” which first appeared in Newsweek magazine in January 2006. Write a brief statement summarizing the main points of the article and be prepared to discuss in class. Consider the arguments used to justify and explain boys’ lack of achievement in school. Add the use of fingerboards, fidget tubes, tangle toys, Koosh balls, and fidget spinners (your perspective as well as any scientific/academic research on the subject that you can find) in your explanation.

**Assignment #7:** Find and read articles about the gender discrimination/pay equity against Google. Compare Google with Amazon (which purchased Whole Foods) as companies and the eco-system of capitalism. Write a brief statement (1-2 page) analyzing gender relations and gender equity/inequity in these huge conglomerations. Also, what will happen to mom and pop shops, shopping in general, and the future of technology? How does these influence relations between individuals and groups? Think of Samsung store in NY, Snapchat sunglasses, and how instead of phones we will soon have glasses that enhance experiences of going out.

**Assignment #8:** Read the article titled “Gender and Globalization” by Christine Chinkin. Write a brief statement about the contradictions of globalization on gender relations. How have the forces of globalization impacted gender relations in your life? For instance, think of the “free city” discussion, the rivets in your jeans and the “Jeaning of America” and “Jennifer’s Butt” readings to help you here. Keep in mind and deconstruct this meme: “Your car is German. Your Vodka is Russian. Your pizza is Italian. Your kebab is

Turkish. Your democracy is Greek. Your coffee is Brazilian. Your movies are American. Your tea is Tamil. Your shirt is Indian. Your oil is Saudi Arabian. Your electronics are Chinese. Your numbers are Arabic, your letters Latin. And you complain that your neighbor is an immigrant? Pull yourself together.”

**Assignment #9:** Cultural Appropriation Vs. Appreciation Vs Exchange: Remark on your experiences at music concerts, parties, etc. and watch: **Don't Cash Crop My Cornrows:** by Amandla Stenberg:

[https://www.youtube.com/watch?v=O1KJRRSB\\_XA](https://www.youtube.com/watch?v=O1KJRRSB_XA)

compare to

[http://www.huffingtonpost.com/george-sachs-psyd/10-ways-white-liberals-pe\\_b\\_8068136.html?ncid=engmodushpimg00000006](http://www.huffingtonpost.com/george-sachs-psyd/10-ways-white-liberals-pe_b_8068136.html?ncid=engmodushpimg00000006)

(ways white liberals perpetuate racism). Also, discuss the first episode and the phenomenon of “Dear White People.” Remember that intersectionality manifests itself in many different ways, shapes and forms.

**Assignment #10:** Barbie Assignment

### **Barbie Assignment**

1) Take a few moments to write your own Barbie story. This story should include your perception of Barbie as a child/when you were growing up. No matter sex or gender, everyone has a perception of Barbie and everyone has had a Barbie encounter. Some of you may have had a more fruitful relationship with Barbie, whereas others a more poisonous relationship. Please take a couple of pages to create your Barbie story. You can include your love or despise for Barbie, if and how you may have engaged in imaginative play with her, where you took her, saw her, etc.

2) The second thing I'd like you to do is a survey of Barbie. This can take on a more abstract version. What I mean by survey is to take note of where and how many times you encounter Barbie over the next few days. This may include an actual Mattel Barbie, a depiction of Barbie's image, or a representation of her sunbathing on the beach (a real person trying to look like her), etc. If you are brave, take a Barbie (or group of Barbies) out with you over the week/weekend/couple weeks as a social experiment--see how people react when they walk by, have Barbie relaxing in the spa, sharing a beer with you and your friends at a local bar, etc. Over the next week chronicle where and how you "see" Barbie being represented AND take photos of her and her friends where you see her. It may be interesting to see what kind of Barbie collage we can create from all of your work.

3) At the end of the week come back to your Barbie story and explain how your perceptions of Barbie and how she exists in today's world have changed or stayed the same. This portion will be a mini reflection. In total the assignment should be a couple of pages long (a few for your Barbie story and a few for your reflection) and should include

at least a couple of photos of "Barbie" however you may see her or wherever you found her.

4) For this part of the assignment (the part done during "class time,") you will need to visit a retail store that sells Barbie or Barbie related products. You may visit a Target, Toys R Us, etc. Walk down the Barbie and other related doll aisles and survey what you see. Take note of your experience, how you feel, what you see, etc. and reflect on your experience.

\*You may include images of any of Barbie's friends in your analysis/search as well, which may include Ken, Skipper, Stacie, Krissy, Kelly, Todd, Chelsea, or any deviations such as the "Bratz Dolls" or specific/celebrity Barbies.

Example of out of class video/ reading questions:

- 1) How is Barbie a representation of some idealized notion/form of womanhood? Is she still? What can we say about her multiple iterations and variances now?
  
- 2) This text provides some insight into how one doll can shape or distort gender roles and differences between men and women in her generation. Explain her viewpoint. Do you think she represents the majority of her generation?
  
- 3) Do you think that Barbie speaks to this generation? Why/why not? If so, what are the major differences between the genders in this generation? Social status (includes: income, occupation and education)? Religion? Culture? Sexuality? Gender performance?
  
- 4) The filmmaker, Susan Stern, was quoted saying, "There are only two types of people in the world, I would decide later: Barbie glorifiers and Barbie defilers." Do you agree/disagree? What are you?

5) What is the point of this film?

6) What would you have liked to see in this film that wasn't presented or discussed?