

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

CMST 13 - Gender and Communication

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level IV; English Level IV

Transfer Status: CSU

51 hours Lecture

This course introduces students to gender-related communication, integrating theory and practice in order to heighten awareness of the importance of gender as a communication variable. Emphasis on perception, verbal, nonverbal similarities and differences are examined in interpersonal, small group, and public settings.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Recognize the relationship between gender and communication.
- B. Demonstrate sensitivity to gender differences and similarities in the communication process.
- C. Distinguish between gender and sex as social constructs and explain their impact on communication behaviors.
- D. Describe the influence of gender on communication in a variety of contexts such as family, the workplace, and public contexts.
- E. Identify the basis for actual and perceived gender differences in communication.
- F. Define and identify concepts in communication theory.
- G. Evaluate how language and nonverbal communication are affected by gender.
- H. Identify and utilize the most useful principles and methods to study gender and communication, including research in the disciplines of communication studies, gender studies, social psychology, and sociology.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

		Lecture
<u>Topics</u>		<u>Hours</u>
1. Introduction to gender and communication		6.00
2. Approaches to the study of gender differences		7.00
3. Self-perception of women and men		6.00
4. The language of gender		6.00
5. Gender differences in nonverbal communication		6.00
6. Gender and communication in intimate contexts		6.00
7. Gender and communication in public contexts		8.00
8. Maintaining and modifying gender roles		6.00
Total Hours		51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Guest Speakers
- C. Collaborative Group Work

- D. Class Activities
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Discussion
- G. Demonstrations
- H. Problem-Solving Sessions
- I. Reading Assignments
- J. Multimedia Presentations

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Quizzes
- C. Oral Presentation
- D. Homework
- E. Class participation
- F. Written Assignments

VI. EXAMPLES OF ASSIGNMENTS

A. Reading Assignments

1. Read the textbook chapter on gendered verbal communication and come prepared to discuss the difference between "rapport" and "report" talk (i.e. feminine vs. masculine communication styles) and to provide specific examples of each.
2. Using the Butte College online databases, research at least three periodicals that report about gendered prescriptions/roles from a culture other than the United States. Come prepared to discuss your findings and how they relate to anthropological theories of gender.

B. Writing Assignments

1. Gender (sometimes bender) Smile Experiment: Depending on the gender with which you identify, conduct a smile experiment by breaking the non-verbal expectation for that gender. Record the results and analyze the consequences in a 2-3 page essay, reflecting both on the act of smiling and the expectations and consequences of gendered non-verbal communication. If you incorporate outside sources, be sure to cite and reference per current APA guidelines.
2. Choose an artifact from pop culture (e.g. advertisement, movie, webpage, song, music video, etc.) and use at least four course concepts (e.g. nonverbal elements, stereotypes of men and women, etc.) to critically analyze its gendered components (e.g. Does the artifact perpetuate or challenge gendered stereotypes?) Conclude with a discussion of the implications of your findings. The paper should be 3 – 4 pages in length, typed and double-spaced. Cite and reference per current APA guidelines.

C. Out-of-Class Assignments

1. Watch the documentary "Killing Us Softly IV" and answer a list of questions related to the video (i.e. Why did Kilbourne begin this video series? What are the consequences of the objectification of women and their bodies?).
2. His/Her Timeline: Read Chapter 3: The Rhetorical Shaping of Gender--Women's Movements in America and Chapter 4: The Rhetorical Shaping of Gender—Men's Movement in America. With a partner create a timeline including the important dates and descriptions from both movements. Timelines can be created electronically or hand-made. They will be posted in the classroom! Creativity is key! Be sure to include images, color, etc. Timelines will be graded on content and originality. NOTE: The purpose of this assignment is to see if there are any interesting connections between both movements, to notice if each affected the other.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Wood, Julia, T.. Gendered Lives: Communication, Gender and Culture. 9th Edition. Thomson Wadsworth, 2011.

Materials Other Than Textbooks:

- A. Tough Guise [Video]. (1999). Media Education Foundation. 26 Center Street Northampton, MA. 01060.
- B. Still Killing Us Softly IV: Advertising's Image of Women [Video]. (2010). Cambridge, MA: Cambridge Documentary Films.

Created/Revised by: Stacey Bartlett

Date: 04/02/2012