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


**What will this Course Cover?:**

You may be hoping that this course will help you solve some relationship issues or at least provide you with some recipes for talking more effectively with the “opposite sex.” While conversational patterns and differences are one part of the course, this course covers a wider territory, introducing you to ways of viewing different aspects of the world through a “gender lens.” An important part of this course is becoming more aware of the messages we receive from the institutions, organizations, culture and communities that we belong to that tell us how to behave within our particular gender identity and even how to relate to others. We’ll look closely and critically at these messages as well as efforts to transform the way we talk about and think about what is “normal” and or natural gender-wise, efforts that attempt to redefine roles and relationships.

The basic premise of this course is that our “gender identities” are learned and expressed through communicative practices – through language, through body posture and movement, through dress and gesture. Further, our gender and gender identity is not something that is static and predetermined, but something more tenuous and fluid, i.e. it can and does change over time. For example, if and when you become a parent, your gender identity may change radically depending upon how you define yourself as a father or mother. 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 or across the globe. We’ll look at differences related to culture, race, nationality and sexual orientation.

**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! Excessive absences will result in final grade deductions. Group discussion is a significant component of the class.

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.

Reading Analysis Papers 2 pgs each (2 required for credit) 10%
Midterm 25%
Critical Analysis of "Deadly Persuasion" (5-6 pages) 15%
Final 30%
Participation, Classwork, Quizzes 20%

One 3-minute presentation on key term w/ outline 20 pts
Group Presentation of Poster (Gender Ads) 50 pts
Quizzes / Additional Group Work 20 pts
Focus Questions (6 @ 5pts.each) 30 pts.

120 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 your own 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. They should reflect your thinking about the text and reflect that you have read the text 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 the presentation. *(Everyone must volunteer for a **KEY TERM** presentation for a chapter. Your assignment is to provide a brief 3 minute presentation (with an intro. body and conclusion, please – clarity is key for credit), clarify for the class the significance of this term for understanding the dynamics of gender –communication. Help your classmates to remember the meaning of the term or concept. Be creative, be thorough. Use visual aids and/or handouts. Don’t forget a one–page outline to me on the day you speak.*

You’ll receive handouts for the group presentations.

**Reading Analysis Papers:** You’ll receive writing assignments for three readings on-reserve. You need to hand two of these in for credit. They will each be worth 5% of the grade. They should be approximately 2 pages in length and be typed and double spaced.

**Testing:** There will be periodic “pop” quizzes on reading assigned for the day – some will be individual quizzes and some group. This course also 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." There will be a handout and a posting on the Web of the assignment.

**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 | 8/21 | Introduction to Course, Goals and Procedures |
|        |      | What do we mean by gender, what is feminism? What are the goals of this course? |
|        | 8/23 | The importance of self-positioning and assumptions about gender. |
|        |      | Reading: Introduction of the text and Chapter 1 of text. |
|        |      | Discussion of Importance of Listening and Listening |
|        |      | Assignment for Tuesday |

| Week 2 | 8/28 | Theories about Sex and Gender |
|        |      | Reading: Chapter 2 |
|        |      | Focus questions due. |
|        |      | Key Terms Presentation(s) |
|        | 8/30 | Theories continued. |
|        |      | View “Boys and Girls are Different” |
|        |      | **Group Discussion:** Marriage Rights: Gender Bender(hand-out) |

| Week 3 | 9/4  | Women's movements in U.S. |
|        |      | **Key Terms Presentations** |
|        | 9/6  | Diversity in Women’s Movements |
Week 4  9/11  *Men's movements*
*Read Ch. 4*
*Focus Questions Due*
Watch Spike Lee's "Get on the Bus"
*(Million Man March)*

9/13 *Men's movements continued*
Finish watching Spike Lee’s “Get on the Bus”
Read responses to Million Man March (handouts).
Group discussions.

Week 5  9/18  *Gender and Verbal Communication: Sexism in Language*
*Reading: Chapter 5 pp. 113-122 and Handout*
Key Term Presentation on He/Man Language
*Tannen Analysis Handout due on 9/25*

9/20  *Gendered Speech Communities*

Week 6  9/25  *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.

9/27  *Gender and Body Images*
*Reading: Wood Ch. 6 pp. 147-155*
*The Black Beauty Myth by Pandora L Leong* (on e-reserve)
Analysis Questions for essay (due on Tuesday, October 2)

Week 7  10/2  *Midterm*

10/4  *Discussion of Group Projects (Posters) and Papers (Ad Analysis)*
*Reading: Wood pp. 269-271 and Introduction to Kilbourne, handouts*
View part of *Still Killing Us Softly*

Week 8  10/9  *The impact of media and advertising*
*Reading: Wood, pp. 254-268*
Think about stereotypes of men and women in favorite shows.

10/11  Watch Hip-Hop Movie
Discuss notions of gender and relationships in popular
Music.
Group Work

Week 9  10/16 Advertising, Violence, Sex and Gender Stereotypes
Reading: Kilbourne Chapter on Violence and Wood 271-280. Quiz Today!

10/18 Watch Game Over – Gender, Violence and Video Games
Group Project Work

Week 10  10/23 Group Project Workshop

10/25 Poster Presentations and Discussion in Class

Week 11  10/30 Gendered Family Dynamics- Implications of gender identity
Reading: Wood pp. 157-171
Key Terms Presentations.
Hand -in Kilbourne Papers

11/1 Growing up Masculine and Feminine
Reading: Wood pp. 171-181
Nellie Wong, “When I Was Growing Up” (e-reserve).

Week 12  11/6 Gender and Friendships
Reading: Wood text pp. 184-193
Focus Questions Due
Watch segments of “When Harry Met Sally” and Other Films

11/8 Gender and Romantic Relationships
Reading: Wood text pp. 193-206 Read, “Fathers Are Primary Parents!” by Patty Wipfler (handout)

Week 13  11/13 Male Friendships – Father-Son Relationships
Watch Smoke Signals
Reading TBA

11/15 Finish watching Smoke Signals
Group Work Sheets handed-in

Happy Thanksgiving!

Week 14  11/27 Gender Power and Violence.
Read Chapter 12.
Focus Questions
Key Terms Presentations

11/29 Women and Human Rights
Reading: (on e-reserve)
Excerpt from The Bookseller of Kabul
View part of Beijing Women’s Conference

Week 15 11/28 Gender and Organizational Communication
Reading: Chapter 10.
Key Terms Presentations
Discussion of Work/ Life Balance Issues and “Shadow Negotiation”

11/30 "Looking Backward, Looking Forward"
Reading: Chapter 12 –Gender and Work Life Issues
Watch Barbara Bush Wellesley College Speech, 1990

Final: Thurs., Dec. 13 9:45-11:45 a.m