

COM 128.001 (Eng/Lan 128) — GENDER IN THE HUMANITIES

Online, 12/16/23 – 1/14/24

Winter/Spring 2024

Professor: Dr. Joseph Zompetti

Office Hours: online, via email

Email: zompetti@ilstu.edu (always use this email address, NOT Canvas)

Office: Fell 414

Office phone: 438-7876

COURSE DESCRIPTION:

This course is an examination of language as a personally and culturally dictated form of communication and of gender as a social construct. This course is a middle-core, general education course, which means that it builds on and extends those skills that you have learned (and mastered, I hope) in the inner core general education courses. You should have completed Language and Communication and Language and Composition before enrolling in this class.

This course serves, therefore, as a kind of case study opportunity where you may apply those written skills and critical thinking skills you have already begun to develop in previous courses. The case study this course provides is a look at language and gender as cultural phenomena. We begin this course with a look at various definitions and key concepts. Then we look at various theories of how gender is constructed and enacted in society. The balance of the course is more or less a general historical treatment: classical concepts of gender, views toward the sexes, legal attitudes and decisions toward gender and language, and, finally, some contemporary examples of gender as embodied in texts.

Gender in Humanities is a humanities course, rather than a social science course. This implies that we will examine language and gender by examination of how TEXTS have, throughout history, embodied gender, in both obvious and subtle ways. I consider this course to be a course on gender, not a course in feminist scholarship. We will consider ALL GENDERS and problematize female and male gender construction in historical texts and practices. And, finally, please feel free to disagree and argue with any text's position from our readings. I have chosen several of these readings not because they are "correct" or because I consider them "accurate." Several readings have been chosen for their opposing or questionable definitions of language and gender. It will be your responsibility to question and to decide whether you agree with the ideas presented in class.

EXPECTED LEARNING OBJECTIVES:

At the end of the course, students should be able to:

1. recognize and describe the complex relationships that exist between culture and gender,
2. express critical arguments about the relationships between culture and gender,
3. have a working vocabulary of different critical concepts that are necessary for interrogating culture and gender,
4. apply critical concepts to relevant situations that demonstrate the importance of culture and gender.

REQUIRED TEXTS:

****URGENT – IMPORTANT:** You need to acquire these books for class. If you are one of the students who thinks they can "get by" without purchasing a textbook, you need to rethink your position. First, our class is discussion-based, meaning that if you don't do the readings, it will be painfully obvious. Second, if you cannot participate in a class discussion because you did not read the requisite material from one of the books you are supposed to obtain, then you will lose very important participation points. Third, the quiz questions will primarily be derived from the book readings. There again, it will behoove you to obtain – and read – the material from the books. Fourth, the major course paper (which is worth the most points in the entire course) requires using both books. Finally, I know that book prices can be outrageous, but the books I choose to use in my classes are not overly expensive. You should seriously consider the purchasing/renting of textbooks as part your overall investment in your education.

Talbot, Mary (2010). *Language and Gender* (3rd ed.). Cambridge, UK: Polity. ISBN: 9-781509-530106

Fixmer-Oraiz, Natalie & Wood, Julia T. (2011). *Gendered Lives: Communication, Gender, and Culture* (13th ed.). Boston: Wadsworth. ISBN: 978-1337555883

OTHER READINGS (located under "Files" on Canvas):

Connell, R. W. & James W. Messerschmidt (2005). Hegemonic Masculinity: Rethinking the Concept. *Gender & Society*, 19(6), 829-859.

Diamond, Milton (2000). Sex and Gender: Same or Different? *Feminism & Psychology*, 10(1), 46-54.

Dines, Gail (2010). Introduction: Porn and the Industrialization of Sex. In Dines, *Pornland: How Porn Has Hijacked Our Sexuality*. Boston: Beacon Press.

Dines, Gail (2010). Leaky Images: How Porn Seeps into Men's Lives. In Dines, *Pornland: How Porn Has Hijacked Our Sexuality*. Boston: Beacon Press.

Dittmar, Kelly (2015). Gender Dynamics in Image and Message Creation. In Dittmar, *Navigating Gendered Terrain: Stereotypes and Strategy in Political Campaigns*. Philadelphia: Temple University Press.

Eaton, A. W. (2007). A Sensible Antiporn Feminism. *Ethics*, 117, 674-715.

Eckert, Penelope & Sally McConnell-Ginet (2013). *Language and Gender* (2nd ed.). New York: Cambridge University Press.

Fairclough, Norman (2003). 'Political Correctness': The Politics of Culture and Language. *Discourse & Society*, 14(1), 17-28.

Fiske, John (2011). Ideology and Meanings. In Fiske, *Introduction to Communication Studies* (3rd ed.). London: Routledge.

Hamilton, Laura (2007). Trading on Heterosexuality: College Women's Gender Strategies and Homophobia. *Gender & Society*, 21(2), 145-172.

Jhally, Sut (1989). "Advertising, Gender and Sex: What's Wrong with a Little Objectification?" *Working Papers and Proceedings of the Center for Psychosocial Studies* (edited by Richard Parmentier and Greg Urban) No. 29. Available online: <http://www.sutjhally.com/articles/whatswrongwithalit/>

Krolokke, Charlotte, & Anne Scott Sorensen (2006). Three Waves of Feminism: From Suffragettes to Grrls. In Krolokke & Sorensen, *Gender Communication Theories and Analyses: From Silence to Performance* (pp. 1-23). Thousand Oaks, CA: Sage.

Lorber, Judith (1994). "Night to His Day": The Social Construction of Gender. In Lorber's book, *Paradoxes of Gender*. Yale University Press.

Milestone, Katie, & Anneke Meyer (2012). Representing Women (pp. 87-112). *Gender & Popular Culture*. Cambridge, UK: Polity.

Milestone, Katie, & Anneke Meyer (2012). Representing Men (pp. 113-145). *Gender & Popular Culture*. Cambridge, UK: Polity.

Mills, Sara & Louise Mullany (2011). Theorising Gender. In Mills & Mullany, *Language, Gender and Feminism: Theory, Methodology and Practice* (1st ed.). London: Routledge.

Ridgeway, Cecilia L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford, UK: Oxford University Press.

Robinson, Marcus, Delyte Frost, Joan Buccigrossi, & Charles Pfeffer (2003). Gender, Power and Privilege. *wetWare, Inc.* Rochester, NY. Available: http://www.consumerstar.org/resources/pdf/Gender_4.pdf

Scotto di Carlo, Giuseppina (2020). Trumping Twitter: Sexism in President Trump's Tweets. *Journal of Language and Politics*, 19(1), 48-70.

Vawnet (2021). Violence against Trans and Non-Binary People. *National Resource Center on Domestic Violence*. <https://vawnet.org/sc/serving-trans-and-non-binary-survivors-domestic-and-sexual-violence/violence-against-trans-and>

Vawnet (2021). Gender Identity Basics and Terminology. *National Resource Center on Domestic Violence*. <https://vawnet.org/sc/serving-trans-and-non-binary-survivors-domestic-and-sexual-violence/gender-identity-basics-and>

Vawnet (2021). Systemic Barriers to Accessing Services. *National Resource Center on Domestic Violence*. <https://vawnet.org/sc/serving-trans-and-non-binary-survivors-domestic-and-sexual-violence/systemic-barriers-accessing>

Vokey, Megan, Bruce Tefft, & Chris Tysiaczny (2013). An Analysis of Hyper-Masculinity in Magazine Advertisements. *Sex Roles*, 68, 562-576.

Walby, Sylvia (1990). *Theorizing Patriarchy*. Oxford, UK: Basil Blackwell.

Walsh, Kimberly R., Fürsich, Elfriede, and Jefferson, Bonnie S. (2008). "Beauty and the Patriarchal Beast: Gender Role Portrayals in Sitcoms Featuring Mismatched Couples." *Journal of Popular Film and Television*, 36(3), 123-132.

Westbrook, Laurel & Kristen Schilt (2014). Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System. *Gender & Society*, 28(1), 32-57.

COURSE EXPECTATIONS

MY PHILOSOPHY REGARDING ONLINE COURSES:

You should know up-front: I am not a tech person. I find online platforms (and I've studied a couple) confusing and not as beneficial as face-to-face interactions. So, whether you like it or not, this online course will NOT have fancy graphics, videos or even voice-over PowerPoints. To be honest, I don't believe those mechanisms add much more to what we will be doing. So, for this online course, everything will be discussion-based. You will be expected to read something, and within 24 hours, you should post some questions/answers/comments about the readings. I will, on occasion, supply supplementary notes, and I will tell you where to locate those and when they should be read. Therefore, you should budget your time for 3 things in this course: 1) readings, 2) posting and reading items in the discussion area, and 3) working on your written assignments. As a result, **YOU WILL NEED TO FREQUENTLY CHECK YOUR ILSTU EMAIL ACCOUNT AND CANVAS**. I will email you announcements. Canvas will have all of the notes, readings, and discussions. I will use the gradebook function on Canvas. I operate much more slowly online than I do in a face-to-face

situation (i.e., it takes me longer to grade, etc.), so please be patient if the gradebook does not reflect your grade immediately.

ATTENDANCE:

Obviously, this is an online course, so attendance, *per se*, is not a factor. However, your continuous and meaningful participation in course discussions and assignments are expected and will impact your overall participation grade. Additionally, your enrollment in this class constitutes agreement with all aspects of this syllabus and any additions or alterations that may be made to it during the course of the semester.

LATE WORK:

Assignments not turned in on-time will be penalized **one full-letter grade for each day they are late**. Accepting any late work is strictly at the instructor’s discretion. If you are experiencing difficulties or have unforeseen circumstances emerge, send me a quick email out of courtesy, and it is possible we can strike an agreement or compromise about your late work, but **only** provided you discuss it with me ahead of time.

SPECIAL NEEDS/CONCERNS:

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu. Additionally, life at college can get complicated. If you’re feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit Student Counseling Services (SCS). These services are free and completely confidential. SCS is located at 320 Student Services Building, 309-438-3655.

STUDENT WELL-BEING:

Please note that I do not always “think like a student,” so if you have particular questions or anxiety issues, please let me know; I will try to help the best I can. Additionally, mental health issues are becoming more and more frequent and concerning. If you are experiencing problems, please contact me and/or contact Student Health Services for appropriate care.

CLASS DISCUSSION:

This course is designed to improve your ability to communicate and interact with different concepts. Given the inherent communicative nature of symbols and rhetorical forces and their influence on our lives, your participation in class discussions is critical in practicing, developing, and understanding communication skills and messages. Additionally, we all learn more if everyone contributes. I expect all of you, as you should expect from yourselves, to contribute to our educational experience. It is expected that each of the reading assignments will be completed by the assigned time. To participate means you add to the overall learning environment with your ideas and critical, albeit respectful, comments. It is up to you to contribute and participate as a citizen — to read others’ comments attentively, to engage critically and creatively to the perspectives of others, and to contribute meaningfully to discussions of the class topics. In short, you should read the material with questions and comments ready for discussion. Procedural questions about what is expected of you in the class should be saved for office hours if they are not answered after a re-reading of the syllabus, or can be asked via email.

A. **Read before the deadline:** The only way discussion will be meaningful is if you read the material before it is due. As active participants in the class, it is up to you to read and participate in discussions. Ultimately, if you do not read and there is little to no class discussion, it will hurt your class performance and devalue your overall education.

B. **When reading book material for class:** There will be times when some of you believe the readings are too difficult or confusing. As college students, I expect you to rise to the challenge and spend the time necessary to comprehend, reflect, and use the material from the readings. You may have to read the material more than once, so budget your time carefully. You should also consult dictionaries for words or concepts that are unfamiliar to you. If you are having trouble with the readings, you should consult a dictionary and secondary sources.

Discussion Forum Rubric (the “needs improvement” category can range from 0-2 pts)

Categories	Outstanding (8-10 pts)	Strong (5-8 pts)	Satisfactory (3-5 pts)	Needs Improvement (0-2)
Level of thought	Entries demonstrate the author’s ability to analyze, evaluated, and/or synthesize information and ideas from the reading. These entries may reflect the development of new thinking on the part of the author and/or contribute to new thinking on the part of his/her audience.	Entries demonstrate the author’s ability apply ideas from the reading to his/her own work and experiences and/or the ability to connect ideas across readings, perhaps in ways that contribute to new understandings on the part of the author and/or contribute to increased understanding on the part of his/her audience.	Entries demonstrate that the author has a good understanding of ideas from the reading to and can summarize and discuss them in ways that demonstrate that understanding. Thus, the author is able to contribute to his/her audience’s understanding as well.	Entries suggest that the author has had difficulty understanding the reading, and is, thus, unable to communicate the ideas of the reading to his/her audience.
Org. of ideas	The posting is organized in an organic, seamless fashion, making it possible for	The posting is organized in an organic, largely seamless fashion, making it clear that the	The posting is clearly organized, though it appears as if the ideas may have been forced into a	The posting lacks the organization necessary to help the audience follow the author’s flow of ideas.

	readers to follow the flow of ideas without even being aware that they are being guided by the author.	organization has developed from the flow of ideas, rather than the flow of ideas being forced in to a pre-existing notion of structure.	pre-existing structure rather than allowed to give rise to an organic structure of their own.	
Clarity & conciseness	The posting is clearly and concisely written throughout.	The posting is generally clear and concise.	The posting lacks either concision or clarity.	The posting lacks both clarity and concision.
Mechanical & Grammatical Issues	The text lacks the kind of mechanical/grammatical conventions that call attention to themselves, distracting the reader. OR the text intentionally disrupts mechanical/ grammatical conventions in a way that contributes to the readers' understanding.	The text is generally free from the kind of mechanical/ grammatical conventions that call attention to themselves, distracting the reader	The reader is occasionally distracted by mechanical/ grammatical disruptions.	The text is rife with grammatical/mechanical disruptions, making it difficult to read.
Number & Timeliness	The author makes timely contributions, allowing others to respond to the posts in the nature of a true conversation. The author's posts provide substantive, insightful & meaningful contributions.	The author is making an appropriate number of contributions to the conversation in a timely fashion, allowing others to respond to their postings in the nature of a true conversation.	The author has made an appropriate number of postings, though not always in a timely fashion, meaning others may not have an opportunity to respond and engage in a conversation about the text.	The author is not making enough contributions to the online conversation.

SOFTWARE REQUIREMENTS:

Please note that you must be able to access email and Canvas everyday and sometimes possibly multiple times a day. Of course, you should also have Microsoft Word (**I don't accept Google Docs**) and Adobe Acrobat to read PDFs. Both forms of software are free from the University. It is your responsibility to have the appropriate technology and access for these items. Therefore, you must have the following in order to take this course:

1. MS Word – this is obviously necessary for the production of your written work. It is important that you use Microsoft Word so that it is compatible with my software in order to read and grade your work. The University provides Word for free, so go to Student Tech Support if you need it. You should **NOT** use Google docs.

2. Adobe Reader/Acrobat – this is a free program which allows you to view/read PDF files. You may download this program and any updates here: <http://get.adobe.com/reader/>

3. Web Browser – I encourage you to use Google Chrome, but Firefox or Explorer (for PCs) or Safari (for Macs) are sufficient. You will need a browser with a high-speed internet connection to download reading materials and to participate in this course.

4. Illinois State University email account – I may frequently contact you via email, and I will only use your ILSTU account. This will require you to check that account at least once a day. If I send a general, blanket email to the entire class from the Canvas site and you want/need to respond to me, **DO NOT hit "reply all."** Please email me directly at: zompetti@ilstu.edu.

5. Canvas – The assignments, syllabus, discussions, and gradebook are all located on Canvas. You must be able to access Canvas at least once a day, and you must have some familiarity with Canvas. If you do not have any experience using Canvas, you should spend some time before the start of this course exploring Canvas and its many features. I will NOT spend any time providing a tutorial for Canvas. I will operate under the assumption that you know how to navigate Canvas and use it effectively. If you need help, consult this website:

<https://ctl.sharepoint.illinoisstate.edu/Public/Canvas/Canvas%20Overview%20for%20Students.pdf>

NETIQUETTE:

To help guide our online interactions with one another, please review the *Core Rules of Netiquette* (excerpted from *Netiquette* by Virginia Shae. It is available here: www.albion.com/netiquette/corerules.html). Shae's book is the most frequently referenced source for netiquette, and for those who are interested in the full book, you can review the world-wide web version online (access it here: www.albion.com/bookNetiquette/). Rule #1 will help you immensely: *Remember You are Communicating with other Humans*. In terms of emailing me, please also read the section below labeled "Communication."

TECHNICAL ASSISTANCE:

"Technology happens," and when it happens in ways that you don't expect, it's time to get help. If you are fortunate enough to need help during regular business hours, you can contact any one of the facilitators or your local (departmental or college) support person. You can contact the

University Computer Help Desk (309.438.HELP) from 7:30AM – Midnight 7-days a week. **But**, you should save your work often and in several places.

ACADEMIC MISCONDUCT:

Cheating and plagiarism will not be tolerated. This includes cutting and pasting from the Internet (even if such cutting/pasting have a reference), using AI without proper citation, and generally any material that is not your own unless broken off with quotation marks and cited to the proper author. You **MUST** cite material **EACH** time it is used – **NOT** just at the end of a paragraph or at the very end of your paper. Specifically for this class, intentional borrowing material from others without proper citation or falsification/fabrication of supporting material, will automatically result in a **ZERO** for that assignment and may result in additional action taken by the appropriate university officials. You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism. In certain circumstances, I may be required to refer violations to the Office of Student Conduct and Conflict Resolution.

COMMUNICATION:

We can communicate in a couple of different ways. First, you can always email me. You should email me at zompetti@ilstu.edu. You should **always** use your ISU email address (@ilstu.edu) when emailing me. Do not use a personal email address. If you do, I will assume it is spam and delete it. Avoid that problem by emailing me from your ISU email address. One other thing – please email me directly at my ILSTU email address. Do **NOT** email me through Canvas. Second, we can have a Zoom meeting. Email me about that possibility with your available times, and I will schedule a Zoom meeting with you.

Additionally, I use e-mail to communicate directly to you as an individual and as a class, which you can also access through My.IllinoisState. Clean out and check your ISU e-mail account frequently for notes or announcements from me, your fellow students, the department, and the college. *Not checking your e-mail or Canvas is not grounds for any excuse for not doing or not doing well on any assignment. It's your responsibility to (1) keep your e-mail accounts open and up-to-date and (2) monitor your e-mail and Canvas class news frequently.*

You must accept that good language use is necessary in every written document you prepare. This includes e-mail. I will only open and respond to your e-mail me within 24 hours when:

1. A clear and simple subject line is given that, within 10 words or less, says exactly which class you're in and what topic(s) you're writing about. Don't be lazy and leave an old subject line from a previous e-mail I sent that has nothing to do with your e-mail's content. I will not reply to e-mail that recycles old subject lines that are not directly related to your e-mail content.
2. You need to save your work with the following file name format: Last Name, COM 128, name of assignment. For example, a quiz subject line would look like this: Smith COM 128 quiz 2.
3. You must **ALWAYS** have some sort of message – don't just send an attachment without a message indicating what and why you are emailing me. Attachments without messages will be deleted as if they are spam, and you will receive zero credit for whatever it is you're sending to me.
4. Your e-mail text is written effectively and concisely, and it should be as free of errors as possible.

By the way, I will apply these rules when I send e-mail to you.

FINAL NOTE:

ISU remains committed to creating and maintaining a working, learning and living environment that is welcoming, supportive, respectful, inclusive, diverse and free from discrimination and harassment. The nature of this course requires reading and examining controversial issues. By their nature, controversial issues foster disagreement. Our efforts in this course are to analyze these issues, discuss them, and criticize the strengths and weaknesses of the rhetorical messages and strategies employed in in political rhetoric. As such, respect and tolerance for the interrogation of other people's views in this course is imperative. At the same time, we should also be mindful of the sensitivities of others. If someone – including me – uses language that you find offensive or inappropriate, please kindly let them and/or the class know so that we can learn from each other and improve our climate of civility. Engaging in civil discourse is both a privilege and a responsibility of living in a democratic society. This class will provide both anticipated and unexpected opportunities to engage in this kind of conversation. Thus, we will work to agree on a set of guidelines that ensures that our civil discourse remains civil.

GRADING

Note: Failure to turn in any of the course requirements may result in failure of the overall course. I grade your work based on the final product, not your effort. The Grading Scale is an A (4) = 90-100, B (3) = 80-89, C (2) = 70-79, D (1) = 60-69, F (0) = 0-59. Here are the grading criteria I will use to holistically evaluate the quality of everyone's papers:

- *Superior (A)* — Focused, well-written, thoughtful and well-organized argument in response to the assignment. The writer demonstrates the highest degree of intellectual engagement by competently using concepts, terms, and examples; plus the writer may address related issues of interest or further investigation to the assignment. The paper adheres to the expectations for the assignment, and the writer demonstrated maturity (i.e., style and tone) consistent with the expectations for college courses. The paper demonstrates competence in language use and manuscript preparation, and it is free or nearly free of grammatical, spelling, formatting and other errors. Research from external sources goes well beyond the minimum necessary for the assignment.
- *Very Good (B)* — Discussion of concepts and terms related to the assignment is okay but needs more application through explanations, examples, or other devices to demonstrate understanding. Intellectual engagement with the assignment's topic is sufficient and may include additional points of interest related to the course's content. The writing suffers from some problems in grammar, spelling, mechanics, organization, etc., and the style or tone of the writing is ineffective in places.
- *Adequate (C)* — Discussion reflects primarily on one's self, answering only the "what" part of the assignment and not the "why." Analysis is only at a surface level with limited, direct application of the course's concepts. The writing suffers from frequent problems in basic matters of grammar, spelling, mechanics, organization, etc., and the style and tone of the writing is ineffective and/or inappropriate in many places in the text.
- *Poor (D)* — Discussion of concepts lacks depth, having no or nearly no application of the course's content for the assignment. Analysis presents little or no thoughtful reflection. Ideas are oversimplified and limited. The writing suffers from significant, numerous problems in multiple areas, including style and tone.
- *Failure (F)* — The writer's work does not fulfill the assignment on any of the grounds for other letter grades, or the writer did not turn in the assignment. A "failed" paper also is replete with mistakes that violate the "grammar tips" at the end of this syllabus. An "F" paper is not college-level writing.

GRADING SCALE

Participation (11 days x 10 pts)	100 pts.
Paper	200 pts.
<u>Quizzes (4 x 25)</u>	<u>100 pts.</u>
Total	400 pts

ASSIGNMENTS

1. Online Class Discussion: You are expected to read the material and participate in online discussions. Each of you will begin with 110 points for participation (there are 11 participation days at 10 points each day; there will be 100 points calculated as the default in the Gradebook, which means if you participate in all 11, then you will receive 10 bonus points). If you fail to meaningfully and actively participate in a class discussion, you will lose up to 10 points for that day. To discuss, go to Canvas, go to the left sidebar and click on "Discussions," then click on the appropriate discussion topic that I will post for a particular day's readings. Remember you **MUST** post something by 9 pm the following day. Remember you need to have your own post that answers the discussion prompts, **AND** you need to address at least two posts by two different classmates. I will be looking for the following when determining your grade:

- a. Do you have insightful questions about the reading material for the class to discuss?
- b. Do you appropriately and adequately cite the reading material?
- c. Are you encouraging everyone to participate?
- d. Are you respectful of others' comments?
- e. Are you prepared?
- f. Do you provide meaningful analysis, examples or criticism of the material?

2. Course Paper:

- As you can see with the quizzes and the schedule, there are 3 main units of this course -- Language & Gender (Unit 1), History & Gender (Unit 2), and Contemporary Images of Gender (Unit 3). For this paper, you will need to choose one core, major concept from each Unit, define and describe those concepts, and then make an argument (a position of advocacy, e.g., "I believe XYZ should change because...") Or, in other words, from the readings, all of you surely can think of something that bothers you, concerns or worries you, or that you are excited about. Is there something that you would like to see continued? Is there something that you didn't previously know about, but now troubles you? In other words, I'm confident that each of you can find something that either positively or negatively impacted you from the readings. From that, you need to develop a one-sentence, declarative thesis position, and then use the rest of the paper to support and/or justify your thesis statement.)
- You must use material from both of our textbooks – the Talbot book and the Fixmer-Oraiz & Wood book. You may also use material from any of our other readings, and you may do additional research if you would like. There is no page requirement for this assignment because quality is more important than quantity, but I suspect it will be around 5 pages. You should define, describe, and explain the concepts clearly and use examples when necessary. You can look at the value, appropriateness, efficacy, strengths/weaknesses, etc., of concepts relating to gender. Those are just suggestions – you can write about any argument you like, so long as it is an argument you support and justify with evidence and reasoning.
- For all ideas, concepts, and work that is not your own, you **MUST** cite the source **EACH** time you use it (this is called paraphrasing, and you should cite the material each time you use it – **NOT** at the end of the paragraph or only at the end of your paper, although complete references of all sources used **SHOULD** occur at the end of your paper). For all quotations you use, those also **MUST** be cited appropriately each time it occurs. You will be graded in terms of substance/content as well as style/grammar. I grade very strictly when in terms of grammar/style, so budget your time carefully. This means you should carefully proofread your work **AND** closely follow my writing tips.
- You should email me directly your final paper at zompetti@ilstu.edu. Do **NOT** send via Canvas. As with all emails, you should have a subject in the subject line, and there should be text to the actual email (e.g., "Dr. Zompetti, here is my final paper. Thank you"). **THEN**, your paper should be a Microsoft Word attachment (not a PDF, not a Sharepoint file, not a Google doc). The paper should be double-spaced and written in Times New Roman 12 point font. If you fail to follow these simple instructions, you will receive a zero for this assignment. It is due by 9pm on Saturday, January 13.

3. Quizzes: At least four quizzes will occur. The purpose of the quizzes is mainly to ensure that you do the reading, plain and simple, which means that if you've read, these quizzes will be easy. However, I will ask questions that encourage you to conduct deep-level thinking, see connections between ideas, and demonstrate your knowledge of the material. For the quizzes, I will ask you to download it, supply your answers, then email it to me directly at: zompetti@ilstu.edu.

WRITTEN ASSIGNMENTS:

All papers and written assignments must be typed, double-spaced, and in paragraph form, in Times New Roman 12 point font. The quality of your written work (grammar, punctuation, format, spelling, etc.) will be included in grading evaluations. The content of your work is necessarily implicated and impacted by the mechanics of the paper. Make sure you proofread all of your work and that it is photocopied or saved on a jumpdrive. If you forget to proofread or if you misplace your work, do not expect me to be sympathetic. I reserve the right to choose whether or not to accept any late work. If you foresee problems, make sure you discuss them with me BEFORE the assignment is due. In addition, make an argument!!!! Don't simply provide opinion. Support your reasons with sufficient evidence (including quotes, references, examples, etc.) that demonstrate, justify or prove your over-arching argument. **You should research your area thoroughly (do more, not less; do not expect to just do the minimum).** ANY AND ALL ARGUMENTS, IDEAS, WORDS, CONCEPTS, MATERIAL THAT IS NOT YOUR OWN MUST BE APPROPRIATELY FOOTNOTED AND CITED IN A BIBLIOGRAPHY PAGE. You *should* utilize the online databases from Milner, especially databases to access peer-reviewed, scholarly journal articles. Citations: Any and all work or ideas taken from another person or entity must be appropriately cited. This means that material MUST be cited EACH time it is used in your written work (not a simple reference at the end of a paragraph or end of your paper), AND it must have an appropriate full reference in a footnote or works cited page. If we read different sections of a single source in the Unit (e.g., the Talbot book), you only need to list the full citation in the references page once, but in your paper you should refer to each of the readings separately with page numbers (so I know to which reading you refer).

NOTE: We may alter this course schedule and other aspects of this syllabus as the course progresses. You are responsible for noting any such changes, which will be announced on Canvas. *Your enrollment in this class constitutes agreement with all aspects of this syllabus and any alterations that may be made to it during the course of the semester.*

FINALLY, your continued enrollment in this course constitutes an explicit acceptance of this syllabus, its policies, and your acknowledgment that you have read its contents.

TENTATIVE SCHEDULE

WEEK ONE

M, 12/18 Review the syllabus; introduce yourself to the class (your name, where you're from, what is your major, something interesting about yourself, etc.); make all comments in the discussion area by 9 pm Tuesday, 12/19.

UNIT 1 – Language & Gender

T, 12/19 **Ideology & Meanings:** read Fiske (2011); read Fixmer-Oraiz & Wood, pp. 69-93; read Talbot, ch. 7; discuss the concepts in the discussion area by 9 pm Wednesday 12/20.

W, 12/20 **Sex & Gender:** read Diamond (2000); read Eckert & McConnell-Ginet (2013); discuss these in the discussion area by 9 pm Thursday 12/21.

R, 12/21 **Sex & Gender, part II:** read Lorber (1994); read Mills & Mullany (2011); respond in discussion area by 9 pm on Friday 12/22.
Quiz #1 (posted by 3 pm on 12/21; due Saturday, 12/23 by 9 pm)

F, 12/22 Discussion for 12/21, Sex & Gender, due by 9 pm.

WEEK TWO

M, 5/29 **Gender & Communication:** read Ridgeway (2011) and Fixmer-Oraiz & Wood, pp. 15-34 and 103-121; Talbot, ch. 1 & ch. 5; discuss these in the discussion area by 9 pm Tuesday 5/30.

UNIT 2 – History & Gender

T, 5/30 **Waves of Feminism, Types of Feminism, & Patriarchy:** read Krolokke & Sorensen (2006); Walby (1990); Connell & Messerschmidt (2005); discuss these in the discussion area by 9 pm Wednesday 5/31.

W, 5/31 **Images of Women:** read Fixmer-Oraiz & Wood, pp. 60-79; read Milestone & Meyer, pp. 87-112; discuss these in the discussion area by 9 pm Thursday 6/1.

R, 6/1 **Images of Men:** read Vokey et al. (2013); Fixmer-Oraiz & Wood, pp. 81-100; read Talbot, pp. 159-183; read Milestone & Meyer, pp. 113-145; discuss these in the discussion area by 9 pm Friday 6/2.

F, 6/2 **Quiz #2 (I will post by 3 pm on 6/2; due Saturday, 6/3 by 9 pm)**

WEEK THREE

M, 6/5 **Objectification:** read Jhally (1989); read Walsh, Fürsich, & Jefferson (pp. 231-276); discuss all of these readings in the discussion area; discuss these in the discussion area by 9 pm Tuesday 6/6.

UNIT 3 – Contemporary Images of Gender

T, 6/6 **LGBTQ+ Issues:** read Hamilton (2007); read Westbrook & Schilt (2014); discuss these in the discussion area by 9 pm Wednesday 6/7.

W, 6/7 **Gender in the Workplace:** read Fixmer-Oraiz & Wood, pp. 207-229; read Talbot, pp. 184-202; discuss these in the discussion area by 9 pm Thursday 6/8.

R, 6/8 **Contemporary Politics and Gender:** read Robinson et al. (2003); read Scotto di Carlo (2020); discuss these in the discussion area by 9 pm Friday 6/9.

F, 6/9 **Quiz #3 (I will post by 3 pm on 6/9; due Saturday, 6/10 by 9 pm)**

WEEK FOUR

M, 6/12 **Political Correctness:** read Talbot, pp. 224-241; read Fairclough (2003); read notes on political correctness; discuss these in the discussion area by 9 pm Tuesday, 6/13.

T, 6/13 **Pornography:** read Dines (2010, "leaky images," 79-98); read Dines (2010, "introduction," xv-xxx); read Eaton (2007); discuss these in the discussion area by 9 pm Wed., 6/14.

W, 6/14 **Gender and Media:** read Dittmar (2015); read Fixmer-Oraiz & Wood, pp. 231-276; discuss these in the discussion area by 9 pm on Thursday, 6/15.

R, 6/15 **Overflow day if needed; Quiz #4 – cumulative (I will post by 3 pm on 6/15; due Saturday, 6/17 by 9 pm)**

F, 6/16 **Your paper #2 (on Units 2 & 3) is due Monday, June 19 by 9 pm.**