



## **COM 128 (Section 004)** **Gender in the Humanities**

Summer 2019

Classroom: Online, through ReggieNet

Dates & Times: July 15<sup>th</sup> to August 9<sup>th</sup>, 2019

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### **Required Readings:**

Required readings are available on the course ReggieNet website. See the tentative schedule for citations of reading assignments. In addition, you should obtain a copy of the *Publication Manual of the American Psychological Association* (6<sup>th</sup> edition).

### **Course Description and Objectives:**

According to the undergraduate catalog, this course is an “Examination of gender roles, norms, and stereotypes from a broad range of perspectives within humanities across centuries and cultures.” More specifically, this section of the course approaches gender from a communication perspective with a particular regard for how our perceptions of gender change throughout our lifespans. Although gender roles, norms, and stereotypes play a vital role in our human development and socialization from the time we are born, we do not typically become fully cognizant of the influence and pervasiveness that these constructs have on our lives until we are a bit older. Eventually, we grow to accept, question, or reject these notions; yet, the grasp of traditional and cultural conceptualizations of gender remain difficult for many of us to fully understand, challenge, or escape. By critically examining multiple perspectives within the humanities, across cultures and time, this class will expose you to a vast body of literature that ought to cause you to think about gender in new ways as well as cultivate your own perspectives through written assignments and research. Thus, this course is designed to accomplish the following objectives:

1. To develop students’ understanding of gender roles, norms, and stereotypes.
2. To provide students with an appreciation for how gender has been understood across time.
3. To provide students with an appreciation for how gender has been understood across cultures.
4. To develop students’ abilities to critically examine, question, and analyze gender constructions.
5. To cultivate students’ abilities to read, report, and integrate academic research into scholarly arguments.

**Special Needs Accommodation:**

I am happy to accommodate any special needs you may have, although I require written documentation from Student Access and Accommodation Services for ongoing accommodations. Any student needing to arrange a reasonable accommodation for a documented disability should contact Student Access and Accommodation Services in 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD), [ableisu@ilstu.edu](mailto:ableisu@ilstu.edu).

**Academic Misconduct Policy:**

Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All ideas are to be appropriately cited in both oral and written form when borrowed, directly or indirectly, from another source. Inadequate citation, unauthorized and unacknowledged collaboration, and/or the presentation of someone else's work constitutes plagiarism. Students found to commit intentional acts of dishonesty (including falsifying evidence or plagiarizing a written assignment) will receive a failing grade in the course and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution. Please note, I am very serious about reporting academic dishonesty and view it as my professional responsibility; I have never been shy about enforcing the consequences of this policy.

**Professionalism:**

Learning is maximized by reading class materials, critical thinking, and cognitive engagement. Professionalism includes civil receptivity to others' opinions (although not necessarily agreeing with those viewpoints), adherence to due dates, and active engagement with the course through the online ReggieNet site. We will use the Drop Box function in ReggieNet to turn assignments in when they are due.

**Attendance Policy:**

Regular and active engagement are required. Login to the class ReggieNet site prepared to engage in discussion associated with the daily readings. We will use the Forums function in ReggieNet to hold discussions and exchange questions of relevance to the whole class. Frequent and consistent online engagement is expected, as your classmates should be able to count on your presence and because by enrolling in this course you have made a commitment to being present during the duration of the course.

**Late Work and Incomplete Grade Policy:**

All assignments are expected by midnight on the due date. An automatic 10% of the points possible will be deducted from late papers, with an additional 10% deducted for each 24 hours the paper is late. As a general rule, incomplete grades will not be given.

### **Reflection Paper:**

The *Reflection Paper* should follow APA style, 6<sup>th</sup> edition. The paper should be typed double-spaced in 12 point plain Times New Roman font, with 1 inch margins on the sides, top, and bottom. A header should indicate your name and page number at the top of each page (i.e., “Linus Agrippa 1”). A title should appear, centered, on the top line of the first page. No title page should be included. Your paper should be a minimum of 2 full pages.

The purpose of the paper is to give you a chance to reflect on the development of your understanding of gender to this point in your life. The idea is to talk about how terminology and concepts or theories from the required readings, thus far, apply to or inform your perspective moving forward. Share your experiences as well as your feelings and opinions about those experiences while using terminology from the field and comparing your experiences to the concepts and theories we have read thus far. You need introduction and conclusion paragraphs as well as several paragraphs in the body of the paper. Write well and proofread carefully, honestly and insightfully sharing and analyzing your experiences and perspective.

### **Questions & Contentions:**

Write Questions and Contentions (Q&C’s) for each of the readings assigned for each of the class periods in which Q&C’s are due. Question and/or contend with at least one aspect from each of the readings for the day the Q&C is due. First, provide a clear and compelling statement articulating what you believe is a/the central contention of each reading. Second, challenge, defend, or otherwise elaborate upon some aspect of each reading. Third, include at least one well-formulated question that you feel is raised by each reading, and you want to the class to consider. Direct us to specific passages, arguments, or sections of each reading that give rise to your concerns. While your response may be longer, a Q&C ought to take 1-2 typed double-spaced pages in 12 point plain Times New Roman font, with 1 margins on the sides, top, and bottom. Place a header with your full name and page number in the top right corner of each page (i.e., “Linus Agrippa 1”). A title should be centered on the top line of page one.

### **Research Paper:**

The *Research Paper* and references should follow APA style, 6<sup>th</sup> edition. The paper should be typed double-spaced in 12 point plain Times New Roman font, with 1 inch margins. A header should indicate your name and page number at the top of each page (i.e., “Linus Agrippa 1”). A title should appear, centered, on the top line of the first page. No title page should be included. Your paper should be a minimum of 10 full pages. Use level headings to help organize the paper.

First, be sure to cite any and all applicable required readings, integrating specific terminology from the readings where appropriate. Second, be sure to cite a minimum of 4 suggested readings applicable to your topic. The suggested readings can be found under the Resources function in ReggieNet. The nine categories of suggested readings should align with your topic, but it is likely that some readings from folders other than the topic you pick will also apply to the direction of your paper. Third, find and cite a minimum of 5 outside sources (journal articles from Milner Library’s “Communication Source” database) that are germane to your topic. These outside sources should be ones you find on your own and cannot be ones found on ReggieNet. You are welcome to disagree with these sources or take a different position than the “party line” advocated by the readings.

**Course Assignments and Grades:**

The grading scale is as follows: A= 100-90%; B= 89-80%; C= 79-70%; D= 69-60%; F= 59% and below. Percentages will be calculated based on points earned from:

	<u>Points Possible/Your Points</u>	
<u>Questions &amp; Contentions</u>		
Q&C #1	25	/ _____
Q&C #2	25	/ _____
Q&C #3	25	/ _____
Q&C #4	25	/ _____
<u>Formal Papers</u>		
Reflection Paper	25	/ _____
Research Paper	100	/ _____
Total	225	/ _____

# Tentative Schedule

Week 1	Topic	Assignments Due
M, July 15	*PowerPoint Introduction to Course and Syllabus *Read HPW's flyer on "Trans Ally" *Read HPW's flyer on "Understanding Gender" *Read CNN (2019) "LGBTQ terms" *Watch "Is Anatomy Destiny?" TED Talk Video	*Read Syllabus *Explore ReggieNet site
T, July 16	*Read Lorber & Moore (2007) "Intro to Gendered Bodies" *Read NIH (2015) "Defining Intersex" *Read Muehlenhard & Peterson (2011) "Distinguishing Between Sex and Gender" *Read West & Zimmerman (1987) "Doing Gender"	
W, July 17	*Read Kessler & McKenna (2001) "Developmental Aspects of Gender" *Read Ridgeway (2011) "Gender at Home"	
R, July 18	*Read Rhodes (2017) "Keep Children from Learning Stereotypes" *Read Carr (1998) "Tomboys" *Read Kane (2006) "Parents Responses to Children's Nonconformity"	<i>*Reflection Paper is Due</i>
Week 2	Topic	Assignments Due
M, July 22	*Read Martin (1998) "Preschool" *Read Legewie & DiPrete (2012) "Gender Gap in Educational Achievement" *Read Heyder & Kessels (2013) "Implicit Gender Stereotyping of School"	
T, July 23	*Read Birden (2005) "Compulsory Heterosexuality as Miseducation" *Read Kahlenberg & Hein (2010) "Nickelodeon Gender Role Stereotypes" *Read England et al. (2011) "Disney Princesses"	<i>*Q&amp;C #1 is Due</i>
W, July 24	*Read Mills & Mullany (2011) "Theorizing Gender" *Read Wood (2011) "Gendered Verbal Communication"	
R, July 25	*Read Johnson (2005) "Femininity Masculinity and Gender Roles" *Read Ridgeway (2011) "Persistence of Gender" *Read Devor (1996) "Female Gender Dysphoria"  <i>(Note: ReggieNet will be down for IT maintenance this day. Plan accordingly.)</i>	<i>*Q&amp;C #2 is Due (by midnight on Friday, July 26<sup>th</sup>)</i>

<b>Week 3</b>	<b>Topic</b>	<b>Assignments Due</b>
M, July 29	*Read Trujillo (1991) “Nolan Ryan” *Read Connell & Messerschmidt (2005) “Hegemonic Masculinity” *Read Hamilton (2007) “College Women’s Gender Strategies and Homophobia”	<i>*Q&amp;C #3 is Due</i>
T, July 30	*Read Epstein (2007) “Global Subordination of Women” *Read Collins (1990) “Black Feminist Thought” *Read Butler (2013) “Critically Queer” *Watch “The Urgency of Intersectionality” TED Talk Video	
W, July 31	*Read Dreger (1998) “Hermaphroditism” *Read Lorber & Moore (2007) “Ambiguous Bodies Transgender and Intersex”	
R, Aug. 1	*Read Milestone & Meyer (2012) “Consuming Popular Culture” *Read Anderson & Sheeler (2005) “Role of Language in Politics”	<i>*Q&amp;C #4 is Due</i>
<b>Week 4</b>	<b>Topic</b>	<b>Assignments Due</b>
M, Aug. 5	*Read Fejes & Petrich (1993) “Lesbians Gays and the Media” *Read Vokey et al. (2013) “Hyper-Masculinity in Advertisements” *Read Furnham & Paltzer (2010) “Gender Portrayal in TV Advertisements”	
T, Aug. 6	*Read Wallis (2011) “Music Videos” *Read Williams (2017) “Movie Awards Going Genderless” *Read Lorber (1994) “Night to His Day The Social Construction of Gender”	
W, Aug. 7	*Read Milestone & Meyer (2012) “Representing Women and Men”	
R, Aug. 8	*Read Mayer & McHugh (2016) “Sexuality and Gender Meta-Research”	
<b>Finals Day</b>	<b>Topic</b>	<b>Assignments Due</b>
F, Aug. 9	<i>*Course Evaluation is Due</i> (You should have received an email earlier this summer with a Qualtrics survey link to complete the course evaluation. If you did not, please contact Dr. Smudde ( <a href="mailto:psmudde@ilstu.edu">psmudde@ilstu.edu</a> ) as he oversees summer course evaluations.)	<i>*Research Paper is Due</i>