

SP16 COMM 3662: Communication and Gender

Mondays 10:20 am – 12:25 pm

Wednesdays 10:20 am – 11:15 am

Room 80 Derby Hall

Instructor: Dr. Nancy Rhodes

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Office: Derby Hall 3045A

Office Hours: W 11:30 am – 1:30 pm, and by appointment

Required Text: *GenderSpeak: Personal effectiveness in gender communication* (5th edition).
Boston: Pearson Education, Inc.

DESCRIPTION OF COURSE:

We study gender communication from two perspectives: (1) communication *about* women and men, in terms of language and media depictions of the sexes, and how such language and depiction influence our understanding of biological sex as well as gender as a cultural construction; and (2) communication *between* men and women, or the more interpersonal/relationship-development aspect of the topic. The latter perspective examines gender communication in a variety of relationships, such as friendships, romantic partnerings, family life, relationships in educational settings, and workplace relationships. We explore some of the more prominent problematic issues that often arise in these relationships, in terms of how sex and gender contribute to the issues.

STUDENT LEARNING OUTCOMES: At the end of the course, students will be able to

1. define and explain key terminology associated with the study of gender communication;
2. identify and explain basic theories, issues, and research trends in gender communication; and
3. illustrate their abilities to analyze and synthesize research findings on a topic in gender communication.

COURSE REQUIREMENTS:

This course is conducted as a seminar. As such, a critical portion of the learning occurs through the active discussion of the readings in class meetings. Therefore, attendance and participation in class are vitally important.

1. Attendance will be taken periodically and at unannounced intervals during the semester. Because it is acknowledged that occasionally circumstances arise that prevent attendance, 10% of points acquired through attendance will be dropped.
2. To engage students in actively learning and applying course concepts, there will be a variety of in-class activities. These activities may take many forms from reflective writing to group discussions of the material. Because these activities draw directly from the material discussed in class, they cannot be made up in the case of absence. Ten percent of the points accumulated through in-class activities will be dropped. That is, if a total of 55 points were available, only 50 points will count toward the grade.
3. Two exams will be held in class during the semester. Test format will be multiple choice, short answer, and/or essay. Exams will cover all reading material and class presentations/discussions since the prior exam.
4. Students will be assigned to groups based on interests expressed in the first week of class. Groups will become the “resident expert” in a particular area for the semester. Each group will be responsible for leading the class discussion over a set of readings. Dates for these class discussions will be determined in the first week of the semester. More information about the class discussion activity will be posted on Carmen.

5. Groups will also conduct a research project on their topic that will include a literature review of recent research in the area and the development of a research proposal to answer the next question in the stream of research. Each group will make a presentation of their research proposal to the class, and will submit a written research proposal.

METHODS OF EVALUATION:

1. Attendance and Participation: *100 points (10%)*
2. Exams (2 @ 100 pts ea): *200 points*
3. Leading Discussion: *100 points (20%)*
4. Group Project: *100 points total comprised as follows*
 - Group Project Meeting with Instructor: *10 points*
 - Group Project Presentation: *40 points*
 - Written Report: *30 points*
 - Peer evaluation: *20 points (10 points audience evaluation of presentation, 10 points group ratings of group member contributions)*

TOTAL POINTS: 500

GRADING SCALE:

Grades will be assigned using the following point system.

≥485 = A+	≥465 = A	≥450 = A-
≥435 = B+	≥415 = B	≥400 = B-
≥385 = C+	≥365 = C	≥350 = C-
≥335 = D+	≥315 = D	≥300 = D-
<300 = F		

COURSE POLICIES:

Attendance and Participation: Regular attendance is key to being successful in this course. Attendance is expected at all class sessions, and ACTIVE participation in class discussion and exercises is expected.

Course Content: Please complete the reading assignments by the assigned date. To effectively participate in discussions and complete assignments correctly, it is essential that you read the text and assigned readings.

Cell Phone and Laptops: Cell phones and pagers must be turned off. It is your responsibility to remember to turn these devices off before class begins. Laptops are to be turned off and put away during discussions.

Academic Misconduct: “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).”

Disability Services: “Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307; TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Late Assignments: Assignments must be submitted as indicated below (see Written Assignments) *no later than 4:30 p.m.* on the assigned due date. Assignments may be accepted late via the drop box but will receive a grade penalty based on the following:

Assignment submission date	Maximum grade (% of total possible points)
1 day late	90%
2 days late	80%
3 or more days late	No credit

Written Assignments: In-class assignments may be handwritten, but all other work must be typed and must conform to APA formatting, citing, and referencing guidelines (see http://owl.english.purdue.edu/handouts/research/r_apa.html).

All written assignments are to be turned in via the Carmen dropbox.

Writing Center: All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <http://cstw.osu.edu/writingcenter> and their phone number is 688-5865. Tutors are available at the Mendenhall Lab and in the Science and Engineering Library (third floor). Walk-in hours and scheduled appointments are available; please see the web page for more information.

Communication: I will post class updates, extra credit opportunities, and/or additional materials as announcements on Carmen and/or to your OSU email. Please check Carmen and read your email regularly (at least 2-3 times per week) because you are responsible for this information, just as you are responsible for information in class.

Please allow 24 hours for an email response from me on weekdays. I reserve the right to NOT check email on weekends, so understand that an email you send on a Friday may not receive a reply until Monday.

Classroom Civility: We want to build a classroom climate that is comfortable for everyone. In a communication class, it is especially important that we (1) display respect for all members of the classroom, including the instructor, guest speakers, and fellow students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive learning environment for all concerned.

Encountering Difficulties: If there are unusual circumstances that are affecting your performance in this class, you should inform me of them as soon as possible. I can adjust time schedules, but I will not adjust my grading policies. If you are experiencing personal difficulties that are affecting your performance in your classes you may find it helpful to contact the Student Advocacy Center, 1120 Lincoln Tower, 614-292-1111, <http://advocacy.osu.edu/>

Challenging a Grade: I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet me during office hours or make an appointment *within one week* of the assignment being returned to you. When we meet, you must present your concerns in writing and attach the graded assignment. Please note that a challenge may result in grades being raised or lowered.

Tentative Course Schedule

NOTE: Required Readings are listed on Carmen by topic

<u>Date:</u>	<u>Topic</u>	<u>Reading</u>	<u>Additional Info</u>
Jan 11 & 13	Introduction and Historical Context	Prologue	Viewing "Iron Jawed Angels" in class
Jan 18 (Mon.)	No class: MLK day		
Jan 20 (Weds.)	Gendered Communication	Chapter 1	
Jan 25 & 27	Gender Identity	Chapter 2 And posted readings	Discussion 1: Jan 25
Feb 1 & 3	Gender and the Media	Chapter 3 And posted readings	Discussion 2: Feb 1 Discussion 3: Feb 1
Feb 8 & 10	Gendered Language	Chapter 4 And posted readings	Discussion 4: Feb 8
Feb 15 & 17	Gender and Relationships	Chapter 5 And posted readings	Discussion 5: Feb 15
Feb 22 & 24	Review & Discussion Test 1	Prologue, Ch, 1-5 plus readings	TEST 1: Feb 24
Feb 29 & Mar 2	Gender Communication among Friends	Chapter 6 And posted readings	Discussion 6: Feb 29
Mar 7 & 9	Gender Communication in Romantic Relationships	Chapter 7 And posted readings	Discussion 7: Mar 7
Mar 14-18	SPRING BREAK – No Class meeting		
Mar 21 & 23	Power abuses in relationships	Chapter 8	Group Meetings with Instructor Mar 21
Mar 28 & 30	Gender Communication in the Workplace	Chapter 9 And posted readings	Discussion 8: Mar 28
Apr 4 & 6	Gender Communication in Education Settings	Chapter 10 And posted readings	Discussion 9: Apr 4
Apr 11 & 13	Review & Discussion Test 2	Ch, 6-10 plus readings	TEST 2: APR 13
Apr 18 & 20	Presentation workshops		Papers due Apr 20, 11:59pm
Apr 25	Presentations	Attendance required	Submit presentation to Carmen AND bring hard copy
Apr 28 10 AM	Presentations (Scheduled final exam period)	Attendance required	Submit presentation to Carmen AND bring hard copy

Reading List

Gender Identity

- Gray, M.L. (2009). Negotiating identities/queering desires: coming out online and the remediation of the coming-out story. *Journal of Computer-Mediated Communication*, 14, 1162-1189.
- Dragowski, E.A., Scharron-del Rio, M.R., Sandigorsky, A.L. (2011). Childhood gender identity – Disorder?: Developmental, cultural, and diagnostic concerns. *Journal of Counseling and Development*, 89, 360-366.
- Levitt, H.M. & Ippolito, M.R. (2014). Being transgender: The experience of transgender identity development. *Journal of Homosexuality*, 61(12), 1727-1758.
doi:10.1080/00918369.2014.951262
- Skagerberg, E., Davidson, S., & Carmichael, P. (2013). Internalizing and externalizing behaviors in a group of young people with gender dysphoria. *International Journal of Transgenderism*, 14, 105-112. DOI: 10.1080/15532739.2013.822340
- Testa, R.J., Jimenez, C.L., & Rankin, S. (2014). Risk and resilience during transgender identity development: The effects of awareness and engagement with other transgender people on affect. *Journal of Gay and Lesbian Mental Health*, 18, 31-46.

Gender and the Media

TV

- Aubrey, J. S., & Harrison, K. (2004). The gender-role content of children's favorite television programs and its links to their gender-related perceptions. *Media Psychology*, 6, 111–146.
- Frison, E., Vandenbosch, L., Trekels, J., & Eggermont, S. (2015). Reciprocal relationships between music television exposure and adolescents' sexual behaviors: The role of perceived peer norms. *Sex Roles*, 72(5-6), 183-197. doi:10.1007/s11199-015-0454-4
- Coyne, S. M., Linder, J. R., Rasmussen, E. E., Nelson, D. A., & Collier, K. M. (2014). It's a bird! It's a plane! It's a gender stereotype!: Longitudinal associations between superhero viewing and gender stereotyped play. *Sex Roles*, 70(9-10), 416-430. doi:10.1007/s11199-014-0374-8
- Desmond, R., & Danilewicz, A. (2010). Women Are On, But Not In, the News: Gender Roles in Local Television News. *Sex Roles*, 62, 822–829
- Glascok, J. (2001). Gender roles on prime-time network television: Demographics and behaviors. *Journal of Broadcasting and Electronic Media*, 45(4), 656-669.

Video games

- Breuer, J., Kowert, R., Festl, R., & Quandt, T. (2015). Sexist games=Sexist gamers? A longitudinal study on the relationship between video game use and sexist attitudes. *Cyberpsychology, Behavior, And Social Networking*, 18(4), 197-202. doi:10.1089/cyber.2014.0492
- Dill, K.E., Brown, B.P., & Collins, M.A. (2008). Effects of exposure to sex-stereotyped video game characters on tolerance of sexual harassment. *Journal of Experimental Social Psychology*, 44, 1402-1408.
- Karen E. Dill & Kathryn P. Thill (2007). Video Game Characters and the Socialization of Gender Roles: Young People's Perceptions Mirror Sexist Media Depictions. *Sex Roles*, 57, 851–864.
- Miller, M.K. & Summers, A. (2007). Gender Differences in Video Game Characters' Roles, Appearances, and Attire as Portrayed in Video Game Magazines. *Sex Roles*, 57, 733–742.
- Williams, D., Martins, N., Consalvo, M., & Ivory, J.D. (2009). The virtual census: representations of gender, race and age in video games. *New Media & Society*, 11(5), 815-834.

Gendered Language

- Sarrasin, O., Gabriel, U., & Gyga, P. (2012). Sexism and attitudes toward gender-neutral language: The case of English, French, and German. *Swiss Journal Of Psychology*, 71(3), 113-124. doi:10.1024/1421-0185/a000078
- Sczesny, S., Moser, F., & Wood, W. (2015). Beyond sexist beliefs: How do people decide to use gender-inclusive language?. *Personality And Social Psychology Bulletin*, 41(7), 943-954. doi:10.1177/0146167215585727
- Koeser, S., Kuhn, E. A., & Sczesny, S. (2015). Just reading? How gender-fair language triggers readers' use of gender-fair forms. *Journal Of Language And Social Psychology*, 34(3), 343-357. doi:10.1177/0261927X14561119
- Hancock, A. B., Stutts, H. W., & Bass, A. (2015). Perceptions of gender and femininity based on language: Implications for transgender communication therapy. *Language And Speech*, 58(3), 315-333. doi:10.1177/0023830914549084
- Hancock, A. B., & Rubin, B. A. (2015). Influence of communication partner's gender on language. *Journal Of Language And Social Psychology*, 34(1), 46-64. doi:10.1177/0261927X14533197

Gender and Relationships

- Menkin, J. A., Robles, T. F., Wiley, J. F., & Gonzaga, G. C. (2015). Online dating across the life span: Users' relationship goals. *Psychology And Aging*, 30(4), 987-993. doi:10.1037/a0039722
- Rapleyea, D. L., Taylor, A. C., & Fang, X. (2014). Gender differences and communication technology use among emerging adults in the initiation of dating relationships. *Marriage & Family Review*, 50(3), 269-284. doi:10.1080/01494929.2013.879552
- Taylor, A. C., Rapleyea, D. L., Fang, X., & Cannon, D. (2013). Emerging adults' perceptions of acceptable behaviors prior to forming a committed, dating relationship. *Journal Of Adult Development*, 20(4), 173-184. doi:10.1007/s10804-013-9169-3
- George, M. J., & Odgers, C. L. (2015). Seven fears and the science of how mobile technologies may be influencing adolescents in the digital age. *Perspectives On Psychological Science*, 10(6), 832-851. doi:10.1177/1745691615596788
- Korchmaros, J. D., Ybarra, M. L., & Mitchell, K. J. (2015). Adolescent online romantic relationship initiation: Differences by sexual and gender identification. *Journal Of Adolescence*, 4054-64. doi:10.1016/j.adolescence.2015.01.004
- Fox, J., & Warber, K. M. (2013). Romantic relationship development in the age of Facebook: An exploratory study of emerging adults' perceptions, motives, and behaviors. *Cyberpsychology, Behavior, And Social Networking*, 16(1), 3-7. doi:10.1089/cyber.2012.0288

Gender and Communication among Friends

- Fahs, B., & Munger, A. (2015). Friends with benefits? Gendered performances in women's casual sexual relationships. *Personal Relationships*, 22(2), 188-203. doi:10.1111/per.12073
- Knight, K. (2014). Communicative dilemmas in emerging adults' friends with benefits relationships: Challenges to relational talk. *Emerging Adulthood*, 2(4), 270-279. doi:10.1177/2167696814549598
- Mongeau, P. A., Knight, K., Williams, J., Eden, J., & Shaw, C. (2013). Identifying and explicating variation among friends with benefits relationships. *Journal Of Sex Research*, 50(1), 37-47. doi:10.1080/00224499.2011.623797
- Bleske-Rechek, A., Somers, E., Micke, C., Erickson, L., Matteson, L., Stocco, C., & ... Ritchie, L. (2012). Benefit or burden? Attraction in cross-sex friendship. *Journal Of Social And Personal Relationships*, 29(5), 569-596. doi:10.1177/0265407512443611
- Schoonover, K., & McEwan, B. (2014). Are you really just friends? Predicting the audience

challenge in cross-sex friendships. *Personal Relationships*, 21(3), 387-403.

doi:10.1111/pere.12040

Miller, M. J., Denes, A., Diaz, B., & Ranjit, Y. (2014). Touch attitudes in cross-sex friendships: We're just friends. *Personal Relationships*, 21(2), 309-323. doi:10.1111/pere.12033

Gender and Communication in Romantic Relationships

Aylor, B., & Dainton, M. (2001). Antecedents in Romantic Jealousy Experience, Expression, and Goals. *Western Journal Of Communication*, 65(4), 370-391.

doi:10.1080/10570310109374717

Zandbergen, D. L., & Brown, S. G. (2015). Culture and gender differences in romantic jealousy. *Personality And Individual Differences*, 72122-127. doi:10.1016/j.paid.2014.08.035

Kolb, S., & Owen, J. (2014). Fear of extradyadic involvement: Contextual, relationship, intrapersonal, and partner factors. *Journal Of Couple & Relationship Therapy*, 13(3), 240-261. doi:10.1080/15332691.2014.921264

Yarab, P. E., Allgeier, E. R., & Sensibaugh, C. C. (1999). Looking deeper: Extradyadic behaviors, jealousy, and perceived unfaithfulness in hypothetical dating relationships. *Personal Relationships*, 6(3), 305-316. doi:10.1111/j.1475-6811.1999.tb00194.x

Elphinston, R. A., Feeney, J. A., Noller, P., Connor, J. P., & Fitzgerald, J. (2013). Romantic jealousy and relationship satisfaction: The costs of rumination. *Western Journal Of Communication*, 77(3), 293-304. doi:10.1080/10570314.2013.770161

Gender and Communication in the Workplace

Barret, M. (2011) Do they speak SNAG? Comparing male students' perceptions of workplace communication dilemmas with those of female students and female managers. *Gender in Management*, 26(2), 148-162.

Holmes, J., & Schnurr, S. (2005). Politeness, humor and gender in the workplace: Negotiating norms and identifying contestation. *Journal of Politeness Research*, 1, 121-149.

Piderit, S. K., & Ashford, S. J. (2003). Breaking silence: Tactical choices women managers make in speaking up about gender-equity issues. *Journal Of Management Studies*, 40(6), 1477-1502. doi:10.1111/1467-6486.00388

Basford, T. E., Offermann, L. R., & Behrend, T. S. (2014). Do you see what I see? Perceptions of gender microaggressions in the workplace. *Psychology Of Women Quarterly*, 38(3), 340-349. doi:10.1177/0361684313511420

Holmes J. Gendered discourse at work. *Language And Linguistics Compass* [serial online]. May 2008;2(3):478-495. Available from: PsycINFO, Ipswich, MA. Accessed January 17, 2016.

Gender and Communication in Education Settings

Cherney, I. D., & Campbell, K. L. (2011). A league of their own: Do single-sex schools increase girls' participation in the physical sciences?. *Sex Roles*, 65(9-10), 712-724. doi:10.1007/s11199-011-0013-6

Else-Quest, N. M., & Peterca, O. (2015). Academic attitudes and achievement in students of urban public single-sex and mixed-sex high schools. *American Educational Research Journal*, 52(4), 693-718. doi:10.3102/0002831215591660

Clow, K. A., Ricciardelli, R., & Bartfay, W. J. (2015). Are you man enough to be a nurse? The impact of ambivalent sexism and role congruity on perceptions of men and women in nursing advertisements. *Sex Roles*, 72(7-8), 363-376. doi:10.1007/s11199-014-0418-0

Phipps, A., & Young, I. (2015). Neoliberalisation and 'lad cultures' in higher education. *Sociology*, 49(2), 305-322. doi:10.1177/0038038514542120

Gee, K. A., & Cho, R. M. (2014). The effects of single-sex versus coeducational schools on adolescent peer victimization and perpetration. *Journal Of Adolescence*, 37(8), 1237-1251. doi:10.1016/j.adolescence.2014.08.011

Disclaimer: The information provided in this syllabus constitutes a list of basic class policies and the schedule as I currently envision it. I reserve the right to modify this information when deemed necessary for any reason. Any changes will be announced in class and posted to Carmen.