

## COMM 315W Revised Semester outline:

Thank you to the Office of Faculty Diversity and Retention for the encouragement and opportunity to participate in the Culturally Competent Content Development Program. My goal is to continue to evolve my course beyond these initial changes. This iteration focused mostly on the intersections of race and gender. In the future, I hope to integrate even more research and activities to more comprehensively incorporate LGBTQIA+ scholarship.

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Listed below are the changes that have been made in the context of existing course content (changes are highlighted).

1. The first change to have taken place is the course was renamed *Gender and Communication* (from Communication between the Sexes) to better reflect contemporary language and research and issues related to such naming.
2. The next changes pertain to the [syllabus](#). My goal was to develop more collaborative syllabus language that recognizes the varied standpoints ODU students come from. I believe I have achieved that goal. The attached syllabus highlights major changes.
3. Another change, noted within the syllabus, is a new text: *Race, Class, Gender: Intersections and Inequalities* by Anderson and Hill Collins.
4. Each unit will include low stakes writing reflection prompts (noted as In-class Writings on the syllabus). These writings will be used to either prime the students for the material to be discussed that day or reflect on material that was already discussed.
5. There will be 2 high stakes writing assignments during the semester: Media Analysis and Article Analysis.  
The [Media Analysis](#) has been tweaked to direct the work with an eye toward intersectionality framework in the media artifact.  
  
The [Article Analysis](#) will take the place of the Research Paper. This culminating assignment requires research, but it asks the students to demonstrate media literacy by comparing and contrasting a popular press article to two peer-reviewed sources.
6. As before, there will be two tests: a midterm and a final.
7. A new addition will include reading quizzes. The text and articles will require more reading than I've previously included, so to encourage students to keep up with reading, we will have short reading quizzes that will not only check for understanding but be used for dialogue starters for the lectures.

## 8. Course Outline

### I. Introduction to Gender and Communication

- a. Where we've been – new content to focus on the problematic nature of white feminism more in depth and how/examples of its existence today
- b. Cognitive Dissonance
- c. Paradigm Shift
- d. The homogenized nature of the field of study
- e. Intersectionality and how this impacts the field and our examination in the semester
- f. Kimberle Crenshaw's seminal paper

Resources: text and the following articles

<https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8> and a less dense version for the inevitable "too long/didn't read" folks

[https://www.cjr.org/language\\_corner/intersectionality.php](https://www.cjr.org/language_corner/intersectionality.php)

### II. Theories of Gender Development

- a. Psychodynamic Theories
- b. Queer Theory
- c. Performative Theory
- d. Social Learning Theory
- e. Cognitive Development Theory
- f. Gender Schema Theory
- g. Symbolic Interactionism
- h. Standpoint Theory

Resources: text

### III. Socialization

- a. Family
  - i. Agency and Communion
  - ii. Ego Boundaries
  - iii. Parental Attitudes about Gender and Young Children
  - iv. Society's response to Gendered and Race of child
  - v. Heteronormative Lessons

#### b. Identity

Moya Bailey and misogynoir

<http://www.crunkfeministcollective.com/2010/03/14/they-arent-talking-about-me/>

#### c. Media

- i. Function

- ii. Normalization
- iii. Stereotypes and Gatekeeping
- iv. Portrayal of Violence
- v. Bechdel test
- vi. Male Gaze
- vii. Pathologizing the human body
- viii. Representation
- ix. Children's Programming
- x. Musical themes
- xi. Adult Programming
- xii. Colorism across races
- xiii. Body imaging

Resources: text and articles

<http://www.crunkfeministcollective.com/2010/03/14/they-arent-talking-about-me/>

- IV. Nonverbal and Verbal Communication
  - a. Expectancy Violation Theory
  - b. Gendered Prescribed use of
    - i. Artifacts
    - ii. Proximity
    - iii. Haptics
    - iv. Kinesics
    - v. Oculesics
    - vi. Paralanguage
  - c. Linguistic theories
  - d. Sapir-Whorf Hypothesis
  - e. Speech Communities
    - i. Feminine Speech Practices
    - ii. Masculine Speech Pratices
    - iii. Androgyny
  - f. Gendered tendencies
  - g. Sexist Language – origin and impact
    - i. Animal references
    - ii. Food references
    - iii. Sex acts
    - iv. Spotlighting
    - v. Pronouns
    - vi. Suffixes
    - vii. Naming
  - g. Man-linked terminology
  - h. Heteronormative practices
  - i. Racist practices
  - j. Henley's Oppression Theory

- Code Switching – choice vs. obligation

Resources: text and excerpt from *Sister Citizen* (Melissa Harris Perry)

<http://blog.yalebooks.com/2011/11/28/free-crooked-room-excerpt-from-melissa-harris-perrys-sister-citizen/>

## V. Violence

- a. Intimate partner violence
- b. Cultural violence
  - i. Female Genital Mutilation
  - ii. Gender intimidation
  - iii. Rape culture
  - iv. Health care: myths, access, stereotypes impact on care
- c. Normalization through language, family, law enforcement, religion, media

## VI. Education

- a. Hidden curriculum
- b. School to prison pipeline

Resources: text and

Exploring the School-to-Prison Pipeline: How School Suspensions Influence Incarceration During Young Adulthood Hemez, P, Brent, J. and Mowen, T

<https://doi-org.proxy.lib.odu.edu/10.1177/1541204019880945>

## VII. Organization

- a. Imposter Fraud Phenomena
- b. Microinequities
- c. EEOC practices
- d. Maternity leave/paternity leave/family leave
- e. Heidi/Howard dichotomy
- f. Glass Ceiling/Glass Walls
- g. Sexual Harassment
- h. Double Bind
- i. “Professional” presentation and the inherent limitations

Resources: Text

Hair Matters: Toward Understanding Natural Black Hair Bias in the Workplace, Dawson, G, Karl, K., Peluchette, J. Combs, G, Bilimoria, D, and Milosevic, I. *Journal of Leadership and Organizational Studies*. 2019 26, 3, 389-401

Doi: 10.1177/1548051819848998

Suggested Reading: You. Can't Touch my Hair and Other Things I still Have to Explain Phoebe Robinson 2016

## VIII. Next Steps- What do we do with this awareness?

Presentation of Article Analyses with round table discussion regarding researched plan to disrupt identified problematic practices.



## COMM 315W: Gender and Communication

Spring 2022

INSTRUCTOR: Carla Harrell

Pronouns: she/her/hers

OFFICE: BAL 3002

Email: [charrell@odu.edu](mailto:charrell@odu.edu)

OFFICE HOURS: M 3:00-5:00p.m., T 2-4 p.m., W 3-5 p.m., R 2-4 p.m.

Welcome to a fun, challenging and exciting course! The following guidelines are designed to help to make the course as "user friendly" as possible by describing the course content, components, requirements, assumptions, and the expectations for all of us. I do have very high expectations of myself and of you for this class and believe it is important that these are made clear right away. I look forward to working with you this semester!

### Required Texts:

Anderson, M. & Hill Collins, P. (2020). *Race, class, gender: Intersections and inequalities*. Cengage

ISBN- 13:978-1-337-68505-4

There will be other readings from the ODU library referenced in our course Blackboard under the ADDITIONAL READINGS tab.

### The Department of Communications & Theatre Arts Statement

The Department of Communication & Theatre Arts believes that communication is a human right and that people have a fundamental need to have their stories heard. As members of a diverse community, we have a desire and a responsibility to listen to the voices of anger, fear, and sorrow for the current and ongoing injustices flowing through our society and to help amplify those voices that have been marginalized.

- We stand against racism and injustice.
- We stand for the lives and dreams of our students, their families, and our communities.
- We pledge to work together to foster more equitable forms of communication that contribute to a more just society.

### Course Description & Objectives:

This course focuses on the interactive relationships between culture, gender, and communication in contemporary society. This implies three priorities for our class. First, we'll explore multiple ways communication in families, schools, business, media, and society in general create and perpetuate gender roles. Second, we'll consider how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Third, we'll connect theory and research to our personal lives. Your experiences, insights, questions, and ideas are a key part of this course. Throughout the semester, we'll consider not only what is in terms of gender roles but also what might be and how we, as agents of change, may act with awareness and how that awareness may improve our individual and collective lives.

This course is designated as a Writing Intensive course, which means that at least 51% of your final grade will comprise of written work. As part of ODU's QEP efforts to improve disciplinary writing, many of the in-class and out-of-class assignments will encourage writing that exhibits synthesis and application of the theories and research we will cover during the semester. You will be expected to write informally each day we meet and formally through various course assignments. The goal of such course activities is to enhance not only student writing but to enhance learning through writing. I expect you to proof your hand-in work and, if needed, to actively seek help from the Writing Center to improve your written skills. These are strategies that make you a more confident, assertive and effective communicator.

#### **Course Objectives include:**

- ❖ To identify concepts, patterns, and issues that affect the organization of society, shape individual thought, or shape social mores with respect to gender.
- ❖ To develop an understanding about the theoretical foundations of gender studies.
- ❖ To understand the injustices of the past and present in order to build more equitable relationships and system in our shared communities.
- ❖ To recognize how we communicate and maintain attitudes about gender in our daily lives.
- ❖ To understand the relationship between gender and self-identity and to recognize the influence of societal or cultural context and self and others as individuals.
- ❖ To critique how gender operates in society.
- ❖ To understand the role media play in the construction of gendered identities.
- ❖ To gain fluency/develop skills in speaking mindfully and knowledgeably about gender communication and to thrive in a multicultural, multi-ethnic and inclusive environment.
- ❖ To address ideologically, intellectually, emotionally powerful, and/or politically challenging content in a way that helps to illuminate difference as a strength to draw upon and celebrate.
- ❖ To investigate topics within student majors to learn how race, gender, social identities, socioeconomic standing, sexual orientation, religion, ability, and more connect to scholarly and practical understanding of the world.

#### Instructional Strategies:

Your learning will include: small and large group discussion and activities, lecture, videos, readings, short- term and long-term assignments, guest presentations, academic writing and personal reflections.

Class sessions will revolve around the complex themes of gender and communication. Daily attention will be given to relating new information from readings, videos and speakers to personal past experiences, present experiences and plans for action regarding social change.

#### Communication in COMM 315W

**Email:** All students are required to have and use an ODU email account for this course. This ensures that your message will arrive at the instructor's inbox. Often when using a non ODU email account, the email may get lost in the spam box. In an effort to achieve a healthy work/life balance, every effort will be made to respond to emails received during the weekdays within 24 hours. Emails received on the weekends will be returned on following Monday. **Blackboard:** The syllabus, assignments, announcements, course documents, student-generated notes\* and grades will be posted on the university's Blackboard system. You will also turn in several assignments through this system. To access Blackboard, students must log in using their email and password (Blackboard can be accessed at [www.blackboard.odu.edu](http://www.blackboard.odu.edu)). It's expected that you will check Blackboard regularly and specifically before class each day for any announcements pertaining to class.

## Course Assignments and Activities

Below is a breakdown of the assignment and activities that will make up the final grade for this course.

ePortfolio first submission	50
Short Writing Assignments (SWAs- 10 points each)	120
In-class writings/ (including note taking)	50
<b>Reading Quizzes (10 points each)</b>	<b>100</b>
Topic Selection	10
<b>Popular Press Article Proposal</b>	<b>50</b>
Exam 1	100
Exam 2	100
Group Round Table	50
ePortfolio final submission to include Media Analysis Blog post	50
<b>Popular Press Analysis Final Submission</b>	<b>100</b>
<b>Total</b>	<b>780</b>

See Blackboard for more details regarding SWAs, reading quizzes, peer-taken notes, ePortfolio, group presentations, Popular Press Article proposal and final submission.

**EXAMS:** Two exams are scheduled for this course. There will be NO make-up exams without formal documentation and previous communication with me.

The following is the grading scale used in tabulating assignment and final grades for this course.

<b>FINAL Numerical Grade</b>	<b>Letter Grade</b>	<b>Grade Points</b>
94-100	A	4.00
90-93.9	A-	3.70
87-89.9	B+	3.30
83-86.9	B	3.00
80-82.9	B-	2.70
77-79.9	C+	2.30
73-76.9	C	2.00
70-72.9	C-	1.70
67-69.9	D+	1.30
63-66.9	D	1.00
60-62.9	D-	0.70
Below 60	F	0.00

**NOTE (Department Policy): All COMMUNICATION Majors/Minors Must Earn a Grade of "C" or Better.**



**GRADES:** Grades in this course are an alpha-numeric assessment of your mastery of material and skills. Please realize that grades are not “given” nor “awarded” – they are earned. Therefore, you should put forth the effort necessary to earn the grade you desire. Grades will NOT be reconsidered (unless you can demonstrate a mathematical error in grade calculation). Statements such as “I tried really hard” or “I’m having a hard semester” hold no weight. If you are having difficulty with course material, you are encouraged to discuss this with me DURING the semester (not at the end of the semester). It is my job to lead and assist you in your learning and mastery of course material, and I’m more than happy to do so. Keep the lines of communication open. Life does happen, and I realize that there can be challenges experienced during the semester. Addressing these issues at the end of the semester doesn’t give us time to effectively address how the obstacles can be dealt with in a meaningful way while still achieving the course objectives.

**GRADE DISCUSSION:** If you would like to discuss your grades or how to improve them, please contact me to set up a time to meet. **Since I want to give the discussion of your grade my complete focus,** graded work will not be discussed in the hallway or classroom. In the event that you would like to discuss a grade that you have earned, please follow the following procedures:

- Wait 24 hours after receiving an evaluation before contacting me with a concern. This gives you a chance to review the rubric and assignment directions and have a sense of what type of questions you want to address as well as how the assignment could have been strengthened.
- If, after thoroughly reviewing the comments and the course/assignment criteria, you feel a discussion is warranted, schedule a meeting with me no later than one week after you receive that grade.
- At least 24 hours before the scheduled meeting, electronically submit a letter addressing 1) what you would like to discuss in the meeting and 2) the ways in which your work achieved all the assignment criteria.
- Arrive at the meeting ready to discuss your evaluation in a reasonable manner.

Additionally, you have the numeric explanation of how the final grade will be calculated; therefore, please do not contact me with questions such as, “What do I have to make on the 2<sup>nd</sup> exam to make sure I get a C”; since you have the information, you can do the math for yourself. Finally, once final grades are submitted, please do not email me asking me to consider changing your grade because “you were striving for a 4.0”, “you must receive a C to keep your scholarship”, etc. As noted above in the **GRADES** section, grades are not given nor awarded; they are earned.

## COURSE POLICIES

**ATTENDANCE AND TARDINESS:** Doing well in this class requires that students arrive for class on time, stay for the entire session and participate actively in class discussion. To minimize interruptions, if you are late and the door is closed, DO NOT knock or motion to classmates to let you in. **We may be involved in sensitive dialogue, and interruptions can disrupt the flow of that dialogue.** It is assumed that because you registered for this class that your schedule permits you to be here on time and stay for the entire class period. **If you foresee conflict with this class time and other obligations in your life, let’s have a conversation.** It may be that another section or another semester may work out better for your schedule. Fortunately, this class is offered both online and face to face, so there are options that can accommodate most schedules. You do not need to check in with me if you are going to be absent – simply use Blackboard for peer taken notes. **Just a note – it always stings a little when students email**

me after missing class to ask, “did I miss anything important” – I honestly consider each class “important”. If you miss a class, you will have an idea of what was missed by referencing the course schedule as well as the peer-taken notes. Prolonged absence due to illness or other personal matters will be handled with the help of Student Services. Please see “Incompletes” for information on whom to contact.

**SUBMISSION OF WORK:** Most assignments will be submitted through Blackboard. The due date for all assignments is by the start of class. In-class writings will be reflection opportunities for what we discussed that day. They will be unique prompts that would have required the writer being in class for the dialogue. Therefore, if you are absent for an in-class writing, there will not be an opportunity to make that up. In-class writings make up a small percentage of your total grade in the class, so missing one will not horribly impact your standing.

**RETURNING GRADED WORK:** I have a one-week turnaround grading policy. This means, unless you are otherwise notified, I will have work graded and ready to return a week after it is submitted. Grades are also posted on Blackboard.

**LATE WORK:** Late papers will receive a 10 point deduction for each day that it is late, up to three days. After three days, you will not be allowed to turn in the paper. **PLEASE NOTE:** Day means calendar day – weekends count. **SWAs will not be accepted late.** Assignments are due in class by the start of class on the date assigned. Suggestion: provide “lead time” for yourself so that you are not pressed for time at the last minute.

**SPECIAL NEEDS:** I invite any of you who have any disability, either permanent or temporary, or any other special circumstances which might affect your ability to perform in this class to inform me so that together we can adapt methods, materials, or assignments as needed to provide equitable participation. Please inform me as soon as possible if you have any special needs or considerations for testing (ex. being registered with the Office of Educational Accessibility or having a religious holiday celebration in conflict with a test day); every effort will be made in this class to respect our diversity.

**INCOMPLETES:** Documented illnesses, deaths in family, car accidents or other traumatic occurrences call for flexibility and good judgment on the part of the student and instructor. These situations are rare and are handled individually. Should such a situation occur, students **MUST** contact Student Ombudsperson Services (email [SAHearsU@odu.edu](mailto:SAHearsU@odu.edu) or by phone 757-683-3442, website <http://studentaffairs.odu.edu/sos/>) to acquire the necessary documentation. An incomplete grade will only be given if 1) the student has completed ½ or more of the course requirements with a C or better, 2) there is legitimate deficiency due to the illness or emergencies deemed acceptable to the instructor, and 3) there is not neglect on the student’s part.

#### **OTHER STUDENT RESOURCES:**

**Technical Support:** 757- 683-3192 or Toll Free: 877-348-6503, [ocshelp@odu.edu](mailto:ocshelp@odu.edu)

**Counseling Services:** 757-683-4401; 1526 North Mall of Webb Center; <http://web.odu.edu/~counsel>.

**Student Health Services:** 757-683-3132; 1007 South Webb Center

**Career Management Center:** 757-683-4388; 2202 Webb Center North; [www.odu.edu/cmcc](http://www.odu.edu/cmcc)

**Women’s Center:** Services are open to women and men- 757-683-4109 [www.odu.edu/womenscenter](http://www.odu.edu/womenscenter)

**CLASSROOM BEHAVIOR:** During class discussion, you are expected to behave in a respectful manner toward both the instructor and fellow students. This means that full attention is to be paid to anyone who is speaking. In this course, you are likely to be confronted with issues about which you hold strong

views or with opinions from some of your classmates that are very different from your own. In order to maintain a positive learning environment, participation in discussion must be responsible and respectful toward all involved. Learning does not happen without the open challenge and confrontation of assumption; therefore, participants must be willing to openly disagree with and question each other. However, actions that insult, demean or attack another person ARE NOT appropriate or acceptable in a place of learning- regardless of how strongly you disagree with what a fellow classmate has said. This type of behavior will not be tolerated. Also, please note that it is expected that you will actively participate in these discussions.

#### Guidelines for Interaction (borrowed from Brenda J. Allen, Ph. D. 2014)

1. In every way, we will work to create a safe atmosphere for open discussion.
2. We will recognize the uniqueness of each individual.
3. We will assume that people are doing the best they can.
4. We acknowledge that sexism, racism, ageism, heterosexism, and other types of discrimination have most often been systematically taught and learned.
5. We cannot be blamed for information we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
6. We will try to enact humility regarding ways that we are privileged, but others may not be.
7. We will actively pursue information about our own groups and those of others. We are each assumed to be the experts on our own reality and very much involved in researching that reality with each other.
8. We will share information about our own groups with other members of our group, and we will NEVER demean, devalue or in any way put down people for their experiences.
9. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down walls, which prohibit group cooperation and group gain.
10. The process of learning is an ongoing process for all involved in this process and requires constant critique, reflection, and action. Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, relying on each other's strengths and resources rather than either addressing problems individually or relying on outside experts to solve them.
11. Some content in this process is emergent. Each of us has to be involved not only in determining content, but in explicitly reflecting on what counts as knowledge, how learning takes place and our own roles in this process. The "bank" from which content is drawn includes the social reality of our lives: it may range from the very immediate context of the workplace itself to family and community content to broader political issues.

12. The facilitator's role is to act as a problem-poser, facilitating the process of uncovering important issues and reflecting on them, in addition to sharing knowledge and skills. Because all participants are experts on their own reality and learning style, the facilitator is a co-learner.

13. We will become lifelong learners, continually accepting differences among diverse populations, including: race, ethnicity, disabilities, nationality, social class, sexual orientation, gender, religion, and culture.

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*By attending the second class of this term, I will understand that to mean you agree to put forth your best effort in this class and that you further understand the requirements of this course and expectations of the instructor.*

Thanks –

CJH

Spring 2022 Tentative Schedule

*The instructor reserves the right to adjust the schedule as necessary. Changes to the schedule will be posted on Blackboard and announced in class.*

Date	Topic	Assignment Due	Reading
	Course overview Intro. To class		<b>Read</b> "Why Race, Class and Gender Still Matter" (Anderson & Hill Collins) <b>Read</b> "Age, Race, Class and Sex: Women Redefining Difference" (Lorde)
	Where this field has been Gendered Movements – who has been heard/omitted voices		<b>Read</b> "From a Native Daughter" (Haunani-Kay) <b>Read</b> "Label Us Angry" (Torres) <b>Read:</b> "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" (Crenshaw)
	Theories		<b>Read</b> "It Looks Like a Demon: Black Masculinity and Spirituality in the Age of Ferguson" (Hawley & Flint)
	Theories		<b>Read</b> "Twenty Year of Critical Race Theory: Looking Back to Move Forward" (Crenshaw)
	Theories		<b>Read</b> "Intersectionality: Mapping the Movements of a Theory" (Crenshaw)
	Socialization: Family	<b>SWAs 1 and 2 due – see Blackboard</b>	<b>Read</b> "Our Mothers' Grief: Racial-Ethnic Women and the Maintenance of Families" (Dill)
	Family		<b>Read</b> "LGBT Sexuality and Families at the Start of the 21 <sup>st</sup> Century" (Moore and Stambolis-Ruhstorfer)
	Family		<b>Read</b> "The Good Daughter Dilemma: Latinas Managing Family and School Demands" (Espinoza) <b>Read</b> "Good Girls: Gender, Social Class and Slut Discourse on Campus" (Armstrong, Hamilton, & Steeley)
	Identity		<b>Read</b> "The Invention of Heterosexuality" (Katz) <b>Read</b> "Queering the Sexual and Racial Politics of Urban Revitalization" (Lessard)
	Identity	<b>Submit Wix Link</b>	<b>Read</b> "From Transgender to Trans: The Ongoing Struggle for Inclusion, Acceptance and Celebrations of Identities Beyond the Binary" (Ryan) <b>Read</b> "They Aren't Talking about Me" (Bailey) <a href="http://www.crunkfeministcollective.com/2010/03/14/they-arent-talking-about-me/">http://www.crunkfeministcollective.com/2010/03/14/they-arent-talking-about-me/</a>
	Identity		<b>Read</b> "Prisons for Our Bodies, Closets for our Minds: Racism, Heterosexism, and Black Sexuality" (Collins)
	Socialization: Media		<b>Read</b> "Media Magic: Making Class Invisible" (Mantsios)

	Media		<b>Read</b> "Race, Gender and Virtual Inequality: Exploring the Liberatory Potential of Black Cyberfeminism Theory" (Gray)
	Media	<b>SWAs #3 and 4 due</b>	<b>Read</b> "Talking Back to Controlling Images: Latinos' Changing Responses to Racism Over the Life Course" (Vasquez-Tokos & Norton-Smith)
	Media		<b>Read</b> "Frozen in Time: The Impact of Native American Media Representations on Identity and Self-Understanding" (Leavitt, Covarrubias, Perez & Fryberg)
	Nonverbal Communication		<b>Read</b> "Asian American Women and Racialized Femininities: 'Doing' Gender Across Cultural Worlds" (Pyke & Johnson) <b>Read</b> excerpt from <i>Crooked Room</i> (Harris Perry) <a href="http://blog.yalebooks.com/2011/11/28/free-crooked-room-excerpt-from-melissa-harris-perrys-sister-citizen/">http://blog.yalebooks.com/2011/11/28/free-crooked-room-excerpt-from-melissa-harris-perrys-sister-citizen/</a>
	Nonverbal Communication		<b>Read</b> "Keep Your 'N' in Check: African American Women and the Interactive Effects of Etiquette and Emotional Labor" (Durr & Wingfield)
	Language and Verbal Communication		<b>Read</b> "Intersectional Mobilization, Social Movement Spillover and Queer Youth Leadership in the Immigrant Rights Movement" (Terriquez)
	Language and Verbal Communication		<b>Read</b> "Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America" (Gallagher)
	Language and Verbal Communication	<b>SWAs #5 and 6 due</b>	<b>Read</b> "White Privilege: Unpacking the Invisible Knapsack" (McIntosh)
		Exam #1	
	Relationships	<b>Research Paper topics due</b>	<b>Read</b> "Loving Across Racial Divides" (Steinbugler)
	Relationships		
	Relationships		
	Relationships		
	Relationship Violence		<b>Read</b> "The Intersectional Paradigm and Alternative Visions to Stopping Domestic Violence: What Poor Women, Women of Color, and Immigrant Women Are Teaching Us About Violence in the Family" (Sokoloff)
	Relationship Violence	<b>SWAs #7 and 8 due</b>	<b>Read</b> "Policed, Punished, Dehumanized: The Reality for Young Mena of Color Living in America" (Rios) "The Myth of Immigrant Criminality and the Paradox of Assimilation" (Rumbaut & Ewing)
	Education		<b>Read</b> "From Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools" (Ladson-Billings) <b>Read</b> "Academic Resilience Among Undocumented Latino Students" (Perez, Espinoza, Ramos, Coronado, & Cortes)

	Education	<b>SWAs #9 and 10 due</b>	<b>Read "Michael's Story: I Get Into So Much Trouble Just by Walking: Intersections of Learning, Disability, Race and Class" (Connor)</b> <b>Read "Health Inequities, Social Determinants" (Lopez &amp; Gadsden)</b>
	Organization	<b>Article Analysis Proposal due</b>	<b>Read "Jobless Ghettos: The Social Implications of the Disappearance of Work in Segregated Neighborhoods" (Wilson)</b> <b>Read "Working Class Growing Pains" (Silva)</b>
	Organization		<b>Read "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination" (Bertrand &amp; Mullainathan)</b>
	Organization	<b>SWAs #11 and 12 due</b>	<b>Read "Gender Matters. So Do Race and Class: Experiences of Gendered Racism on the Wal-Mart Shop Floor" (Weissinger)</b>
	What's Next?		<b>Read "Reimagining Intersectional Democracy from Black Feminism to Hashtag Activism" (Jackson)</b>
	Group Round Table		
	Group Round Table		
	Group Round Table	<b>Article Analysis due</b>	
	Group Round Table		
		<b>In-class Exam #2</b>	
		<b>Take Home Exam Due by 8:30 a.m.</b>	

**THE HONOR SYSTEM:** Please note that as a student of Old Dominion University, you have signed a pledge accepting responsibility to abide by the Honor Code. This is an institutional policy approved by the Board of Visitors and enforced in this class. Your work in this class is expected to be original, reflecting your own thought, research, and expression. You will have committed plagiarism if you reproduce someone else's work without acknowledging the source. **All work submitted for academic credit must include "Honor Pledge" with your (Electronic) Signature.**

**NOTE:** Any student taking this class for Grade Forgiveness (or a second time for any reason) is expected to produce new and relevant course material for this particular semester. You may not re-submit materials prepared for a different semester, regardless of the instructor. Additionally, it is considered a violation of the honor code for you to turn in the same, or similar, work for two different assignments. This means it is considered cheating for you to turn in the same paper to me and another professor.

About Plagiarism: A Guide for College of Arts and Letters Students

### **What is plagiarism?**

The ODU *Catalog* defines plagiarism as follows: "A student will have committed plagiarism if he or she reproduces someone else's work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group's work and participates in none of the group's activities, but attempts to take credit for the work of the group."

### **Hints for Avoiding Plagiarism:**

- \* *More than three words copied in sequence is plagiarism.* This is ordinarily a good yardstick to use when wondering whether or not quotes are appropriate; they are, if you are copying more than three words in sequence that are not part of a common phrase (e.g. "up-to-date").
- \* *One source is not "common knowledge."* Common knowledge does not require citation. But something is not common knowledge if you have found just one source for the information.
- \* *When in doubt, cite!* If you have any doubt about whether or not to cite a source, err on the side of making the attribution.
- \* *If your co-author sounds surprisingly eloquent, make sure the contribution is his/her own.* We often work in groups and co-author papers and projects. You should ask the question of your co-author if you doubt the work is his/her own. In group work, you are responsible for the project/paper in its entirety.
- \* *Look away.* When you are writing, do not have open books or papers in front of you as you type. Read your sources, and then put what you have read into your own words.
- \* *Writing is hard work.* Paraphrasing is relatively easy, writing is hard. Learning to be a good writer is part of what your college education is about. Staring at an empty screen does become less daunting over time!
- \* *Just because it's on the Internet, doesn't mean it's yours.* The Internet is a fantastic resource and search engines are terrific research tools. But what you find on the Internet was written by someone. You must cite Internet web sites, and if you use a quote, use appropriate quotation procedures.
- \* *Paraphrasing is more than changing a verb tense or reordering a list.* Essentially, paraphrasing is used to summarize another author's text. A paraphrased passage must be cited.
- \* *Use a Style Guide.* Purchase a style guide and refer to it. Your instructor may suggest one that is specific to an academic discipline. You may also ask a reference librarian for recommendations.

### **The High Cost of Plagiarism**

Plagiarism can ruin your reputation and cost you your professional career, along with the respect of your peers and family. Plagiarism at Old Dominion University is an act of academic dishonesty that has serious consequences. Note that plagiarism is specifically covered in the ODU Honor Pledge. Refer to your course syllabus and the Student *Handbook* and the Office of Student Affairs for details about sanctions and penalties for this behavior.

This information is adapted from a guide developed by Old Dominion University's College of Business and Public Administration.



## 315W Media Analysis

80 points

We will discuss the topic of images of women and men in the media. This assignment extends that discussion by asking you to find and analyze examples of gender and sex depiction in media and then develop your findings into a paper.

1. Select a mediated source/media artifact that exemplifies what we've read and discussed in class. You may select a film clip, viral video, and a clip from a TV show, news clip, commercial, magazine or newspaper advertisement, music video, segment of a song, segment of a radio broadcast or podcast. An article out of a magazine or newspaper will not work for this assignment because that's information, not a depiction or representation. You will have to provide the image or link to this source. Your subject should be timely (in the media within the last 6 months).
  - o Stronger submissions will use a very focused media object. For example, rather than writing on women in hip-hop, generally, a stronger assignment might focus on society's reaction to Beyoncé's Super Bowl halftime show.
2. Write a 1,000-word gender analysis that in some way responds to, analyzes, and/or critiques your media artifact. Because this is a more informal style of writing, you do not have to quote or paraphrase from our course readings. Aim for a writing style that is clean, crisp, and fun to read.
3. Submit your writing on your Wix page in the Blog tab and Hyperlink 3-5 key words or phrases in your writing. Link these to relevant online sources. These sources could be other articles that give additional context for your piece, link to the media artifact, and/or articles that provide a similar or different perspective from the position you're taking.
4. Submit your file as a blog on your Wix page. Remember, I grade what is submitted, so be sure your hyperlinks and tags appear. Work out the kinks first.
5. Check **Resources** -> [Media Analysis Rubric](#) to find out how you will be graded.
6. You may want to follow a "V" shape in constructing this paper. Start at a broad point, such as gender communication in general. Then work more narrowly by discussing gender as communicated via media. Then get even more specific to the medium you have chosen for this assignment. Once you have made an argument about depiction of gender in a particular medium, transition into an explanation and intersectional analysis of your particular media example, tying it to the previous argument. I would also suggest that you follow this general outline: Explain a gendered issue/problem, select and use information to develop a coherent analysis and synthesis, identify the influence of context, your own and others' assumptions, state a position (thesis/hypothesis), and construct a conclusion logically related to the range of information and implications provided from the media artifact.

## POPULAR PRESS ANALYSIS: GUIDELINES & REQUIREMENTS

For this analysis, you will critique and compare a discussion of a gendered related topic in the popular press to academic research. The topic should focus on a problematic aspect of gender and communication – for instance, the psychological implications of the angry black woman stereotype on African American women in college and in the professional context.

In order to do this, you should do the following:

1. Find **one** article in the “popular press” that discusses some aspect of gender and communication. Information about what is considered a popular press article can be found below. Summarize the content of the popular press article. Clearly identify the claims, generalizations, and/or assumptions that are made about gender and communication. Identify what may be problematic about the assumptions, claims, and/or generalizations made in the article.
2. Examine **two** scholarly research (peer reviewed) journal articles that discuss the chosen aspect of gender and communication. Briefly summarize both articles. Include: What were the researchers trying to find out? How did they conduct the study? What were their results? Did they mention any specific applications of their results? Use the information we have reviewed in our discussions of the supplemental readings as a guide.
3. Discuss whether the scholarly research agrees or disagrees with all or parts of the popular press article’s claims, generalizations and/or assumptions. Be specific, comparing details from the popular press to the scholarly research. Devise and discuss suggestions for addressing/disrupting the problematic nature that has been identified.

This assignment will be completed in two parts: the proposal and Final Analysis. More information about the requirements for each part of the assignment can be found below.

### Popular Press & Scholarly Research Requirements

**Popular Press Articles:** Popular press articles may come from newspapers, magazines, TV news shows, and online news sources.

You SHOULD NOT use:

- Social media posts (Facebook, Twitter, etc.)
- Blogs
- Articles from other types of websites
- Articles in the popular press that summarize scholarly research

If you are unsure about whether a resource is acceptable, please email Prof Harrell.

**Scholarly Research:** For this assignment, you should use **two scholarly journal articles**. Do not use more than 2 scholarly journal articles. These should be peer-reviewed journal articles.

**PLEASE NOTE:** You **MAY NOT** use any of the supplied course supplemental readings or the course text to satisfy the requirement for scholarly research, although they may be used as a supplement in the discussion section of the assignment if desired and appropriate. **PLEASE NOTE:** If you use resources that are not scholarly, peer-reviewed journal articles, you **WILL NOT** earn the points associated with scholarly research on both the proposal and the final draft (including the summary and comparison sections).

If you are unsure about whether a resource is acceptable, please email Prof Harrell.

**Publication Dates:** Both the popular press article and scholarly articles should be no more than 10 years old.

**Format:** All content in both the proposal and the final analysis should be typed, double – spaced, with one-inch margins in a twelve-point, Times New Roman font.

**Required Citation Style:** APA (American Psychological Association) style must be used to cite all utilized resources in both parenthetical citations and on a Reference Page.

**Title Page and Header:** You will be required to include a Title Page and header in both the proposal and final analysis. The title page should include the “Honor Pledge” with your electronic signature.

The proposal sets the foundation for the final analysis. In the proposal you will provide a brief summary of your chosen popular press article, along with a properly formatted Title Page, header, and citations for ALL articles (both the popular press article and the two scholarly articles). You should include both a Reference page entry and sample parenthetical citation for all utilized resources.

Your **proposal** should include 3 pages:

- **Page 1:** A properly formatted Title Page
- **Page 2:** A paragraph summarizing your popular press article with a properly formatted header
- **Page 3:** A Reference Page with properly formatted entries, a sample parenthetical citation for your 2 scholarly journal articles and your popular press article, and a properly formatted header

## **Formatting Requirements**

### **Popular Press Analysis: Proposal**

<b>Popular Press Analysis Proposal Rubric</b>	
<b>Formatting</b>  Properly formatted Title Page Properly formatted header Double spaced 1 inch margins  12 point, Times New Roman font	<b>5 points</b>
<b>Summary of the Popular Press Article</b>  Summary of the important elements of the article, including what concepts, theories, terminology, etc. relate to course content.	<b>20 points</b>
<b>Properly Formatted Ref Page (3 Entries)</b>	
<b>Popular Press Article: Ref page entry and parenthetical citation</b>	<b>5 points</b>
<b>Scholarly Journal Article 1</b>	
Legitimate resource used (scholarly journal article)	<b>5 points</b>
Proper APA citations (Reference page entry and parenthetical citation)	<b>5 points</b>
<b>Scholarly Journal Article 2</b>	
Legitimate resource used (scholarly journal article)	<b>5 points</b>
Proper APA citations (Reference page entry and parenthetical citation)	<b>5 points</b>
<b>Total: 50 points</b>	

**Please note:** Your proposal cannot be graded if your citations are incomplete – you will be contacted if this is the case and will be instructed on what information is missing and needs to be submitted. This information must be sent to the Instructor as soon as possible.

**Improper Popular Press Article:** If you choose a popular press article that is not appropriate for this assignment, you will be given the opportunity to choose a new article and submit a new proposal. If this occurs, you will be given a new deadline to submit the proposal. **PLEASE NOTE:** The deadline for the final analysis will **not** be extended in this situation.

**Please refer to the course schedule for the due date for the proposal.**

The final analysis builds on the proposal. In this assignment you should fully and clearly summarize **all** utilized resources (the popular press article and two scholarly journal articles). Then you will discuss whether the scholarly research supports or refutes the claims, generalizations, or assumptions about gender and communication in the popular press article. You should make explicit, clear connections between the popular press article and the scholarly articles.

**Length:** Your final analysis should include 4 – 5 pages **of content**. This length **DOES NOT** include the title page or References page; this means, **at a minimum**, your final analysis should be at least 6 pages long.

## Popular Press Analysis: Final Analysis

<b>Popular Press Analysis Final Draft Rubric</b>	
<p><b>Format:</b></p> <p>Properly formatted Title Page Properly formatted header 4 – 5 pages of content Double spaced</p> <p>1 inch margins 12 point, Times New Roman font Properly formatted Reference Page &amp; Parenthetical Citations</p>	<b>10 points</b>
<p><b>Writing Skills:</b></p> <p>Effective introduction Clear thesis – identifies problematic nature of specific gender communication topic Effective conclusion which offers actionable suggestions for disrupting the identified problem(s). Grammar, sentence structure, wording &amp; spelling appropriate</p>	<b>10 points</b>
<p><b>Summary of Popular Press:</b></p> <p>Provides a clear summary of the article’s content Highlights the important claims, generalizations or assumptions, providing detail and support (or lack of support) for the claims made Cites article when necessary</p>	<b>20 points</b>
<p><b>Summary of Scholarly Research:</b></p> <p>Clearly summarizes each article used</p> <p>Cites articles when necessary</p>	<b>35 points</b>
<p><b>Discussion of Similarities/Differences</b></p> <p>Clearly discusses how the scholarly research supports or refutes the popular press article’s claims, generalizations and/or assumptions Provides examples from both popular press and scholarly articles to support analysis Cites articles when necessary</p> <p>Provides a “so what” action plan for how to resolve/work toward a solution related to the problematic gender communication issue noted in thesis.</p>	<b>25 points</b>
<b>Total: 100 points</b>	

**Please refer to the course schedule for the due date for the final analysis**