

GENDER AND COMMUNICATION

CMS 364K unique 06735

Spring 2008 • Tuesday, Thursday 11:00-12:30 • CMA 5.136
Professor Dana Cloud, CMA 7.220, 471-1947, dcloud@mail.utexas.edu

Office Hours: Mondays 1 p.m.-4 p.m.

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INTRODUCTION:

This class focuses on how our ideas about sex and gender and our identities as men, women, and sexual beings are influenced by and contested in the communication around us, from interpersonal relationships to the mass media, from political campaigns to social movements. The key questions guiding our investigations this semester are:

- ❖ What are the sources of our ideas about what it means to be male and female, masculine and feminine?
- ❖ How have we been influenced by communication to adopt and perform particular gender identities?
- ❖ What are the consequences of these messages for women, for men, for gays and lesbians, and for society?
- ❖ How are ideas about gender and gender roles related to ideas about sexuality, sexual orientation, and sexual identity?
- ❖ What is gender? Can it be altered or changed? How?
- ❖ What roles have social movements for women's rights and gay and lesbian rights in challenging and changing the ways we communicate gender in America?

TEXTBOOKS:

- ❖ Wood, Julia. *Gendered Lives* (7th edition) (Wadsworth Publishing, 2006).
- ❖ Catherine Palczewski and Victoria DeFrancisco, *Communicating Gender Diversity* (Sage, 2007).
- ❖ Course Readings Packet, Jenn's Copies, Guadalupe at Dean Keeton

REQUIREMENTS AND GRADING SYSTEM:

- ❖ Introductory group research project on status of women and men in society (20 points)
- ❖ Participation in discussion (attendance-taking and pop quizzes at random) (30 points)
- ❖ Two unit quizzes on course material (30 points each)
- ❖ Team project on gender/sexuality in politics, law, media, relationships, or the workplace (40 points)
- ❖ Five worksheets (questions and instructions below) relating readings to personal experience (20 points each=100 points)
- ❖ Term paper analyzing a communication artifact for its strategies and messages about gender (50 points)

Grades are based on a straight percentage of 300 points (270-300=A, 240-269=B, etc.).

Late worksheets will be docked 5 points for each day late.

UNIVERSITY POLICY ON PLAIGIARISM AND ACADEMIC DISHONESTY:

Plagiarism means using another person's word or ideas, *either in quotation or paraphrase, intentionally or not*, as your own or without footnoting or otherwise citing your source. Often, plagiarism is the unintentional result of not knowing what should be cited and footnoted and what should not. When in doubt, give credit to any person or text that is a source for your ideas. Even unintentional plagiarism is subject to discipline.

University guidelines on plagiarism can be found at

<http://deanofstudents.utexas.edu/sjs/academicintegrity.html>. Any student caught deliberately plagiarizing another's words or ideas will definitely and automatically fail the class and will be reported to the Dean of Students for disciplinary action. Students who plagiarize unintentionally will be asked to re-do the assignment for half credit.

THE UNDERGRADUATE WRITING CENTER:

The UWC is an excellent resource for students looking to refine their ideas, organization, and style in papers. The service is free of charge. More information at <http://uwc.fac.utexas.edu/>.

OTHER CLASS RULES:

- ❖ No open laptops, phones, pda's or other electronic devices during class. Please silence your phone.
- ❖ Class will start promptly at 11:00. Late students will be counted as absent. Please do not enter the classroom during a student presentation.

COURSE SCHEDULE

Day	Topic	Readings/Assignments *=in course packet
T 1/15 TH 1/17	Course Introduction What is Gender?	none Wood Intro., Ch's 1 D&P Ch. 1
T 1/22	Assign Introductory Research Theoretical Approaches to Gender	*Bornstein Wood, Ch. 2, D&P 2 *Goffman (all)
TH 1/24 T 1/29	Group Reports Gender and Language Worksheet 1 due	Wood 5, D&P 3 and 5
T 1/31 T 2/5 TH 2/7 T 2/12 TH 2/14 T 2/19 TH 2/21	Gender and Relationships: Family Gender and Friendship Gender and Romance Gender in the Workplace Gender in Media NO CLASS Gendered bodies Worksheet 2 due	Wood Ch. 7, D&P 7 Wood, Ch. 8 Wood, Ch. 8 Wood, Ch. 10, D&P 9 Wood Ch. 11, D&P 11 D&P 4, Wood 6
T 2/26 TH 2/28 T 3/4	Gender and Sexuality Gender and Violence Consequences of Gendering Discussion and Quiz Review	*Rich Wood Ch. 12
TH 3/6 T 3/11 & TH 3/13 T 3/18	Quiz 1 NO CLASS—Spring Break Unit I Team Reports	
TH 3/20 T 3/25	Intro. to Unit II Suffrage and Early Women's Movements Worksheet 3 due	Wood Ch. 3 *Truth, *Declaration, *Davis 1
TH 3/27 T 4/1	Liberal Feminism Radical Feminism	*Clinton Wood 63-69, *Hothead, *Dworkin, *Hanisch, *Freeman
TH 4/3 T 4/8	Socialist Feminism Black and Chicana Fem.	*Smith *Davis 2, *Lorde, *Pesquera & Segura
TH 4/10	Power and Grrl Feminisms Worksheet 4 due	
T 4/15 TH 4/17 T 4/22	Men's Movement and Anti-Feminism Gay and Lesbian Movement Radical Challenges to Gender Worksheet 5 due	Wood Ch. 4, *Hoff-Summers *D'Emilio, *Cruikshank, *Gomes *Bornstein, *Feinberg
TH 4/24 T 4/29 TH 5/2	Unit II Team Reports Quiz Review and course wrap Unit II Quiz	D&P 12, Wood epilogue

Seminar Papers due by 5 p.m. on May 8 in CMA 7.114. Please have your paper time and date stamped before placing it in Professor Cloud's mailbox. Late papers will not be accepted.

QUESTIONS FOR WORKSHEETS

Please answer at least three questions from each section in thoughtful detail, with reference to both your readings and experience.

Please type your answers double-spaced. Each worksheet should fill 6-8 pages.

Worksheet 1

1. Had you encountered the concept of gender before this class? When, where, and how was it defined? How was this definition different or similar to the one given in this class?
2. Do you feel constrained by gender roles/rules? How so?
3. What does it mean to say that gender is something we *do* rather than it being something we *have* or something we *are*?
4. What are the differences between “gender” and “sex”?
5. What are the various theories of gender difference offered by Wood and by DeFrancisco and Palczewski?
6. Discuss how language defines and reinforces gender in our society according to Wood and DeFrancisco and Palczewski. Do you follow the verbal and nonverbal rules for communicating for your gender? How so or how not? Have you ever attempted to follow the rules of talk not typical for your gender? What were the results?

Worksheet 2

1. Do you see gendered patterns of interaction in your romantic relationships? How so? Give examples.
2. Do you have any “just friends” of the opposite sex? How is this relationship different from your romantic or same-sex friendships? (If you are gay, think about how being “just friends” with someone of the same sex is different from a romantic involvement.)
3. How has your gender affected your role in the workplace? Have you ever been discriminated against in your job? What kinds of obvious and subtle forms of communicating gender expectations happen at work?
4. What is the gender division of labor in your family (who does what kinds of work and how much work), different expectations for men and women and boys and girls in the family setting, and describe your observations. How did the expectations about gender in your family affect you? How did they make you feel?
5. How do media (film, advertising, print, billboards, music, television, etc.) construct roles for men and women? Are the images popular today better or worse than in past decades? Give examples and relate them to your reading. What would be, in your view, a “good” or “positive” portrayal of men, women, and gays and lesbians on television?

Worksheet 3

1. Are women oppressed, in your view? How or how not? How does the status of women intersect with racial, ethnic and sexual identity as well as economic class?
2. How are the messages prevalent in mainstream society today contributing to gendered violence?
3. Do you agree with Wood that gendered violence is not simply a matter of bad individuals, but rather is the result of a culture that promotes sexism and violence together? Why or why not? Do you have any personal or close experience with gendered violence (rape, sexual assault, harassment)? If you feel comfortable answering this question, describe how this experience is tied in with issues of gender and power and communication discussed in class.
4. What do you think about affirmative action, equal opportunity policies, and gender sensitivity training in the workplace, education, or sports? Look up information about the effectiveness of such policies (statistics on representation of women, minorities in workplace and education). Have policies aimed at increasing inclusion benefited women and minorities?
5. What do you know about the early women’s movement? Is it surprising to you that women have been agitating for equal rights since the 1830s? Why or why not?
6. Locate (in a book, course packet, or online) a text (speech, letter, essay) by an early feminist (Mary Wollstonecraft, Elizabeth Cady Stanton, Angelina Grimke, Sarah Grimke, Susan B. Anthony, Sojourner Truth, or other). Summarize its main points. Are the demands and critiques articulated here still relevant today? How or how not?

Worksheet 4

1. What are three of the major variations of feminism and what do you think of each? How are they different from one another?
2. What feminist framework speaks to you most persuasively and why? Use your readings and examples from your experience to explore this question. Are there feminists today? What kind of feminism is prevalent today, if so?
3. Describe what DeFrancisco and Palczewski call “intersectionality.” How does it relate to Black and Chicana feminisms?
4. Find an example of popular music that you think is subversive or transgressive with regard to gender roles. Describe the performer, the music, and the lyrics. What about this music challenges conventional notions of gender and sexuality?

Worksheet 5

1. Does homosexuality trouble traditional gender roles? How or how not? In other words, is our sexuality part of our gender identity?
2. If you have trouble accepting gay and lesbian people, why do you think that is? Is it possible that a person’s discomfort with gay and lesbian persons has to do with the ways in which affection for someone of the same sex is “wrong” for their gender (that is, women are supposed to desire men, and men women)?
3. What is the connection, for you, between gender (masculinity/femininity) and sexuality (heterosexuality, homosexuality, bisexuality)? To what extent are your impressions of this connection informed by experience? To what extent are your thoughts informed by media stereotypes? What are the other sources of your attitudes toward sexual minorities?
4. What do you think of Borstein’s and Feinberg’s radical transformation of gender in their bodies and lives? Did their actions and thoughts shake up what you thought about gender? How or how not?
5. How does social change happen? Do we need change when it comes to gender and society? Why or why not?
- 6.

Gender and Communication--Cloud Quiz I Review

Quizzes are in true/false, multiple choice, short answer and essay format. Be ready to define concepts and topics and to give examples. Be prepared to discuss your own views.

1. What is gender?
2. How does the experience of transgender persons reveal “rules” about gender?
3. What are some of these rules?
4. What is the difference between “sex” and “gender”?
5. What are the main ideas of Erving Goffman in his articles “Arrangement Between the Sexes” and “Performance of Self in Everyday Life”?
6. Theories of Gender: Main ideas of
 - a. What is a theory?
 - b. Biological Theory
 - c. Interpersonal Theories
 - d. Psychological/Psychoanalytic Theories
 - e. Cultural Theories (descriptive and critical)
 - f. Anthropological Theories—the importance of cross-cultural evidence that gender is a construct rather than totally determined by biology
 - g. Standpoint Theory & Intersectionality
7. How is gender related to, represented or evaluated in language?
 - a. Male generic and the “universal we”
 - b. Male standard
 - c. Degradation of female persons and feminine things; trivialization
 - d. Semantic Derogation, imbalance, and polarization
 - e. Marked and unmarked terms
 - f. Lack of language & silence
 - g. Rendering women passive
 - h. The harms of sexist language
 - i. Language as resource for redefinition
8. What are three factors in the family that shape our gender identities, roles, expectations, and attitudes?
9. What do psychoanalytic perspectives say is the role of family in shaping gender?
10. What is an ego boundary, and how, according to psychoanalytic theory are men’s and women’s ego boundaries different?
11. What roles does parental communication play in promoting conventional gender identity and values? What does it mean to monitor ourselves as we develop gender identity?
12. How does parental modeling shape gender identity and norms?
13. What is androgyny?
14. What is the male deficit model?
15. What is the alternative paths model?
16. What are major characteristics of women’s friendships? Of men’s? Of cross-sex friendships?
17. How influential are romantic scripts in shaping our gender identity as we enter young adulthood? What are those scripts?
18. What differences has research found between heterosexual and homosexual relationships with regard to gendered patterns of behavior?
19. How are other factors such as race and class important in determining relational and family roles?
20. What are dominant stereotypes of women in workplace? Of men?
21. What are formal and informal ways that women are discriminated against in the workplace?
22. What is a “micro-inequity”?
23. What does Jen Roesch (in article posted on Blackboard) tell us about the status and well-being of working women today?
24. What are consequences for working women of workplace discrimination?
25. What are the options for redress of workplace inequality?
26. To what extent do mass media influence our ideas about gender?
27. Who controls the media?
28. How are women and men portrayed differently in most mainstream media?
29. How are heterosexual relationships represented in mass media?
30. What is the male gaze?
31. Do media cause oppression of women, gays and lesbians?

32. What is cultivation theory and what does it say about role of media in influencing our ideas?
33. What are the main ideas of Jean Kilbourne's video Slim Hopes? (impossible beauty, constructed bodies, food and sex, food and control, weight loss industry)
34. What are the main ideas of Sut Jhally's video Dreamworlds? (stories about women's sexuality, ways of looking at women, consequences with regard to sexual violence)
35. How can we use media to redefine gender and sexuality for ourselves?
36. What is the incidence of sexual assault and domestic violence in U.S. society? What is the role of communicating about gender in contributing to this violence?
37. What are the types of gender-based violence?
38. What is the incidence of anti-gay violence in the U.S.? How is anti-gay violence related to gender?
39. What does Adrienne Rich mean by "compulsory heterosexuality"? What does it have to do with power relations between men and women?
40. How are gay/lesbian existence and roles related to gender?
41. What does it mean to say that someone has "false consciousness"?
42. If we learn how to be and act gendered in society through communication, to what extent do we have "choice" about how to behave and live?
43. What are some consequences of way society is gendered?
 - a. Violence
 - b. Workplace discrimination
 - c. Political exclusion
 - d. Others?
44. According to Cloud, what circumstances are most likely to lead to change in ideas about gender?

Review Sheet for Quiz 2
Gender and Communication

1. Key question is how movements have tried to change ideas about gender
2. Suffrage Movement
 - a. Dates 1848=1920
 - b. Elizabeth Cady Stanton
 - c. Susan B. Anthony
 - d. Alice Paul
 - e. Declaration of Sentiments—main ideas, strategies
 - f. Racism in the Movement
 - g. Sojourner Truth, Ain't I a Woman—main ideas, strategies
 - h. Main arguments of suffrage movement
 - i. Ideas about women and men; same or different?
 - j. Public-private distinction
 - k. Cause of women's oppression
3. Angela Davis criticisms of suffrage movement
4. Temperance movement
5. Ida Wells
6. Settlement Houses
7. Liberal Feminism
 - a. Definition of liberalism
 - b. Values of liberalism
 - c. How liberal feminists are liberals
 - d. Fair trial arguments
 - e. Definition of liberal feminism
 - f. Representatives: Betty Friedan, Gloria Steinem, Hillary Clinton, John Stuart Mill
 - g. Events: birth control, Roe v. Wade, ERA, founding of NOW
 - h. Themes and ideas of liberal feminism
 - i. How liberal feminisms approach abortion
8. Radical Feminism
 - a. Difference from liberal feminism
 - b. Ideas about men and women's nature
 - c. Patriarchy
 - d. U.S. radical feminists—Dworkin, MacKinnon
 - e. Adrienne Rich
 - f. From readings: role of personal life
 - g. Issues that r.f.'s make central
 - h. Diane DiMassi
 - i. Unspeakable questions
 - j. Consciousness raising
 - k. Reclaiming pejorative words like "bitch"
 - l. Criticisms of radical feminism
 - m. How radical feminists approach abortion
9. Socialist feminism
 - a. What is cause/origin of women's oppression?
 - b. Criticisms of liberal and radical feminism
 - c. Anthropology and history of women's oppression
 - d. Friederich Engels
 - e. Stephanie Coontz,
 - f. Why capitalism needs women and gender roles
 - g. Labor and pay
 - h. Domestic role
 - i. How s.f. challenges gender
 - j. Women's relationships to men
 - k. What socialist feminists want
 - l. Analysis of the family
 - m. How socialist feminists approach abortion
10. Feminisms of color
 - a. Criticisms of foregoing feminisms
 - b. Double and triple jeopardy

- c. Status of minority men
 - d. Womanism—Alice Walker
 - e. Intersectionality—definition
 - f. Audre Lorde reading
 - g. Davis reading on myth of black male rapist
 - h. Chicana women, Pesquera and Segura reading
 - i. Amber Turner’s presentation on Black Feminisms and performance
11. Men’s Movement
 12. Masculinity and Violence—Tough Guise Video
 13. Critics of Feminism
 - a. Christina Hoff-Summers
 - b. Phyllis Schlafly
 14. Post-feminisms
 - a. Postmodern feminism--definition
 - b. Riot Grrl Feminism
 - c. Different expressions in music, pop culture
 - d. Resembles other feminisms how?
 - e. Power Feminism
 - f. Naomi Wolff
 - g. How resembles liberal feminism?
 - h. Post-Feminism
 15. Are we already equals? Current statistics and representation in politics
 16. Gay and Transgender challenges to gender and the process of denaturalization
 - a. readings by Cruikshank, D’Emilio, and Gomes

Gender and Communication Final Paper Guidelines

Specifications: 10-12 pages, double spaced, typed

1. Choose a topic that you care about and a question about gender regarding that topic. For example, you could do a study of media coverage of Hillary Clinton's campaign for the Presidency, asking "How is Clinton covered in contrast to how a male counterpart is covered? What are the implications of these observations for how gender works in our society?"
2. Research your topic, with a clear focus of answering your question. Read what other scholars have written about your topic (be sure to search both books and scholarly articles using the UT Library Catalog and EBSCO Academic Search Premier, with the "Communication and Mass Media" Database added in). Have they provided answers to the question you posed? Do you agree with their answer? Why or why not? Please cite at least
3. Choose a text or set of texts—speeches, television programs, essays, magazine articles, etc. where you can find gendered messages related to your topic. Describe the main themes, values, and strategies of those messages. Do research to find out how those messages have affected audiences.
4. Outline your paper, organizing your ideas around your answer to the question. This will be your thesis. Divide your thesis into several parts; these will become the subsections of your paper. Plan which details will be present in each subsection.
5. Write the paper, including a title, opening paragraph that gets attention, states thesis, and previews main point. Conclusion should restate thesis and end on a memorable note.
6. Please use any standard bibliographic reference style consistently (MLA, APA, Chicago). These formats are available online (www.lib.utexas.edu/refsites/style_manuals.html). Please cite all your sources whether you are paraphrasing or quoting directly. Please provide a complete and well-formatted bibliography.
7. Intentionally plagiarized work receives an F and referral to the Dean of Students for disciplinary action. Unintentionally plagiarized work will receive an F with an opportunity to revise for half credit.
8. Be sure to see Professor Cloud for help refining your question and for ideas about scholarly sources on your topic.

Grading Criteria:

clear thesis and significant research question: up to 10 points

research of prior scholarship: up to 10 points

analysis of texts: 10 points

organization and structure of paper: 10 points

quality and clarity of writing: 10 points

.5 point will be subtracted from your score for each spelling, grammar, word usage, and punctuation error.