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Spring 2-1-2022

### COMX 380.01: Gender and Communications

Sarah E. Hayden

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Communication Studies 380  
Gender and Communication  
Spring 2022  
T, Th 2:00 – 3:20  
LA 305

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Office Hours: Tuesdays, Thursdays 12:00-12:50 and by appointment

**Course Description:**

This course explores issues of gender and communication. We begin by examining the meaning of gender in our culture. Questions we will consider include: What is gender? How do people become gendered? What are some of the social, cultural, and political implications of our current gender systems? This will be followed with an investigation into how gender is displayed and perpetuated through our verbal and nonverbal interactions. Questions to be explored include: To what extent does gender affect patterns of interpersonal communication? What causes gendered patterns of communication to develop? What are some of the implications of gendered patterns of communication? The last portion of the course will be devoted to a discussion of gender and the media. Questions to be explored include: What are the effects of media on our experiences of gender? How have feminisms, men's movements, and gay rights movements affected representations of women, men and sexualities in television and other media outlets?

**Readings:**

- Wood, J. T. and Fixmer-Oraiz, N. (2019). *Gendered lives: Communication, gender, and culture* (13<sup>th</sup> ed.). Boston: Wadsworth – available via Moodle
- Articles available via Moodle

**Please note:** This course is registered with the Women's, Gender, and Sexuality Studies Program. Students taking this course may count it toward a Women's, Gender, and Sexuality Studies Major or toward a Minor in Women's, Gender, and Sexuality Studies in conjunction with any major. If you enjoy learning about women, gender, and/or sexuality and would like to know more about the Women's Studies Program, please visit our website [www.cas.umt.edu/wsprog](http://www.cas.umt.edu/wsprog), call us at 243-2584, or stop by our office, LA 138A.

**Academic Misconduct:**

Academic misconduct includes cheating, plagiarizing, and deliberately interfering with the work of others. Plagiarizing means representing the work of someone else, such as another student or an author of a book or an article, as your own. If you use the ideas or words of someone else, you must cite the source of the original information. Following university regulations, cheating and plagiarism will be penalized with a failing grade in the course.

**Grades:**

Grades will be based on evaluation of student performance on the following assignments:

Exam One	100 points
Exam Two	100 points
Quizzes/Participation Questions	200 points
Total	400 points

Grades will be assigned on the following scale: A=92% and up; A- = 91-90%; B+ = 88-89%; B = 82-87%; B- = 80 - 81%; C+ = 78 -79 %; C = 72 - 77 %; C- = 70 - 71%; D+ = 68 - 69%; D = 62 - 67%; D- = 60 - 61%; F 59% and below.

**Exams:**

You will take two exams. The final exam will not be cumulative. Study guides will be provided approximately one week prior to exam dates and one full class period will be devoted to discussing the exams prior to their occurrence. Exam dates are March 10 and May 11.

**Quizzes/Participation Questions:**

Over the course of the semester you will be asked to complete at least 12 quizzes or participation questions. Each quiz/question will be worth twenty points and your ten best quiz/question scores will be counted toward your final grade.

Quizzes/questions will be given anytime during the class period. Students who arrive to class after or who leave before the quiz/question has been administered will not be allowed to make up the quiz/question. The purpose of the quizzes/questions is to test whether you have done your assigned readings and/or whether you are paying attention during the lectures and discussions. They are not meant to be difficult. Quizzes/questions will be spread out evenly over the semester however I will not announce when they are to be given.

## Schedule

- T 1-18 Introduction to the Course
- Th 1-20 The Study of Communication, Gender, and Culture  
Read: Wood and Fixmer-Oraiz (text) Introduction and Chapter One
- T 1-25 Theories of Gender  
Read Wood and Fixmer-Oraiz (text) Chapter Two, pp. 35-41  
Read Begley (Moodle) Can We Blame Our Bad Behavior on Stone-Age Genes?  
Read Karkazis and Jordan-Young (Moodle) The Myth of Testosterone
- Th 1-27 Theories of Gender  
Read Wood and Fixmer-Oraiz (text) Chapter Two, pp. 41-46  
Read Assari, (Moodle) If Men Are Favored in Our Society, Why Do They Die Younger Than Women?  
Read Cederstrom (Moodle) Are We Ready for the Breastfeeding Father?  
Read Miller and Quealy (Moodle) Where Boys Outperform Girls in Math: Rich, White, and Suburban Districts
- T 2-1 Becoming Gendered  
Read Wood and Fixmer-Oraiz (text) Chapter Seven
- Th 2-3 Becoming Gendered  
Read Hartocollis (Moodle) The New Girl in School: Transgender Surgery at 18  
Read Davis (Moodle) My Daughter is not Transgender. She's a Tomboy.  
Read Bergner (Moodle) The Struggles of Rejecting the Gender Binary
- T 2-8 Becoming Gendered
- Th 2-10 Gendered Interaction – Verbal Communication  
Read Wood and Fixmer-Oraiz (text) Chapter Five  
Read Chira (Moodle) The Universal Phenomenon of Men Interrupting Women
- T 2-15 Gendered Interaction  
Read Williams (Moodle) How Women Can Escape the Likeability Trap  
Read Sandberg and Grant (Moodle) Speaking While Female
- Th 2-17 WSCA – No Classes
- T 2-22 WSCA – No Classes

- Th 2-24 Gendered Interaction
- T 3-1 Gendered Interaction—Nonverbal Communication  
Read Wood and Fixmer-Oraiz (text) Chapter Six  
Read (Hess), (Moodle) “Those Lips, Those Eyes, That Stubble!: The Transformative Power of Men in Makeup
- Th 3-3 Gendered Interaction—Nonverbal Communication
- T 3-8 Study Day
- Th 3-10 **Exam One**
- T 3-15 Gendered Media  
Read Wood and Fixmer-Oraiz (text) Chapter Eleven  
Read Shanahan and Morgan (Moodle) How TV Cultivates Authoritarianism—and Helped Elect Trump
- Th 3-17 Gendered Media – Television Criticism  
Read Dow (Moodle) Introduction: The Rhetoric of Television, Criticism, and Theory
- T 3-22 Spring Break
- Th 3-24 Spring Break
- T 3-29 Gendered Media—Television Criticism and (White) Second Wave Feminism  
Read Friedan (Moodle) The Problem that Has No Name  
Read Dow (Moodle) 1970s Lifestyle Feminism, the Single Woman, and *The Mary Tyler Moore Show*
- Th 3-31 Gendered Media –Television Criticism and Second Wave Feminism
- T 4-5 Gendered Media – Television Criticism in a Post-Feminist Environment  
Read Swink (Moodle) Lemony Liz and Likable Leslie: Audience Understandings of Feminism, Comedy, and Gender in Women-Led Television Comedies
- Th 4-7 Gendered Media – Television Criticism in a Post-Feminist Environment
- T 4-12 Gendered Media – Television Criticism in a Post-Feminist Environment
- Th 4-14 Gendered Media—Masculinity and the Media  
Read: Faludi (Moodle) The Sun, The Moon, and the Stars

- T 4-19 Gendered Media – Masculinity and the Media  
Read: Sharrer and Blackburn (Moodle) Cultivating Conceptions of Masculinity: Television Perceptions of Masculine Gender Role Norms
- Th 4-21 Gendered Media – Masculinity and the Media  
Read: Zimdars (Moodle) Having it Both Ways: *Two and A Half Men*, *Entourage*, and Televising Post-Feminist Masculinity.
- T 4-26 No Class – Business Travel
- Th 4-28 Representations of the GLBTQ community in the Media  
Read Westerfelhaus and Lacroix (Moodle) Seeing “Straight” through *Queer Eye*: Exposing the Strategic Rhetoric of Heteronormativity in a Mediated Ritual of Gay Rebellion
- T 5-3 Representations of the GLBTQ community in the Media
- Th 5-5 Study Day

**Final Exam: Wednesday, May 11 1:10-3:10 pm**

**Final Notes:**

Incompletes will be given only in emergencies and only with my prior consent. If you foresee having difficulty finishing the course, come speak with me immediately.

The 45<sup>th</sup> instructional day is the last day to drop classes or change your grading option. After that date, you may drop this class only if you meet the criteria set out by the University – see your university catalog or come speak with me. Incompletes will be given only in emergencies and only with my prior consent. If you foresee having difficulty finishing the course, come speak with me immediately.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office of Disability Equity (ODE). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <<http://www.umt.edu/disability>>