

# COMM 333: GENDER & COMMUNICATION

INSTRUCTOR: DR. JESSICA M. F. HUGHES      SEMESTER: FALL 2019



Image description – Restroom signs that read “RESTROOM ‘EVERYBODY DO YOUR THING’.” Icons on the signs show stylized black silhouettes of a robot, person wearing a dress, person wearing a dress on one side and pants on the other, a person wearing pants, and a wheelchair user. Image from <http://www.thelgbtsentinel.com/chief-justice-wont-extend-deadline-for-lawyers-defending-anti-trans-bathroom-policy/>.

## OBJECTIVES

After completing this course, you will be able to

- Explain and analyze how gender is constructed, performed, embodied, and reshaped through communication across a variety of social contexts.
- Describe and evaluate multiple theories and paradigms of gender from communication studies, interdisciplinary scholarship, and everyday life.
- Apply theories of gender to critically analyze and reflect on your own and others’ communication.
- Develop a critical lens for theorizing gender and intervening in systems that perpetuate gender inequality.
- Understand the complexities of intersectionality and appraise how an intersectional approach complicates theories and experiences of gender.
- Recognize relationships of gender, power, and violence and consider possibilities for resistance and anti-violence work.

## REQUIRED MATERIALS \* &

- Consistent access to D2L & the Internet – ALL required readings and most class activities will be found on D2L and elsewhere online (links provided in D2L). Class announcements will be also sent via D2L. It is VITAL that you are familiar with D2L and check it regularly.
- Notebook for class and reading notes
- Folder for handouts (See Dr. H. for manilla folders anytime.)

\* NOTE: You do NOT need to purchase a book for this class. ALL readings are open educational resources.

& ALSO NOTE: You are encouraged to download and annotate all readings and bring them to class.

## HI! FROM YOUR PROFESSOR



**Image description** – Headshot of Dr. H., smiling. She's a middle-aged, white woman with sandy brown, wavy, chin-length hair, wearing a black shirt. A bright green lawn and some leafy green tree branches are visible in the background.

Hi! I'm your professor, Jessica M. F. Hughes, Ph.D., she/her pronouns. Please address me using any of the following names: Dr. H., Dr. Hughes, Prof. H., or Prof. Hughes.

I'm a critical discourse analyst and disability studies scholar. I study the ways in which communication-in-use impacts society and vice versa, and I generally focus on communication around disability and social justice. Recently, I've been investigating neurodiversity, disability rights, and disability justice activism online.

I think that the most important of my job is facilitating student success. Let me know how I can best enable you to achieve your goals for this class and your time at MU.

## OFFICE HOURS (DROP-IN VISITING HOURS, NO APPOINTMENT NECESSARY)

You are invited to my office hours. Do stop by!


It is a pleasure and a privilege to work with students, and I sincerely enjoy meeting with students in office hours. I'm happy to talk with you about any questions, concerns, or issues with our class; to learn about your interests and passions; geek out about ideas; workshop assignments; hear about where you're at; and discuss how I can help you meet your goals.


Drop-in office hours (for which you do NOT need an appointment, but may need to wait your turn to talk with me):


- Mondays, Wednesdays, & Fridays 10-11a
- Mondays & Fridays 12p-1p
- If none of the above days/times work for you, email or text me or talk to me in class to schedule a different appointment time.

My office is located in Hash 159.

## CONTACT INFO

 Email: [jessica.hughes@millersville.edu](mailto:jessica.hughes@millersville.edu) - I try to respond to emails within 48 hours. I will generally not respond to email on weekends and holidays. If I don't reply promptly or the matter's urgent, don't feel shy about emailing me again. I truly appreciate reminders.

 Office phone: 717-871-7396

 Cell phone: 617-894-3087 - Feel free to text or call.

## COURSE POLICIES

### GROUND RULES

Our goal is to build a class community grounded in mutual respect. This means:

- developing a community where all members feel valued and secure,
- appreciating the diversity of viewpoints and learning styles in our class community, and
- valuing the contributions of peers as well as instructors.

You are asked to communicate from a place of respect in the classroom and in online course spaces. We will have a class conversation about what this means and what communication in our class ought to look like and achieve.

Respecting others' perspectives and contributions does not necessarily mean agreeing with them. Please do not hesitate to question or disagree or express your thoughts or critiques.



**Image description** - A cartoon of Aretha Franklin shows a black line-drawing of the singer's head and shoulders and raised right hand pointing upward. Under the cartoon is the word "RESPEKT" in pink lettering. [Cartoon by Elise Jakobsen](#) licensed under [CC BY-SA 4.0](#)

### PARTICIPATION

Your participation in this class is very important. When you take part in class activities, you do the work of learning. When you share your perspective, you push your own *and* others' thinking forward.

Your voice and your perspective are valuable. Your experience is a source of knowledge. In order for us to fully benefit from the wealth of knowledge in our class, it is important that EVERYONE actively participates.

Participation can take many forms. Challenge yourself to complete all of the forms of participation listed below this semester.

- Mutual aid - Give time, resources, reviews of a written or made thing, food, etc. to a classmate.
- Skillshare - Share a specific technical skill and instruct someone else in that skill.
- Memory - Take notes. Review.
- Question - Ask questions in class and/or on D2L.
- Failure - Make mistakes and share what you learned.
- Creation - Make a meme, cartoon, poster, zine, Twitter thread, quizlet, or other web content or research creation. Creations can explain something covered in class, recommend helpful outside material, synthesize concepts, evaluate theories, or analyze artifacts.
- Reading - Read and annotate assigned materials.
- Doing - Complete class activities and homework.

## ATTENDANCE

Attendance will be tracked, but attendance is not a part of your grade per se.

Though you will not be graded on attendance, you should make every effort to come to class. You can't benefit from the wealth of knowledge in our class if you don't attend. And learning the material on your own is much harder and requires a lot more effort than showing up to class. For this reason, students who rarely attend class rarely pass.

It is impossible to participate fully if you do not attend class. You will also be asked to complete some assignments (e.g., group presentation and discussion facilitation) that will require your attendance.

If commuting or being physically present aren't possible for you on a particular day, you may attend class virtually. To do so, ask another student or Dr. H. to [zoom](#) you in.

If you must miss class, take the following steps:

1. Check D2L, talk with classmates, and copy someone else's notes to catch up with what you missed.
2. Direct any follow-up questions to Dr. H.
3. Complete any missed in-class activities online, if available. (Most in-class activities will be posted on D2L.)
4. If you're not seeing the activity you missed in D2L, contact Dr. H. to discuss whether it's possible for you to make it up. (Some activities cannot be made up except in the case of documented, excused absences.)

Absences due to the following incidents will be excused upon receipt of documentation.

- Illness (your own or dependent's)
- Death in the family (born or chosen)
- Game day participation as part of MU sports team
- Participation in academic conference
- Jury duty
- Religious observance

## CHILDREN IN CLASS

If you're a parent or guardian and unable to access childcare, you're welcome to bring your child(ren) to class. If you come to class with your kid(s), please sit toward the door to enable easy bathroom and hallway breaks.

## RESOURCES

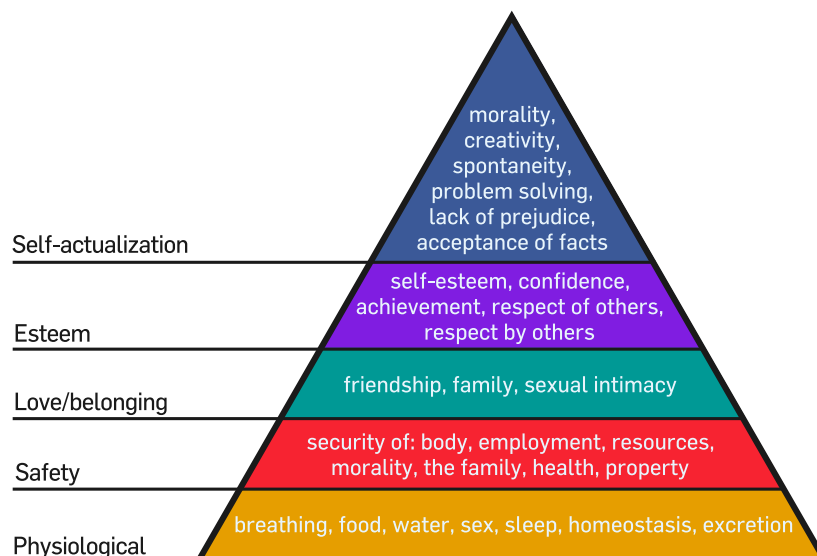


Image description - [Maslow's hierarchy of needs](#), a multi-colored triangle separated into five levels that illustrates the idea that basic needs must be satisfied before 'higher order' needs can be met (the base of the triangle supports the top). The base consists of Physiological needs: "breathing, food, water, sex, sleep, homeostasis, excretion." Next comes Safety needs: "security of: body, employment, resources, morality, the family, health, property." Then Love/belonging needs: "friendship, family, sexual intimacy." Then Esteem needs: "self-esteem, confidence, achievement, respect of others, respect by others." Self-actualization needs are at the top. They are "morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts." "[File:Maslow's Hierarchy of Needs.svg](#)" by [Binksternet](#) is licensed under [CC BY-SA 3.0](#)

## FOOD SECURITY

You can get food for up to 2-4 meals at [The Campus Cupboard](#), a free food market located in the Hub (through the back door of First United Methodist Church, 121 N. George Street).

[The Hub](#) (back door of First United Methodist Church, 121 N. George Street) hosts free lunch on Thursdays and free French toast on Friday nights. You can also get free coffee and popcorn, play pool and video games, listen to music, and socialize there any day of the week.

An assortment of granola bars are free for the taking in Dr. H.'s office (Hash 159).

## ACADEMIC, TECHNICAL, WELL-BEING, & PROFESSIONAL SUPPORTS

A wealth of university supports—including academic, technical, well-being, and professional growth resources ([click here for a long and inexhaustive list](#))—is available to you as a student of MU.

Millersville University is a caring community and resources are available for students who are dealing with problems, such as mental health or drug/alcohol challenges. Resources include: the Counseling Center (717-871-7821), Health Services (717-871-5250), Center for Health Education and Promotion (717-871-4141), Campus Ministries (<https://www.millersville.edu/campusministries/campus-ministries.php>), and Learning Services (717-871-5554).

## ACCESSIBILITY

If you anticipate or encounter difficulties participating or demonstrating learning because of any portion of the course or the course environment, please contact Dr. H. as soon as possible to discuss accommodations and/or modifications. **NOTE THAT WHILE THIS IS DIRECTLY APPLICABLE TO STUDENTS WHO ARE REGISTERED WITH LEARNING SERVICES, YOU DO NOT NEED TO DISCLOSE A DISABILITY OR PROVIDE DOCUMENTATION TO DISCUSS MODIFICATIONS AT ANY TIME.**

If you have a disability, you are encouraged to contact the Office of Learning Services at 352 Lyle Hall (717-871-5554) as soon as possible to discuss and access accommodations.

Millersville University is committed to equality of opportunity and freedom from discrimination for all students, employees, applicants for admission or employment, and all participants in public University-sponsored activities. In keeping with this commitment and in accordance with the Americans with Disabilities Act (ADA), the University will make every effort to provide equality and freedom from discrimination for all members of the University community and visitors to the University, regardless of any disability an individual may have. Accordingly, the University has taken positive steps to make facilities accessible and has established procedures to provide reasonable accommodations to allow disabled individuals to participate in University programs. The University administration and management are obligated to report any allegation of discrimination or inaccessibility to the appropriate office as defined in this policy. If you encounter inaccessibility or discrimination on campus, let me know and I will work to connect you with appropriate University liaisons.

## TITLE IX

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at [www.millersville.edu/titleix](http://www.millersville.edu/titleix).

Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in

accordance with guidance from the Office for Civil Rights, **THE UNIVERSITY REQUIRES FACULTY MEMBERS TO REPORT TO THE UNIVERSITY'S TITLE IX COORDINATOR INCIDENTS OF SEXUAL VIOLENCE SHARED BY STUDENTS.** The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

## COMMUNITY STANDARDS

### ACADEMIC HONESTY

The University is an academic community dedicated to the pursuit of knowledge in a supportive academic climate of mutual respect, integrity, and high ethical standards. To this end, Millersville University promotes an environment of ethical conduct, the foundation of which includes the pursuit of academic honesty and integrity. Members of the university community, including students, faculty, staff, administrators, and trustees, must not commit any misrepresentation or deception in academic or professional matters.

To prepare academically honest work, you should understand and avoid the various forms of academic dishonesty. These include plagiarism, fabrication, cheating, and academic misconduct. For helpful information about avoiding plagiarism, visit <https://www.millersville.edu/english/for-faculty/academic-integrity/plagiarism.php>.

Students who violate academic honesty expectations will be sanctioned via reprimand, required resubmission, or grade penalty. Regardless of the level of sanction, a report of the violation may be filed with the Associate Provost. Students who accumulate more than one of these reports will meet with the Associate Provost to discuss these occurrences and possible additional sanctions.

### ACADEMIC APPEALS

To challenge an academic determination or academic affairs process, follow the procedures published at <https://www.millersville.edu/about/administration/policies/pdf/academics/academic-policy-academic-appeals.pdf>.

### STUDENT CONDUCT & COMMUNITY STANDARDS

Familiarize yourself with the Millersville University code of conduct published at <http://www.millersville.edu/studentconduct/files/studentcodeofconduct.pdf>.

## ASSIGNMENTS

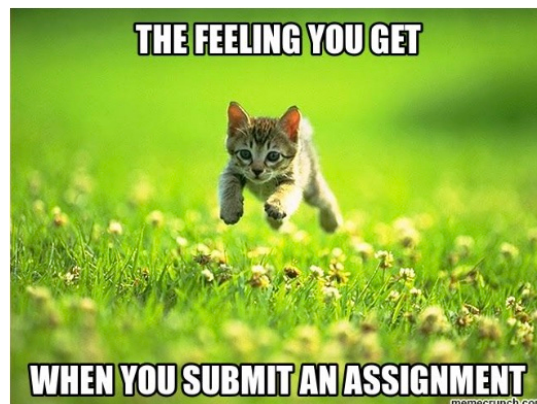


Image description - Meme showing a kitten leaping through a green field of clover flowers in the sunshine, framed by the words "the feeling you get when you submit an assignment."

## PHOTOGRAPHIC JOURNAL\*

The photographic journal is a semester-long project for which you are asked to document your experiences, feelings, and insights related to gender from your own standpoint.

For this assignment, you are asked to take pictures or create visual images and write captions for weekly journal entries. Photographic journals may be physical or electronic (e.g., notebooks, powerpoints, Office 365 docs).

At the end of the semester, you will be asked to select 5 of your journal entries to include in a digital class journal on Instagram or other media platform.

\* If this assignment is not accessible to you due to visual impairment or lack of equipment, please meet with Dr. H. to discuss alternative multi-modal journal formats.

## PARTICIPATION

Participation takes many forms (see Course Policies above) including in-class and online discussions, activities, and homework.

You are asked to track your participation in this class using a weekly participation tracker (click here to access an electronic copy). Trackers will be collected for the purpose of assessment at the end of the semester.

## MIDTERM EXAM

The midterm exam will be administered on D2L.

## UN/ESSAY

Your un/essay may take any form, including a standard research paper or other research creation.

## GROUP PRESENTATION & DISCUSSION FACILITATION

You will work with up to 4 other classmates to prepare a 15-20 minute research presentation and 20-25 minute discussion on a topic related to gender and communication. Some class time will be devoted to group work.

## GRADES

Grades for this class are based on a contract grading system. This means that you can

1. look at the checklist requirements for specific grades,
2. decide in advance what grade you want to earn in the course, and
3. do the things you need to do to earn the grade you want.

Grades for assignments are based on a specifications grading scheme. For each assignment, you will be given a rubric in advance that outlines specifications for A, B, and C work. To earn the grade you want, you need to fulfill all specifications for that grade. If you fail to do so, you will have an opportunity to revise the assignment to bring your grade up.

To earn a 'C'

- Meet C-level specifications for all assignments
- Complete reading and doing participation assignments each week
- Complete 2 other forms of participation at least once during the semester
- Complete at least 12 (out of 14) photo journal entries

- Collaborate effectively and cooperatively with your group

To earn a 'B'

- Meet B-level specifications for all assignments
- Complete reading and doing participation assignments each week
- Complete 4 other forms of participation at least once during the semester
- Complete at least 13 (out of 14) photo journal entries
- Collaborate effectively and cooperatively with your group

To earn an 'A'

- Meet A-level specifications for all assignments
- Complete 90%-100% of reading and doing participation assignments each week
- Complete all other forms of participation at least once during the semester
- Complete all 14 photo journal entries on time
- Collaborate effectively and cooperatively with your group

Thoughtful creations (that is, creation participation outside of assignments like photo journal entries) and extra credit (e.g., attendance and analysis of MU event) can help you boost your grade into the + range.

Missing the mark for 1-2 criteria in a grade checklist can drop your grade into the – range.

Do not hesitate to talk with Dr. H. about grades or feedback on assignments at any time.

## COURSE SCHEDULE

The agenda below is tentative. Topics and readings can change depending on the interests of the class. You are responsible for keeping up with the schedule and noting any schedule changes. All readings are posted and linked in D2L.

## GRACE PERIOD POLICY

Due dates for all work apart from presentations can be extended by up to 24 hours without penalty, no questions asked. This is to say, you can turn in late work (EXCEPT for presentations) up to 24 hours late for any reason without requesting an extension and without losing points. After this 24-hour grace period, your assignment will be counted as late.

WEEK	DAY	DATE	CLASS TOPICS	HW DUE
1	W	26-Aug-19	What does gender mean to you? Intro to the course	
	W	28-Aug-19	How should we talk about gender?	<input type="checkbox"/> "Guide to being a trans ally" (PFLAG National, 2017)
	F	30-Aug-19	What does it mean to take a critical perspective on gender/sex?	<input type="checkbox"/> "Developing a critical gender/sex lens" (DeFrancisco & Palczewski, 2014)
2	M	2-Sep-19 NO CLASS		
	W	4-Sep-19	What counts as feminine? Masculine? Androgynous?	<input type="checkbox"/> Syllabus quiz <input type="checkbox"/> Photo journal entry #1 <input type="checkbox"/> BRING TO CLASS: images or objects that evoke masculinity, femininity, and androgyny
	F	6-Sep-19	How is gender/sex theorized?	<input type="checkbox"/> "Theories of gender/sex" (DeFrancisco & Palczewski, 2014, pp. 3-21)



3	M	9-Sep-19	What's feminism?	<input type="checkbox"/> Photo journal entry #2 <input type="checkbox"/> "Feminism is for everybody" (hooks, 2000, chs. 1-6)
	W	11-Sep-19	Making sense of feminisms	<input type="checkbox"/> Excerpt from "Gender communication" (Paynton & Hahn, n.d., pp. 7-10 [section entitled "Feminism vs. feminisms"])
	F	13-Sep-19	What are feminist communication theories?	<input type="checkbox"/> "Feminist communication theories" pt 1 (Sorensen & Krolokke, 2005, pp. 25-34 [stop at "Poststructuralism and feminist comm theories"])
4	M	16-Sep-19		<input type="checkbox"/> Photo journal entry #3 <input type="checkbox"/> "Feminist communication theories" pt 2 (Sorensen & Krolokke, 2005, pp. 34-45)
	W	18-Sep-19	Applying feminist communication theories	
	F	20-Sep-19	How do material objects and physical spaces communicate gender norms?	<input type="checkbox"/> Visit a toy aisle in a local store and document your observations of gender norms communicated by toys <input type="checkbox"/> "The deadly truth about a world built for men - from stab vests to car crashes" (Criado-Perez, 2019)
5	M	23-Sep-19	How are hegemonic masculinity and heteronormativity communicated?	<input type="checkbox"/> Photo journal entry #4 <input type="checkbox"/> "Hegemonic masculinity" (Lynch, 2009) <input type="checkbox"/> "Heterosexuality" (Manning, 2009)
	W	25-Sep-19	What does it mean to be macho?	<input type="checkbox"/> "Scripting the macho man: Hypermasculine socialization and enculturation" (Mosher & Tomkins, 1988)
	F	27-Sep-19	How do boys growing up in the U.S. navigate gender expectations? [Start <i>The Mask You Wear</i> in class]	<input type="checkbox"/> "Imagining a better boyhood" (Rich, 2018)
6	M	30-Sep-19	How might we challenge and change gender norms?	<input type="checkbox"/> Photo journal entry #5 <input type="checkbox"/> Finish <i>The Mask You Wear</i>
	W	2-Oct-19	Review	
	F	4-Oct-19		
7	M	7-Oct-19	Reflecting on your own standpoint, brainstorming ideas for group presentations	<input type="checkbox"/> Midterm exam due on D2L
	W	9-Oct-19	How does language perpetuate sexism?	<input type="checkbox"/> Photo journal entry #6 <input type="checkbox"/> "Sexist discourse: Deficit and dominance" (Sorensen & Krolokke, 2005)
	F	11-Oct-19		<input type="checkbox"/> "Gender and language ideologies" (Cameron, 2003)
8	M	14-Oct-19 NO CLASS		
	W	16-Oct-19	What is doing gender?	<input type="checkbox"/> Photo journal entry #7 <input type="checkbox"/> excerpt from "Doing gender" (West & Zimmerman, 1987) <input type="checkbox"/> excerpt from "Undoing gender" (Butler, 2004)

	F	18-Oct-19	Language at the intersection of gender and race	<input type="checkbox"/> "The uses of anger: Women responding to racism" (Lorde, 2007[1981])
9	M	21-Oct-19	Floating guest speaker day	<input type="checkbox"/> Photo journal entry #8
	W	23-Oct-19	How is gender embodied?	<input type="checkbox"/> "Dress to kill, fight to win" (Spade, 2002) <input type="checkbox"/> "The manly art of pregnancy" (Wallace, 2010)
	F	25-Oct-19		<input type="checkbox"/> "Nuances of cure" (Clare, 2017)
10	M	28-Oct-19		<input type="checkbox"/> Photo journal entry #9 <input type="checkbox"/> "Drawing the body in: A comic essay on trans mobility and materiality" (Councilor, 2018)
	W	30-Oct-19	Gendered violence & violent gender	<input type="checkbox"/> "Attending to the urgencies: Gendered violence and violent gender" (Flores, 2018) <input type="checkbox"/> "Between bodies and institutions: Gendered Violence as co-constitutive" (Mack, Bershon, Laiche, & Navarro, 2018) <input type="checkbox"/> "Mapping gender and violence: Describing reality, resisting abuse" (Harris, 2018)
	F	1-Nov-19		<input type="checkbox"/> Prioritize group presentation topic choices
11	M	4-Nov-19	Case study: Murder of black transgender women	<input type="checkbox"/> Find and read two credible contemporary sources on this crisis
	W	6-Nov-19	Case study: #MMIW	<input type="checkbox"/> Research the hashtag on Twitter <input type="checkbox"/> Additional reading TBA
	F	8-Nov-19	How can we make the world a safer place for women, transfolx, and nonbinary people?	
12	M	11-Nov-19	Gender in context: Work	<input type="checkbox"/> "Transgender job seekers navigating closeting communication" (Eger, 2018) OR <input type="checkbox"/> "Organizing Men: Power, Discourse, and the Social Construction of Masculinity(s) in the Workplace" (Mumby, 1998)
	W	13-Nov-19	Gender in context: Sports	<input type="checkbox"/> "The discursive emergence of gendered physiological discrimination in sex verification testing" (Blithe & Hanchey, 2015)
	F	15-Nov-19 - CLASS ONLINE (NCA)	Group meetings	
13	M	18-Nov-19	Gender in context: Choose your own adventure	<input type="checkbox"/> Find an academic article about gender in a context related to your group presentation
	W	20-Nov-19	Review	
	F	22-Nov-19	Workshop	<input type="checkbox"/> Draft of un/essay
14	M	25-Nov-19	Group workshops	<input type="checkbox"/> Un/essay due

	W	27-Nov-19 NO CLASS		
	F	29-Nov-19 NO CLASS		
15	M	2-Dec-19	Group workshops	
	W	4-Dec-19	Group presentation	
	F	6-Dec-19	Group presentation	
	M	9-Dec-19	Group presentation	
FINALS		TBA	Group presentations (2); exhibition of class journal	