

CMST 3115-01: Communication & Gender¹
Spring 2019
Tureaud Hall 229
MWF 9:30-10:20

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Office Hours: Monday & Wednesday 10:30-11:30 or by appointment



“Frankly, I’m not responsible for other people’s perceptions and what they consider real or fake. We must abolish the entitlement that deludes us into believing that we have the right to make assumptions about people’s identities and project those assumptions onto their genders and bodies.”

-Janet Mock Redefining Realness

Required Materials:

All readings and course materials will be posted on Moodle

Course Description/Objectives:

Gender matters. It operates as both seen and unseen in our daily communicative practices, in our relationships, the workplace, media, political and cultural landscapes, and many other places. Thus, in order to understand and explain current events, we should be able to analyze how gender operates in communication. This course examines gender differences, sex roles and sexual stereotypes in communication. In this class we will examine how our ideas about sex, gender, and our identities are influenced by and contested in the communication around us, from interpersonal relationships to mass media, from political campaigns to social movements. As we investigate the influence of gender in communication, we will be guided by the following questions:

1. What is gender? Can it be altered or changed? How?
2. What are the sources of our ideas about what it means to do/perform gender?

¹ I am grateful to my colleagues Dr. Ashley Mack and Rico Self who shared their ideas and syllabi in the process of constructing this course.

3. How is gender identity formed and influenced by the intersection of other identities such as race, class, age, sexual orientation, ability and more?
4. How have communication scholars conceptualized gender, sex, and sexuality? How do these signifiers impact our communication?
5. How are we influenced by communication to adopt and perform particular gender identities? What are the consequences of these messages?
6. How have our understandings of gender changed over time?

In order to take this course, you must have taken CMST 2010 prior to enrollment.

Course Policies

Course Readings

Some of our readings in this course will be challenging but it is important that you keep up with the readings and the assignments. While this class will use a variety of resources and readings, we will also critically engage with theory. Theory, of any kind, often takes longer to read. Thus, you should plan accordingly. As you read, read with a pen in hand to jot down questions or points you have for the discussion. Also, be sure to bring the text with you to class.

Classroom Environment

The success of this course depends on the interactions generated between the instructor and the students (me and you). I do expect you to participate actively in class, share your ideas and opinions, comment on and assess those of your fellow classmates. However, I do demand that everyone treat each other with respect. Ridicule or disrespect of any sort will not be tolerated. While I use a wide variety of mediated examples to illuminate points and bring life to discussion in class, I do not use powerpoint presentations and will not post "lecture outlines" on Moodle. My hope is that we will all become more engaged members of the classroom discussions because of this commitment to an engaged and discussion-oriented environment.

Attendance/Participation

Your attendance and participation in each class meeting is expected. I recognize that there are a variety of ways in which students participate. Thus, your class participation grade will be determined on in-class discussions, assignments/exercises, presentations, and critical engagement with the readings. Students will be given three unexcused absences before losing points. If you are absent for more than three classes you must provide documentation of an emergency which kept you from class. In addition, habitual tardiness or leaving class early will count as an absence. If you arrive to class after I have taken attendance or after the sign-in sheet has come around, it is your responsibility to ensure that you are marked present. If you are participating in a university sanctioned/sponsored activity (forensics, athletics, etc.), it is your responsibility to negotiate your presentation day, and to communicate your absence in a timely manner.

Presentation Days

On presentation days, it is required that each student is present. If you are absent on a day where your peers are presenting, your presentation grade will be deducted by one letter grade for each day missed. This also means that working on homework, typing on a laptop, text messaging,

walking in late while someone is speaking, sleeping, or simply looking like anything other than engaged in your classmates' work will result in a verbal warning from me, followed by a one letter grade deduction from your own presentation grade.

Technology Policies

Laptops and other similar devices may be used only for the purpose of note taking. All other technology is strictly prohibited during class. Students caught violating this will lose participation points for the day. In case of emergencies requiring cell phone access during the class session, you should notify your instructor before class begins and attempt to sit near the entrance to the classroom.

Academic Integrity

Don't plagiarize. Any student found to have turned in material not his or her own (either downloaded from the internet or written by another student) in part or in whole will immediately be reported to the Dean of Students.

The Internet has made plagiarism very easy and very tempting. Hundreds of sites offer papers, research, writing, and editing. The ease with which such material is available over the Internet does not lessen the seriousness of claiming material from the Internet as your own. See the LSU policies on plagiarism here: <http://www.lib.lsu.edu/instruction/plagiarism2.html>

Your paper would be considered as plagiarized in part or entirely if you do any of the following:

- Submit a paper that was written by someone other than you.
- Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make work your own.
- Submit a paper in which you "cut and paste" or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.

Accommodations

The *Americans with Disabilities Act* and the *Rehabilitations Act of 1973* states: "If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office of Disability Affairs (112 Johnston Hall) so that such accommodations can be arranged." After you receive the accommodation letters, please meet with me to discuss the provisions of those accommodations.

Title IX & Sexual Misconduct Policy

Title IX of the Education Amendments of 1972 is a comprehensive federal law that prohibits discrimination based on the gender of students and employees of educational institutions that receive federal financial assistance.

In accordance with Title IX and other applicable law, Louisiana State University ("LSU") is committed to providing a learning, working, and living environment that promotes integrity,

civility, and mutual respect in an environment free of discrimination on the basis of sex and sexual misconduct which includes sex discrimination, sexual harassment,

dating violence, domestic violence, sexual assault, stalking and retaliation. LSU prohibits sex discrimination and sexual misconduct. This policy applies to all persons without regard to sexual orientation, gender identity and/or gender expression.

Sex discrimination and sexual misconduct violate an individual's fundamental rights and personal dignity. LSU considers sex discrimination and sexual misconduct in all of its forms to be serious offenses. This policy has been developed to reaffirm these principles and to provide recourse for individuals whose rights have been violated. This policy establishes a mechanism for determining when rights have been violated in employment, student life, campus support services, LSU programs and/or an academic environment.

Grade Appeals

With any returned graded work, you should wait 24 hours before submitting an appeal of grade. If you feel an error has been made in the grading of an assignment and would like to have the grade reviewed, you should submit a typed statement (1page double spaced) explaining the reason for the review and the original graded assignment to me within seven days of receiving the graded assignment. No grade adjustments will be made after the seven-day period.

Late Work

Major class assignments are to be turned in by the time class starts on the day that they are due. Assignments will not receive credit if turned in after the end of class on the day that they are due. Any work turned in during class will be considered late.

Prior arrangements must be made with the instructor if extenuating circumstances prevent you from meeting an important deadline. If prior arrangements have been made, a penalty of 10% will be assessed to any late work for each day it is late. If you miss work due to a university approved absence, you will be responsible for providing documentation to confirm the excused dates and for coordinating make-up work, making every effort to make arrangements before the absence when possible. In class activities cannot be made up.

Standards of Work

It should be assumed, unless specified otherwise, that all work done outside of class should be typed, double-spaced, and in 12 font print, printed out, and turned in. I will not accept handwritten assignments. All work using citations should be completed in MLA format. If you have questions, please let me know

Moodle/Email/Netiquette

Please make sure to check both Moodle and your email on a regular basis. Expect periodic updates from me about the class. Accordingly, if you e-mail me with a question about an assignment or the class in general, please allow at least 24 hours before expecting a reply. When you send an email, please be sure that it has a subject line. Otherwise, it is likely to go to spam.

Extra Credit

Extra credit may be offered at some point in the semester. However, there is no guarantee for extra credit opportunities.

Grading

Final grades will be determined based on scores earned on the following assignments. All work must be completed in the semester. Your point total is based on 1000points:

Assignment	Point Value
Unit Group Presentations	100points
Reading Responses (4 @25points each)	100points
Critical Gender Portfolio/Presentations	250points
Exams/Essays (2 @ 125)	250points
Final Essay	150points
Engagement	150points
Total Points	1000points

A+ ... 970-1000 points
A ... 930-969 points
A - ... 900-929 points
B + ... 870-899 points
B ... 830-869 points
B - ... 800-829 points
C + ... 770-799 points
C ... 730-769 points
C - ... 700-729 points
D + ... 670-699 points
D ... 630-669 points
D - ... 600-629 points
F ... 0-599 points

Assignment Description:

Unit Group Presentations (100points)

During the second half of the semester we will be covering gender and social institutions. Students will pair up in groups and complete mini-presentations/responses to the assigned readings and content. This will allow students the opportunity to lead and facilitate the discussions on a given unit. You will be evaluated on preparation, organization, readings, and depth of material. A detailed assignment guide will be provided on Moodle.

Reading Responses (100points)

In lieu of quizzes, four times during the semester students will need to complete mini reading responses. Each response is worth 25points and will be an opportunity for students to pose questions about the readings. The responses, which should be at least 250-400 words, are due on the day of the material students want to respond to. The ideal reading response will identify key concepts from the unit’s readings, detail how the readings link together, and pose at least one point, quotation, or concept you found to be notable and respond to it. Additionally, you should pose one or two questions to help guide the discussion.

Critical Gender Portfolio/Presentations (250points)

Throughout the semester students will keep a log of artifacts and notes of gendered practices they observe in everyday life. At the end of the semester students will develop a creative presentation of their artifacts through a video presentation, or some other means. The critical gender presentations will reflect on their observations of gendered practices and relate it back to

the course content in some way. A detailed explanation of this project will be available on Moodle.

Exams/Essays (2 @ 125points each)

- There will be two exams throughout the semester; a midterm and a final. Each exam is worth 125points and will cover readings, class discussions, and any other material given for the class. The exam will comprise of multiple choice, short answers, and essay questions.
- In lieu of taking the exams students can choose to write an 8 page essay based on an available prompt. Students will have 48hours to complete the prompt. The essay will be graded on depth of analysis, grammar/punctuation, and for its complete answer of the prompt. More details will be provided on Moodle.

Final Essay (150points)

For the final essay students will write an 8-10page essay that analyzes gender and sexuality within a communication artifact of their choice. Students will be required to choose a theme that we have explored during the semester, conduct additional research, and to succinctly and critically analyze their artifact. A more detailed explanation will be made available on Moodle.

**CMST 3115
Spring 2019
Anticipated Course Schedule**

Week	Day Date	Topic
1	Weds 1/9	<i>Course Introduction: Defining Gender</i>
	Fri 1/11	PART I: FOUNDATIONS What is Gender? Communication, Culture & Gender <i>Readings: Woods Chpt 1</i>
2	Mon 1/14	Theories of Gender <i>Readings: Stone on Gender & Sex</i>
	Weds 1/16	Theories of Gender
	Fri 1/18	A Critical Approach to Gender/Sex/Sexuality <i>Readings: TBD</i>
3	Mon 1/21	Martin Luther King Jr. Day- No Class
	Weds 1/23	Studying Communication Artifacts/Doing Analysis Discuss Essay <i>Readings: Campbell & Burkholder & TBD</i>
	Fri 1/25	Rhetorical Framing of Gender
4	Mon 1/28	Rhetorical Framing of Gender
	Weds 1/30	Gender & Sexed Voices
	Fri 2/1	Gender & Sexed Bodies
5	Mon 2/4	<i>Guest lecture: Studying Gender & Race in Communication (Mandatory Attendance)</i>
	Weds 2/5	Gender, Queerness, and Trans Identities
	Fri 2/7	Gender & Language
6	Mon 2/11	Gender Power & Violence
	Weds 2/13	Gender Power & Violence
	Fri 2/15	<i>Exam #1</i>
7	Mon 2/18	<i>Out of Class Workshop Day</i>
	Weds 2/20	PART II: GENDER & INSTITUTIONS Overview of Social Institutions <i>Readings: Palczweski, DeFrancisco, and McGeough Chapter 6</i>
	Fri 2/22	Gender & The Media
8	Mon 2/25	Gender & The Media
	Weds 2/27	Gender & The Media
	Fri 3/1	Gender & The Media
	Mon 3/4	Mardi Gras Holiday- No Class

9	Weds 3/6	(Classes Resume Weds at 12:30)
	Fri 3/8	SEWSA- No Class (Instructor at Conference)
10	Mon 3/11	Gender & Family
	Weds 3/13	Gender & Family
	Fri 3/15	Gender & Family
11	Mon 3/18	Gender & Religion
	Weds 3/20	Gender & Religion
	Fri 3/22	Gender & Religion
12	Mon 3/25	Gender & Work
	Weds 3/27	Gender & Work
	Fri 3/29	Gender & Work
13	Mon 4/1	Gender & Education
	Weds 4/3	Gender & Education
	Fri 4/5	SSCA- No Class (Instructor at Conference)
14	Mon 4/8	Gender & Health
	Weds 4/10	Gender & Health
	Fri 4/12	Gender & Health In-Class Workshop Day
15	Mon 4/15	Spring Break- No Class
	Weds 4/17	
	Fri 4/19	
16	Mon 4/22	Critical Gender Presentations
	Weds 4/24	Critical Gender Presentations
	Fri 4/26	Critical Gender Presentations Wrapping Up
<i>(Exam #2) Final Exam: Wednesday May 1st 12:30-2:30PM</i>		