Dr. Denise Oles-Acevedo, Ph.D. Meeting Location/Time:

Office: 320 Carver Hall Section A: 1:10-2p.m. in 2157 Pearson Hall

Office Hours: MWF 12-1p.m.; TR 1-2p.m. & by appointment Section B: 2:10-3p.m. in 3137 Pearson Hall

Email: [dolesa@iastate.edu](mailto:dolesa@iastate.edu)

**Overview:**

Designed as an introductory course, 323 focuses on interactive relationships between gender and communication in contemporary American society. This course is designed to provide an understanding of the relationship between gender, communication, and culture. Throughout this semester, we will consider not only the current state of gender roles but also how we, as change agents, may act to improve our individual and collective lives.

**Learning Objectives:**

* To become familiar with theories and research about communication and gender;
* To discover ways in which gender/gender identity is communicatively constructed and maintained;
* To become more aware of gender hierarchies in relation to other social divisions (such as race, class, sexual orientation, and age).
* To expand communication competencies through understanding and overcoming gendered preferences, styles, and stereotypes;
* And to increase awareness of gender issues implicit in private and public discourse.

**Your Responsibilities:**

* To attend all classes and participate in all discussions;
* To “Fight the seductive appeal of constant connection via our technology, which fragments our attention and interrupts the joy of full immersion in thinking, problem-solving, and questioning,” as eloquently written by Barbara King;
* To do all of the reading assignments to the best of your ability and to ask questions about passages you found difficult or confusing.
* To treat other members of the class with respect;
* To use sex-neutral language in your speaking and writing;
* To take your own reading, thinking, writing and speaking seriously in relation to this course;
* To start project(s) in a timely manner and ask for specific types of assistance when you need it.

**My Responsibilities:**

* To treat all members of this class with respect and to encourage questions and experiments as part of the learning process;
* To take your work in this course seriously and to hold it to high standards;
* To make myself reasonably available to you for outside help with your projects;
* To direct you to additional resources when needed;
* To facilitate discussions in ways that stimulate full participation, productively manage conflict and promote rich exchanges of ideas;
* To share personal reflections and insights on my own work, where appropriate.

**Required Texts:**

* Julia T. Wood***, Gendered Lives: Communication, Gender and Culture*** Cengage, 12th Ed., 2015.
* Course Pack, available at University Book Store

**Course Policies:**

1. Plagiarizing/academic dishonesty is one of the worst things that you can do in academic life and it will be treated accordingly. Cheating and plagiarism will result in a failing grade for the assignment. A repeated act of cheating or plagiarism will result in a failing grade for the class. If I suspect you of academic dishonesty, I will advise you in person and in writing, explaining what was suspected and the possible penalty resulting from the act. I will not sign a withdrawal slip for a student who has been caught in an act of academic dishonesty.
2. **Academic dishonesty** includes, but is not limited, to the following:

* Plagiarism:  The misrepresentation, either by intent or negligence, of another’s ideas, phrases, discourse, or works as one’s own.
* Cheating: the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations.
* Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic sense in any academic exercise.
* Facilitation Academic Dishonesty: intentionally or knowingly helping or attempting to help another commit an act of dishonesty.
* Double-Dipping: Submitting work completed for another course for this without prior consultation with the instructor.

1. Students are expected to attend each class and arrive on time. You may miss my course three times for any reason without explanation. If you miss my class more than three times, you will risk lowering your grade for each absence. **Nine absences (or more)** **will result in automatic failure of the course.** Three late arrivals will equal one absence. Students are responsible for speaking to other members of the class to learn about lectures, discussions and assignments they missed while absent. If you encounter some unusual personal circumstance that may require an extended absence (i.e. pneumonia, complex medical treatment, etc.) consult with me about your situation. Student athletes should talk to me within the first week of class regarding future absences.
2. **Technology:** Laptops and Tablets may be used during class for class related work. Phones should be put away and silenced. Please don’t text, surf the web, or receive phone calls during class time.
3. Late assignments will receive a **20%** **per day** late deduction. Late assignments must be submitted within one week of the original due date. All assignments must be completed to pass the class.
4. Written assignments should be typed using 12-point professional font, 1” margins, double-spaced with page numbers, checked for correct spelling/grammar, following APA or MLA citation style, ***STAPLED.*** As a general rule, I do not accept emailed assignments as most assignments are submitted via Blackboard.
5. Bring to **EVERY class** textbook, course pack, notebook paper, and a writing instrument.
6. I would like to be notified of any special circumstances that may require a modification of seating, testing or class requirements as soon as possible. Those seeking accommodations based on disabilities should obtain a Student Academic Accommodation Request (SAAR) form from the Disability Resources (DR) office (515-294-7220). The DR is located in room 1076 of the Student Services Building.
7. Students should wait 15 minutes for the instructor. After that time class should be considered canceled.
8. **Graduate Students:** See me for assignment modifications.
9. If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications announced in class or posted on Blackboard.\*
10. **Final note:** No syllabus can account for all possible situations. Whatever the circumstances, the applicable standard is that participants in this class are expected to conduct themselves as adults, accepting responsibility for themselves and their work, and demonstrating respect for themselves and other people involved in the class.

**Assignments and Grading**

**Homework/Journaling Exercise:**

Throughout the term, you should complete five of eight journaling/homework assignments that ask you to make direct connections between your own experiences and the readings. Prompts are in the Course Pack. Each assignment is worth 30 points.

**Gender in Popular Music:**

You will write a short analysis on the portrayal of gender and sexuality in song lyrics.

**Ad Analysis In-Class Activity:**

For this in-class activity, you will analyze the ways in which gender is portrayed in print media.

**Research Presentation assignment:**

You will engage in a project examining some aspect of communication and gender. This project will involve a workshop session, topic selection, research, a formal presentation, which requires a visual aid, and feedback on peer’s presentations. Attendance on presentation days is mandatory as is attendance on workshop day.

**Tests:**

This course includes three tests. Each test is cumulative, as the material presented later in the course builds upon earlier theories and information discussed. The exams 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.*** We cover a lot of information in the class please, KEEP UP WITH THE READING.

**Class Business and Class Tweets:**

First five minutes of every class period will be used as an opportunity to look at contemporary gender issues – issues that come to your attention. Bring in articles from newspapers, the web, Facebook, topics from television programs, from other classes, etc. that relate to the issues and concepts being discussed in class. **Everyone is expected to participate at least ONCE during the semester.**  “**Class business" is fair game for exam questions.**If the same students are regularly bringing class business, I reserve the right to make assignments regarding class business.

Class business can also be tweeted to “@DeniseOles” with the hashtag “#323Gender” at any time. Tweeting is meant to supplement the oral class business and should not replace it. Tweeting is not a requirement for class, but they can serve as an extension of our daily conversations and help you earn valuable participation points. Tweets can be summary, opinion, outside connections, news stories, and retweets. However, the tweets need to be relevant, respectful, and appropriate to the classroom environment. Please, no Tweeting during class, unless instructed to do so.

**Participation:**

Active involvement in the class is important to your learning. We will be engaging in activities that will help you master the course material. **Remember that attendance is not the same as participation.** I take this element of your evaluation very seriously (i.e. participation points are not “a given”). It will be difficult to earn full points and it has been the case in the past that some students have earned none of it. Your in-class participation consists of not only your attendance, your willingness to take part in class discussions, the completion of discussion worksheets, and pop quizzes, but also your generosity in carefully listening to what others have to say. “Talking a lot” is not important in and of itself; speaking thoughtfully and being generous are important. Note the assigned point value for participation, so please do not underestimate its importance to this class.

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| **Grading Scale:** |  |
|  | C+ = 77-79.9% |
| A = 93-100% | C = 73-76.9% |
| A-= 90-92.9% | C- = 70-72.9% |
|  |  |
| B+=87-89.9% | D+ = 67-79% |
| B =83-86.9% | D = 63-66.9% |
| B- = 80-82.9% | D- = 60-62.9% |
|  |  |
|  | F=59.9% & below |

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| --- | --- | --- | --- | --- | --- | --- |
| **Point Values** | |  | | |  | |
| Popular Music Paper | | | | | 100 | |
| Ad Analysis Activity | |  | | | 65 | |
| Tests (3 @ 100 pts) | |  | | | 300 | |
| Homework (5@30pts) |  | | | | 150 |
| Final Project | | | | | 185 | |
| Participation/Pop Quizzes | | |  |  | 100 | |
| Total | | |  |  | 900 | |

**SpCm/WS 323 Tentative Course Schedule\* Spring 2016**

**Date Topics Readings Due**

M Jan 11 Intro/Syllabus

W Jan 13 Beliefs about Sex and Gender In Class Activity

F Jan 15 Defining the terms Wood, Introduction and Chapter 1 **Homework #1**

M Jan 18 No class Martin Luther King, Jr. Day

W Jan 20 Theoretical Approaches Wood, Ch. 2

F Jan 22 Theoretical Approaches BB: Kimberlé Crenshaw: “Why Intersectionality Can’t Wait”

M Jan 25 Becoming Gendered Wood, Ch. 7 **Homework #2**

BB: Padawer, “What’s So Bad About a Boy

Who Wants to Wear a Dress?”

W Jan 27 Becoming Gendered BB: Oles, “Sarah Palin Gender-Bending”

View: “*Codes of Gender”*

F Jan 29 Becoming Gendered Finish viewing and Discuss: “*Codes of Gender”*

M Feb 1 Becoming Gendered BB: Orenstein, “What’s Wrong with Cinderella”

BB: Gillman, “Post-Princess Models of Gender” Review: Test #1

W Feb 3 **Test #1**  Introduction, Chapters 1, 2, 7, readings, films, and class business

F Feb 5 Women’s Movements Wood, Ch. 3

M Feb 8 Women’s MovementsView: “*Step by Step”*

W Feb 10 Women’s Movements Finish Viewing and Discuss: “*Step by Step”*

BB: Sojourner Truth, “Ain’t I A Woman?” CP: *I am Woman* Song Lyric Activity and Discussion

BB: Cherie Moraga “The Welder”

F Feb 12 Men’s Movements Wood, Ch. 4 **Homework #3**

M Feb 15 Men’s Movements BB: “Invisible Masculinity”

BB: Kimmel, “About a Boy”

W Feb 17 Men’s Movements View and Discuss: Jackson Katz TED Talk

F Feb 19 Nonverbal Comm. Wood, Ch. 6 **Homework #4**

**Assign: Gender in Popular Music Paper**

M Feb 22 Verbal Comm. Wood, Ch. 5

W Feb 24 Verbal Comm. BB: Campbell, “Hating Hillary”  BB: Valenti, “He’s a Stud, She’s a Slut”

F Feb 26 Friendships Wood, Ch. 9, p. 185-193

M Feb 29 Romantic Relationships Wood, Ch. 9, p. 193-207 **Homework** **#5**

W Mar 2 Romantic Relationships BB: Metts, “Gender in Dating Relationships” **Music Paper**

BB: Sutherland, “What Shamu Taught Me about

a Happy Marriage”

F Mar 4 Review: Test #2 and Catch up

M Mar 7 **Test #2**  Chapters 3, 4, 5, 6, 9 readings and Class Business

W Mar 9 Education Wood, Ch. 8 **Homework #6**

F Mar 11 Education Wood, Ch. 8, discussion continued

Gendered Educational experiences discussion

March 14-18 Spring Break No Classes – Be Safe, Have Fun

M Mar 21 Organizational Comm Wood, Ch. 10, p. 208-219 **Homework #7**

BB: Mundy, “Daddy Track: The Case for Paternity Leave”

W Mar 23 Organizational Comm Wood, Ch. 10, p. 219-232

BB: Weber, *“Why dads don’t take paternity leave”*

**Assign Final Project**

F Mar 25 Gendered Media Wood, Ch. 11

**Assign: Advertising Analysis Exercise**

M Mar 28 Gender Media View: *“Killing us Softly 4”*

Women/Advertising

W Mar 30 Women/Advertising Finish and Discuss: *“Killing us Softly 4”*

In Class Ad Analysis Exercise Part 1:

Must be present to earn points

F Apr 1 Women/Advertising In Class Ad Analysis Exercise Part 2: **Final Project Topics**

Must be present to earn points

M Apr 4 Gender Media View and Discuss Colin Stokes’ TED talks

BB: Kivel, “Act Like a Man Box”

W Apr 6 Men/Media/Masculinity View: *“Tough Guise”*

F Apr 8 Men/Media/Masculinity Finish and Discuss: *“Tough Guise”*

M Apr 11 Power/Violence Wood, Ch. 12

BB: Morgan, “Don’t call me a Survivor” **Homework #8**

W Apr 13 Power/Violence Reading: TBA

View and Discuss: Patrick Stewart – Amnesty International

F Apr 15 Power/Violence BB: bell hooks, “Feminism: A Transformational Politic”

M Apr 18 Agency/Voices Closing Discussion

Review: Test #3

W Apr 20 **Test #3**  Chapters 8, 10, 11, 12, Epilogue Discussion, Readings, Class Business

F Apr 22 Workshop Peer Editing of Final Presentations **Draft Due**

M Apr 25 **Presentations**

W Apr 27 **Presentations**

F Apr 29 **Presentations**

**Tentative Final Exam Period:** Remaining speeches will be presented during final exam period.

Section A: Monday, May 2 from 12-2p.m.

Section B: Wednesday, May 4 from 2:15-4:15p.m.