"Gender, like culture, organizes for its members different influence strategies, ways of communicating, non-verbal languages, and ways of perceiving the world."


**Some Basic Premises:**

The basic premise of this course is that our “gender identities” are learned and expressed through communicative practices – through symbolic means including language, gesture, dress and other forms of nonverbal communication. And when we talk about “gender identity,” we are not referring to something that is static and predetermined, but something more tenuous and fluid. The definition and enactment of gender identities is primarily a function of culture, society and history and is therefore not the same in all parts of U.S. culture.

**Required Texts:**

Julia T. Wood, *Gendered Lives: Communication, Gender and Culture*  
Thomson/ Wadsworth, Seventh Edition


**Additional Readings:** In the form of hand-outs and on-line through library reserve.

**Course Policies.**

*Attendance and Participation:*
This course is based on the premise that learning is a group process, a communal process. Everyone contributes to the class community and the knowledge created in the class. There will be significant issues discussed during every class session. Your input is valuable! Be there!

The classroom is a community. A community consists of differences and conflicts. Please respect yourself and others by expressing yourself clearly and calmly and listening well to others.
Sex Neutral Language Please:
Please use sex-neutral language in your speaking and writing. “People,” “humanity,” or “humankind” are good substitutes for “man” or “mankind.” Use “he or she” when the person to whom you are referring could be of either sex or speak in the plural so you can use “they.” Why is this important (see Sexism and Language on Syllabus).

Disability Issues
Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. Those seeking accommodations based on disabilities should obtain a Student Academic Accommodation Request (SAAR) form from the Disability Resources (DR) office (515-294-6624). DR is located on the main floor of the Students Services Building, Room 1076.

Assignments and Grading.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Journals (collected twice during semester)</td>
<td>15%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Critical Analysis of &quot;Deadly Persuasion&quot; and Advertisements (5-6 pages)</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
</tr>
<tr>
<td>Participation and Classwork</td>
<td>20%</td>
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Oral Presentations:
- 2-3 minute Explanation of key term 15 pts
- Group Presentations (2 @ 10 pts. each) 20 pts
- Oral Analysis of Advertisement 10 pts

Focus Questions (9 @ 5pts.each) 45 pts.
Participation 10 pts.

100 pts. Total

Class Business: First five minutes of every class period will be used as an opportunity to discuss the myriad ways that gender issues surface in our daily world. Pay close attention to the way what we discuss in class and read in the text surfaces in your life outside the classroom. Please be willing to bring in examples for discussion, from things you’ve read about in the paper, watched on T.V., heard discussed at work, etc. - it is a way for us all to share and develop a collective knowledge about gender communication. Finally, "class business" is considered fair game for test questions --the ways we notice gender issues in daily life are at least as important as other material from the readings, lectures, and class discussions.

Focus Questions: In order to facilitate discussion, participation and critical thinking, you are required to submit at least two “focus questions/ comments for each day, as noted in the syllabus. These are NOT answers to questions at the end of the chapter. These are
questions/comments you have based on the reading. They are opportunities to begin
discussion or debate about concepts, terms and examples covered in the chapter. They
may be handwritten. You are encouraged to push beyond the surface to explore or
question the underlying assumptions and the implications of the material. They should
reflect your thinking and be clearly written. Your focus questions/comments should be
submitted at the beginning of the class, and will not be accepted after discussion has
begun. They will be assigned from “0” to “5” points depending on their quality.

**Oral Presentations:** Since this is a speech class, you can’t get away from presenting
some information in the format of a formal presentation. Don’t panic! As long as you’re
prepared, have a good solid structure and don’t read your notes verbatim, you’ll be fine.
And, you’ll also need to hand me a brief outline for every presentation (there will be
about 2-3 total including group presentations).

Everyone must sign up for a **KEY TERM / WEBSITE** presentation for a
chapter and create a 2-3 minute presentation on either a key term in the chapter, or
a website from an organization or advocacy group mentioned in the chapter. If
doing a key term, you’ll need to explain term in your own words bring in at least
one example from outside the text (though not from a Dictionary) to explain what
significance it has for our understanding (or your own understanding) of gender
and communication- this will require you to do some additional research. If you’d
like to work with someone else to “dramatize” the term, you can (an intro and
conclusion is still needed). Don’t forget a one –page outline to me! If you prefer
to do a Website Presentation, you’ll need to visit the website for the organization
and discuss both how the organization defines itself (primarily in your own words
using some quotes from the website) and what are the key issues it is focusing on.
Again, an intro, conclusion and clear structure is required. No reading word for
word – points will be deducted.

You’ll receive handouts for the group presentations.

**Gender Journals:** During the first 2/3’s of the class, you will be expected to keep a
weekly journal that helps you to develop your critical thinking and self – reflection on the
material, ideas, concepts and examples in the readings and class discussion. The journals
should be typed and include at least a page per week. There should be a page devoted in
some way to your own thoughts and responses to the readings, films, discussions of that
week. You can use the questions at the ends of the chapters as guides to your reflection
and writing as well as questions that come up in class. Dr. LaWare may pose some
specific questions she will encourage you to respond to. The Journals are for Dr.
LaWare’s eyes only!

**ONE OF YOUR FIRST ENTRIES should reflect on what aspects of your life –
membership in clubs, organizations, school, television, friends, have influenced
how you “perform” or communicate your gender role through both non-verbal
and verbal means. Think specifically about the expectations held out for you,
rewards and punishments received for successfully realizing your gender role, etc.
Also, address what ways you have resisted some messages and held out for your own, unique “performance.”

The Journals will be collected twice, the first time by the end of September so that you can receive some feedback before the second collection at the end of October. Dr. LaWare will be the only person who will be looking at the Journals.

**Testing:** This course includes a midterm and a final. The final is cumulative, as the material presented later in the course builds upon earlier theories and information discussed. The midterm and the final will include both objective and essay items and will be based on readings, films, assignments and in-class discussions. *See above for the relationship of “class business” to testing.*

**Critical analysis of Deadly Persuasion:** We will be devoting two weeks to looking at the influence of media in general and advertising in particular in shaping and perpetuating gender stereotypes as well as shaping perceptions of appropriate gender behaviors. The book, *Deadly Persuasion* by Jean Kilbourne covers this analysis of advertising, which she refers to as contributing to a "hazardous cultural environment." For this paper, you’ll be expected to both summarize Kilbourne’s argument about the harmful messages about women in advertising and do your own analysis of advertisements – taking the role of a cultural critic who looks closely at the implications of the images that surround us on a daily basis and the messages they convey. You’ll receive more detail about the paper later in the semester. As Susan Sontag (1964) writes, “Ours is a culture based on excess, on overproduction; the result is a steady loss of sharpness in our sensory experience…What is important now is to recover our senses. We must learn to see more, to hear more, to feel more.”

**Grading:** Grades for major assignments are based on a ten-point scale. Thus, 90-92 is an A minus, 93 and above an A, and so on. Please hold onto written work handed back to you for any questions about final grades. I’d suggest that you keep a folder of all your 323 work. Handing in Journals late results in a 3-point per day penalty. Writing proficiency is considered a significant part of any grade assigned. Write clearly and in full sentences please.

**Weekly Schedule (Subject to Change)**

- **Week 1** 8/22
  - *Introduction to Course, Goals and Procedures*
  - What do we mean by gender, what is feminism? What are the goals of this course?
  - Initial questions to consider for Gender Journal.

- **8/24**
  - *The importance of self-positioning and assumptions about gender.*
  - **Reading:** Introduction of the text and Chapter 1 of text.
  - Key Terms Presentations.
  - **Group Discussion:** Gender Bender (handout)
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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| 2    | 8/29 | *Theories about Sex and Gender*
Reading: Chapter 2  
Focus questions due.  
Key Terms Presentations |
| 2    | 8/31 | Theories continued.  
View “Boys and Girls are Different”  
**Group Discussion:** *Marriage Rights: Gender Bender*(hand-out)  
Read *Controversial Remarks by Harvard’s President* (e-reserve) |
| 3    | 9/5  | Women's movements in U.S.  
Reading: Chapter 3, *“September 1968: Women Protest Miss America”* (handout)  
**Key Terms Presentations** |
| 3    | 9/7  | *Diversity in Women’s Movements*  
| 4    | 9/12 | Men's movements  
Read Ch. 4  
**Focus Questions Due**  
Watch Spike Lee's "Get on the Bus"  
(Million Man March) |
| 4    | 9/14 | Men's movements continued  
Finish watching Spike Lee’s “Get on the Bus”  
Read responses to Million Man March (handouts).  
Group discussions. |
| 5    | 9/19 | Gendered Family Dynamics- Implications of gender identity  
Reading: Chapter 7  
**Hand in Gender Journals** |
| 5    | 9/21 | Gender and Diversity inside and outside the family., Nellie Wong,  
“When I Was Growing Up” (e-reserve).  
(Library Reserve)  
Watch “That’s a Family!” |
| 6    | 9/26 | Gendered Education: Communication in Schools (the Gendered Curriculum)  
Reading: Chapter 9. |
And Additional Data for Group Discussion/ Presentations on Reserve.

Key Terms Presentations

Focus Questions Due
(30 minutes for Groups to Discuss and Plan Presentations)


Week 7

10/3 Midterm

10/5 Gender and Verbal Communication
Measuring gender- Exercise and Discussion
Reading: Chapter 5
Focus Questions Due / Key Terms Presentations
Role Playing: Report Talk vs. Rapport Talk
View: Men and Women Talking

Week 8

10/10 Sexism in Language
Read Excerpt from Dale Spender Man Made Language
and Mary Daly’s Wickedary
Key Term Presentation on He/Man Language

10/12 Gender and Friendships
Reading: Wood text pp. 184-193
Focus Questions Due
Watch segments of “When Harry Met Sally” and Other Films

For Journal Entry: Observe and Analyze gendered patterns of communication in a close friendship you have with someone of the other sex. How do these patterns reflect or vary from ones discussed in the text and class?

Week 9

10/17 Gender and Romantic Relationships
Reading: Wood text pp. 193-206 and Read, “Fathers Are Primary Parents!” by Patty Wipfler (handout)
Focus Questions Due

10/19 Gender and the Media
Reading: Wood, Chapter 11
Key Terms Presentations.
For Journal Entry: Discuss gender stereotypes in a film or television show that you have watched recently.

Week 10 10/24  Advertising, Violence, Sex and Gender Stereotypes
Reading: Kilbourne: Introduction and Chapter 1
View "Still Killing Us Softly"
Handout on visual analysis of advertisements.
Gender Journals Due.

10/26  Discussion of Portrayals of Women Athletes in the Media
Group Discussion Case: “Were Media Portrayals of Brandi Chastain Sexist?” (Reading on Library Reserve)

Week 11 10/31  Gender and the Media Continued:
The Construction of “Manliness” in the Media
Watch “Tough Guise”
For extra credit (worth 5 points) come dressed up in a way you
Would not normally “perform” your gender or as the opposite gender.

11/2  Gendered Nonverbal Communication
Reading: Wood, Ch. 6 pp. 136-147
Focus Questions Due
Key Terms Presentations
View part of "In and Out" with Kevin Kline.

Week 12 11/7  Gender and Body Images
Reading: Wood Ch. 6 pp. 147-155
Guest Speaker.

11/9  Gender Power and Violence.
Read Chapter 12.
Focus Questions
Key Terms Presentations

Week 13 11/14  Women and Human Rights
Reading: (on e-reserve)
"U.N. Women's Treaty Molds San Francisco Government," Excerpt from
The Bookseller of Kabul
View part of Beijing Women’s Conference
Advertisement Analysis Presentations Begin

11/16  Advertisement Analysis Presentations Continue
Kilbourne Papers Due
Happy Thanksgiving Break. Be Safe.

Week 14  11/28  *Gender and Organizational Communication*

**Reading:** Chapter 10.

- Key Terms Presentations
- Discussion of Work/ Life Balance Issues and “Shadow Negotiation”
- Watch Barbara Bush *Wellesley College Speech*, 1990

11/30  "Looking Backward, Looking Forward"

**Reading:** Chapter 12

Week 15  12/5  Watch “Real Women Have Curves”

12/7  Finish Watching “Real Women Have Curves”

- Discussion and wrap-up of the course and review for final

**Final:** Thursday, Dec. 14th from 9:45 - 11:45