CMN 3903 Communication of Gender and the Body Fall 2013

Coleman 1771, Monday, Wednesday and Friday 1-1:50 pm (CRN #98037)

Instructor: Dr. T. M. Linda Scholz

Office: Coleman 2030

Email: tscholz@eiu.edu (Note: I frequently check my Panther e-mail account, therefore, this is the best way to reach me. I DO NOT frequently check the D2L e-mail. To insure delivery, please use your EIU e-mail to

contact me.)

Office Hours: Monday, Wednesday, Friday: 10:00 – 10:50 a.m.; Monday and Wednesday 12-12:50; and by

appointment.

Required Readings:

Sloop, J. M. (2004). *Disciplining Gender: Rhetorics of Sex Identity in Contemporary U.S. Culture.* Amherst, MA: University of Massachusetts Press.

Additional reading will be posted on D2L.

Course Description and Objectives

Course Description: This course is an exploration of the ways in which identity categories, such as woman and man, feminine and masculine, homosexual and heterosexual, are constructed and maintained through public and popular discourses. In part, we will study the theoretical literatures in communication, feminism, poststructural, and queer theory that "trouble" supposedly static categories of gender.

Course Objectives:

- To analyze and evaluate the ways in which gender, particularly concepts of femininity and masculinity, are social, historical, and cultural constructions rather than a natural biological "given."
- To understand the ways in which gender intersects with other social constructions (sexuality, race, ethnicity, class, etc.) and with human biology.
- To hone research and critical theoretical perspectives that analyze how gender constructions shape the realities of women's and men's lives, particularly in U.S. society.
- To learn how heteronormativity and compulsory heterosexuality influence a variety of cultural artifacts, from news media discourses to film.
- To create a final project that will demonstrate how material and discursive forces produce a disciplining function that enforces a binary gender system.
- Students will also deconstruct the ways in which specific discourses and practices challenge or "trouble" gender norms and expectations.

Accommodations

It is imperative that you are getting the most out of your educational experience. If you have a special need that qualifies for accommodations, please contact the Office of Disability Services (217-581-6583) to arrange support services. Please also inform the instructor by providing the necessary documentation specifying the accommodations needed for the class within the first week of class.

Classroom Environment, Behavior, and Policies

All faculty in the Department of Communication Studies uphold the standards of good scholarship and expect our students to do the same. We expect that students earning a degree in Communication Studies will develop superior reasoning/critical thinking, argumentation, writing, and presentational skills while also building a comprehensive knowledge of their content area. Students in communication studies classes will be expected to read all assigned materials, write extensively, complete their own work, and engage in respectful interactions in the classroom. We, as a faculty, agree to hold our students to these standards.

The majority of students are in college specifically to acquire a degree in the hope of finding an adequate job to attain a particular standard of living in the future. Therefore, you should consider college your "on the job training." In other words, for now COLLEGE IS YOUR JOB and your professors are your managers. You should make this a priority in your life (particularly when you consider the amount of money that is being invested in your education). With this said:

My intent is to establish an environment where you are able to ask questions openly, and respectfully. In an effort to co-construct this environment be courteous and respectful to one another AND to the instructor. During class discussions please avoid dominating the discussion and be concise with your comments. Be aware of how you phrase comments and questions. Avoid the use of "bashing" or derogatory language toward one another and toward others outside of this class. Additionally, be open to other perspectives. Each of you has a perspective to offer as it pertains to your individual experiences. Part of being effective communicators entails good listening skills as well. Each day will provide you with an opportunity to put effective communication skills into practice.

CELL PHONES: Given that the university has created an emergency text message system for campus community safety, it is understandable why students have concerns about keeping cell phones handy. Unfortunately, as you all know perhaps better than I, few students who opt to have their cell phones out during class are monitoring text messages for possible campus-related emergency texts. Therefore, I ask that cell phones be turned off and put away. Text messaging or any other form of cell phone use (or inappropriate use of any other electronic device) during class is very disruptive, disrespectful and will NOT be tolerated, and may result in the dismissal of the student for that class period. You are in this class to learn the subject matter, and not to have personal conversations with friends and family via your cell phone, or laptop. Surely, your friends and family can wait to speak with you before or after class. Be respectful of your instructor and peers, and put your cell phones away.

ATTENDANCE: Attendance is expected at every class meeting. Lack of consistent attendance and participation can and will affect your overall grade. I consider more than three absences to be excessive. I understand that emergencies do occur, and that illness is often times inevitable. Be aware that in-class work may not be made up except by prior arrangement for a university excused absence and/or if you provide proper documentation proving a legitimate emergency (official doctor's note, court papers, and the like). Regardless of the reason for your absence, I will not provide you a personal lecture in my office or via e-mail. It is up to you to get notes from a classmate. And the answer to the perpetual question "Did I miss anything?" is always: YES!

<u>LATE WORK</u>: I WILL NOT accept late work, e-mailed assignments, any assignments turned into my mailbox, or assignments turned in on flash drive, etc. (unless you have made prior special arrangements directly with me). Assignments are DUE IN CLASS AT THE BEGINNING OF CLASS. Any papers turned in to me in class after class has commenced can result in a grade reduction. If you know that you are going to be absent on a day on which an assignment is due, make arrangements to turn in the assignment before, directly to me. Always have a backup of your work.

Quizzes and exams CANNOT be made up unless you have made prior arrangement for a university excused absence and/or if you provide proper documentation proving a legitimate emergency (official doctor's note, court papers, and the like). Missing class on days during which you are expected to participate in a group

activity, a presentation and/or discussion of papers, etc. will result in a failing grade for that portion of the assignment or a reduction in grade on your paper.

NOTE ABOUT TARDINESS AND EARLY EXIT: Class begins at the designated time, and ends at the designated time. Consistent tardiness and/or consistent early exit are distracting to students and the instructor, and are also disrespectful. If you have a class or work schedule conflict that interferes with your ability to come to class on time and remain in the class until its official end, please consider taking this class during a different semester or make appropriate adjustments that will not interfere with your timely, regular, and complete participation.

Academic Honesty/Conduct: It is imperative that you understand that when you are an EIU student you are bound to the Student Conduct Standards. Although the Student Conduct Standards comprise a lengthy document, and although each aspect of it is highly important, aspects of Standard I will be highlighted here so that there are no misunderstandings of what is considered appropriate behavior conducive to creating an appropriate learning environment. If you are caught cheating and/or plagiarizing, you will be reported and will fail the assignment, and possibly the course. If you are confused about what constitutes cheating and/or plagiarism, please ask. Also consider the aspects of Standards II, III, IV and V when interacting with peers and the instructor in and outside of the classroom, when responding to class materials, etc.

Standard I. Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship. Violations of this standard:

- a. Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data.
- b. Theft or the unauthorized possession of examinations; alteration, theft, or destruction of the academic work of others, or academic records, library materials, laboratory materials, or other University equipment or property related to instructional matters or research.
- c. Submitting work previously presented in another course unless specifically permitted by the instructor.
- d. Conduct which disrupts the academic environment; disruption in classes, faculty offices, academic buildings, or computer facilities.
- e. Complicity with others in violations of this standard.

Students who violate the conduct code will be given one verbal warning. The second time you will receive a reprimand and you may not attend class again until you have met with me and worked out a plan to adjust the disruptive behavior.

Assistance Outside of Class

If you need additional time to talk through the class material, or to discuss the progress of your work, I am happy to do so. You can stop by my office during my regularly scheduled office hours. You are also welcome to stop by outside of my regularly scheduled office hour, and if I am there, I will be happy to talk. Finally, you can set up an appointment. I also check Panther e-mail regularly during the day throughout the week, and will respond to questions that you have. However, there may be times when a question warrants a lengthy response, and so I may ask that you come to my office. Lastly, be sure to check your Panther e-mail and the course's D2L site regularly for any announcements regarding class issues, etc.

A Note About Grades

If you have questions about your grade, I ask that you follow this procedure:

- a. First, we will abide by the **"24-hour rule."** This means that after you've received the grade, reflect upon it for 24 hours before you come talk to me. To assist in your reflection, you should look through your notes and readings.
- b. Second, after 24 hours have passed, e-mail me to request an appointment to come in and talk with me in person.
- c. Finally, our meeting should determine if indeed there was an error made in grading, and/or provide you with clarification on concepts, and/or create strategies for more effective future study habits, etc.

Despite the amount of times that you come in and talk with me, this will not guarantee you a specific grade in the course. In other words, the points you earn on assignments are totaled and those points will coincide with the overall grade you earn in the class. Please be aware of where you stand throughout the semester. If you need assistance calculating your grade, I am happy to assist you. Do not wait until the last few days of the semester to figure out where your grade stands. Once the semester is over, it's over, and no more points will be allotted. In short, I do not curve nor do I generally offer extra credit. Clear expectations for assignments will be provided for you in the assignment guidelines that will be posted onto the D2L site for the course.

Expectations of the Readings

You will be reading material, viewing videos, and participating in activities that will be intellectually and emotionally challenging. You **ABSOLUTELY** need to do the reading in order to come to class prepared to have a **dialogue** that **goes beyond doubt and accusation.** Do not assume that by merely reading the titles of some of the articles, you know what the article is about. You will need to read **CAREFULLY** in order to achieve a better understanding of the material. A quick skim before class will not be sufficient. Having a clearer understanding of the different concepts well help you to have more appropriate and fruitful conversations in and out of the classroom.

Given that this course requires a lot of reading and writing, consider the time that you are willing to allot to careful and thorough reading and studying. It is okay if you face challenges comprehending some of the material, class discussions are designed to help you work through complications. If you are a student who feels that they can get by without reading, please drop this class. Given the small number of students, it will be abundantly clear (and also perhaps embarrassing) if you do not put the required time and effort into this class. Be forewarned: you are likely to be asked respectfully to leave class of you have not done the reading.

Course Assignments

Detailed descriptions of the assignments will be posted on the D2L site for the course.

Concepts In-class Group Activity (50 points): This assignment will provide you with an opportunity to apply and identify key concepts for the class. This activity will also provide you with a very good review prior to the exam. You will be assigned to work in small groups of approximately three students. Once in groups, you will divide concepts among you (after they have been defined for you in class). Each of you is in charge of providing your group with examples for your assigned concepts. The examples can first come from the video clips that you will view in class. Keep in mind however, that not all of the concepts will appear clearly in the clips. This means that you need to do some detective work to assist your group with clear examples. Type your examples for your group, and be prepared to provide each group member a copy. You will then discuss each example with your group on the designated days. Do not let your group members down. They will not be happy if you do not follow through with your portion of the assignment. You will turn in the write-up of examples in class. This assignment must be typed.

Gender Reflection Paper (100 points): After discussing communication (rhetoric) and gendered bodies in class, you will be aware of how symbols are used to construct and constitute gender identities, as well as resist and redefine them. Think about what you have learned regarding gender, the body, and identity. In a 4 - 5 page paper: discuss what these mean to you in relation to your identities and how you came to understand them and/or have to come to understand them. You need to use at least 5 concepts/terms in this paper that we will have covered in reading and in lecture/discussion. You need to properly cite relevant reading from the class.

<u>Film Analysis (100 points):</u> You will chose a specific film that focuses on sexuality and/or transgender subject matter and conduct an analysis of how the film challenges or perpetuates the critical concepts addressed in unit three. In a 4 - 5 page paper provide an analysis of the film that identifies at least **5 concepts** that emerge from the readings and in-class discussions. **NOTE**: You will sign up for the film in advance so that we do not have more than two students analyzing the same film.

Group Facilitation (50 points): In small groups of 4 students, you will select one of the essays from the text *Disciplining Gender: Rhetorics of Sex Identity in Contemporary U.S. Culture*, and present it to the class. You are required to incorporate relevant class concepts as well as use supplemental material (YouTube clips, film clips, images, etc.) to explain the essay. Additionally, you will need to address the relevance of the analysis to a similar case, or other cases not addressed in the essay. Each group member will submit their own outline reflecting their role in the presentation.

Final Project (300 points): As a class, you will be required to create a final project that requires interaction with our campus community (and if possible, with the Charleston community as well). To ease the chaos of 20 people working together all at once, you will work initially in small groups to develop ideas/mini-projects, which will then eventually comprise one large project. Outside research will be required. At the end of the semester, each of you will submit a portfolio of this project (including and evaluation of your peers). Details will be given as the class begins to develop ideas for the project.

<u>Participation (100 points)</u>: Your participation in class activities, discussions about the required readings and films/film clips, as well as attendance to outside events (at least two during the semester), is required and factors into your participation grade. The total points that you receive will reflect your consistent level of participation. This means that you need to come to class prepared—having read the assigned reading for the day. If you have not read, then you will not be able to participate in the discussion. Therefore, if you have not read, you will be asked in a respectful manner to leave. In order to assist in tracking your participation, you will sign in daily.

❖ Outside Speaking Events: You will be required to attend at least two events during the semester, for which you will turn in a no more than one-page, double spaced, response. In your response you will need to address how at least one concept from class was illustrated during the event. Please share with the class any events that you are aware of as well. Additionally, please seek approval in advance for events that you are planning on attending that I have not announced—this is to ensure that the events coincide with the subject matter of the course.

Exam (100 points total): One exam will be administered this semester. The exam will focus on the foundational concepts for the course.

Pop Reading Quizzes (100 points total; 10 at 10 points each): Reading the material in this course is essential so that you are able to navigate and negotiate the subject matter an in effective manner. To assist you in your reading efforts, you will be given 10 pop reading quizzes throughout the semester (worth 10 points each).

Grade Scale (900 points possible):

900-810 = A

809-720 = B

719-630 = C

629-540 = D

539 and below = F

Tentative Schedule CMN 3903

Communication of Gender and the Body Fall 2013

Coleman 1771, Monday, Wednesday and Friday 1-1:50 pm (CRN #98037)

(The instructor reserves the right to modify the schedule if needed)

Readings are to be completed for the day on which they are noted.

Key: Text Reading (DG): Disciplining Gender: Rhetorics of Sex Identity in Contemporary U.S. Culture **D2L Reading:** Reading posted on the D2L site for the course

Week. 1

August 19— Introductions: to the course and to each other

August 21— Unit One/Foundational Concepts: Defining Communication, Gender, Sexuality and

D2L Reading: Wood, Chapter 1, "The Study of Communication, Gender, and Culture"

August 23— Unit One, cont'd

D2L Reading: Graff article; Wood reading cont'd

Week 2

August 26— Meet at the University Ballroom

SPEAKING EVENT: Lee Mun Wah 1:30 – 3:30 "Creating Community in a Diverse

Environment" University Ball Room, MLK

And 6:30 - 8:30, "A Cross Race and Gender Conversation" University

Ballroom, MLK Union

August 28— Unit One, cont'd

D21 Reading: Bornstein, Chapter 6, "Abandon Your Tedious Search"; Chapter 11, "The

First Question"; Chapter 12, "The Other Questions."

August 30— Unit One, cont'd

D2L Reading: Kathryn Woodward, Chapter 2 "The Body and Difference"

Week. 3

September 2— Labor day. No class.

September 4— Unit One, cont'd

D2L Reading: Butler interview; and Woodward, cont'd

September 6— Unit One, cont'd

D2L Reading: Wood, Chapter 2, "Theoretical Approaches to Gender Development"

Week 4

September 9— Unit One, cont'd

Text Reading (DG): Sloop, "Introduction"

D2L Reading: Wood, cont'd

September 11— Unit One, cont'd

Text and D2L Reading: above reading, cont'd

Begin Group Activity

September 13— Unit One, cont'd

Group Activity

Due: Group Activity Write-up

Week 5

September 16— EXAM

September 18— Unit Two: Bodies and Gender

D2L: Foss, Foss, and Griffin, "Feminism and Rhetoric"; Hurdis, "Women of Color Feminism and the Third Wave"; Darraj, "It's Not an Oxymoron, the Search for an Arab

Feminism"

September 20— Unit Two, cont'd

D2L Reading: Wood, Chapter 11, "Gendered Power and Violence"

Tentative: Guest Speakers

Week 6

September 23—Unit Two, cont'd

D2L Reading: Naber, Desouky, and Baroudi, Chapter 11, "The Forgotten '—ism";

Fregoso, Chapter 15, "The Complexities of 'Feminicide"

Film: The Way Home

September 25— Unit Two, cont'd

Film: The Way Home

September 27— Unit Two, cont'd

D2L Reading: Gronnvoll, "Gender (In) Visibility"

Week 7

September 30— Unit Two, cont'd

D2L Reading: Gibson and Heyse, "'The Difference Between A Hockey Mom and A Pitbull': Sarah Palin's Faux Maternal Persona and Performance of Hegemonic

Masculinity at the 2008 Republican National Convention"

October 2— Unit Two, cont'd

D2L Reading: Harris, "Compassion' and Katrina: Reasserting Violent Masculinity after the

Storm"

October 4— Unit Two, cont'd

D2L Reading: Reser, "Strategies of Negotiation in Mainstream Media"

Film: Tough Guise

Week 8

October 7— Unit Two, cont'd

Film: Tough Guise

October 9— Unit Two, cont'd

Due: Reflection Paper about Gender

October 11— Fall Break. No class.

Week. 9

October 14— Unit Three: Bodies and Sexuality

D2L Reading: Woodward, Chapter 4 "Sexualities"

October 16— Unit Three, cont'd

D2L Reading: Eguchi, "Negotiating Hegemonic Masculinity: The Rhetorical Strategy

of 'Straight Acting' among Gay men"

October 18— Unit Three, cont'd

D2L Reading: Shugart, "Managing Masculinities: The Metrosexual Moment"

Week. 10

October 21— Unit Three, cont'd

D2L Reading: Landau, "Reproducing and Transgressing Masculinity"

October 23— Unit Three, cont'd

D2L Reading: Hundley and Rodriquez, "Transactivism and Postmodernity"

October 25— Unit Three, cont'd

D2L Reading: Yep, "The Violence of Heteronormativity in Communication

Studies"

Week 11

October 28 — Unit Three, cont'd

D2L Reading: Martinez, "Racisms, Heterosexisms, and Identities"

October 30— Unit Three, cont'd

D2L Reading: Bornstein, pp. 7-40

Film: The Times of Harvey Milk

November 1— Unit Three, cont'd

Film: The Times of Harvey Milk

Week 12

November 4— Unit Three, cont'd

D2L Reading: Cohen, "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer"

November 6— Unit Three, cont'd

Due: Film Analysis

November 8— Unit Four: Queer/ed Bodies

Group #1

Text Reading (DG): One, "Re-membering David Reimer"

Week 13

November 11— Unit Four, cont'd

Group #2

Text Reading (DG): Two, "Disciplining the Transgendered"

November 13— Unit Four, cont'd

Group #3

Text Reading (DG): Three, "So Long, Chaps and Spurs, and Howdy—er, Bon Jour—to the Wounded Songbird"

November 15— Unit Four, cont'd

Group #4

Text Reading (DG): Four, "The Disciplining of Female Masculinity"

Week. 14

November 18—Unit Four, cont'd

Group #5

Text reading (DG): Five, "In Death, a Secret, 'Finally and Fully Exposed' Barry Winchell, Calpernia Addams, and the Crystallization of Gender and Desire"

November 20— Unit Four, cont'd

Unit Wrap-Up and discussion of Final Project

November 22— National Communication Association Convention

November 25-29 **Thanksgiving Break. No Class.**

Week. 15

December 2— FINAL PROJECT

December 4— FINAL PROJECT

December 6— Course Wrap-up. Last day of class.

December 10 (Tuesday)— FINAL EXAM PERIOD: 12:30 – 2:30. Portfolios due.