

Course Prefix and Number CST 407

FORM A
NEW OR AMENDED COURSE PROPOSAL

Consult the *Curriculum Guide for Instructions*. Each course proposal submitted to the UCC or GSC must include this form as a cover sheet. Submit one (1) single-sided copy of each proposal for an undergraduate course and one (1) original for a graduate course. If you plan to request General Education markers or a GEC category designation you should attach Form C when you submit the proposal to the Office of Undergraduate Education. *Note that all new or amended courses must be approved by UCC before they can be reviewed for General Education markers or GEC category designations.* The following items must be included in all UNCG course proposals. Please examine the proposal and check each item below to indicate that it is included. Each item should be numbered and in correct order.

- (X) 1. Course identification:
- Course prefix, number, title CST 407 Gender and Communication
 - X New course (**Consult Registrar's Office for available number**)
_____ Amended course
 - Course Type(s): See page 7? _____
- (X) 2. Rationale for the course or course amendment (include relationship to curriculum of the program)
- The Communication Studies undergraduate curriculum has not had a permanent course addressing the issues of gender and communication process; yet, gender is a central, analytical concept in the discipline. After trying out a course under our CST 460 Special Topics course number, the course gains full enrollment and is very popular among students who see it as integral to their interpersonal, family, and identity studies within the communication studies major. At this time, the faculty decided to convert from special topics to a permanent course.
- (X) 3. Specify grading method: letter grade
- (X) 4. Can course be repeated for credit? Yes ___ No X If yes, indicate specifics.
- (X) 5. Specify Credit (use Course Credit Structure Guide): 3:3
- (X) 6. Prerequisites and/or co-requisites (use specific course numbers): CST 207
- (X) 7. Catalog description, not to exceed 30 words: Using a case study method, this course examines the relationship of gender to communication process. Identity, language, and relationships within cultural context are key concepts under study.
- (X) 8. Mode of Delivery: (a) face-to-face on campus
- (X) 9. Date for first offering of the course/effective date of change: Fall 2010

- (X) 10. Frequency of offering: spring
- (X) 11. Consultation with other departments (use Course Consultation Form): Consulted with Women's and Gender Studies; Psychology; Sociology; Anthropology. See attached consultation forms.
- (X) 12. Will this course satisfy requirements for any teacher education program? Yes __ No X
If yes, refer to the Teachers Academy.
- (X) 13. NEW UNDERGRADUATE COURSE ONLY: Are you requesting a General Education Core or Marker designation? Yes __ No X If so, attach the appropriate Gen Ed **Form C** and the UCC Secretary will forward your proposal to the Gen Ed Council after UCC approves it as a course. **IF YOU WISH TO APPLY FOR A GEC CORE OR MARKER DESIGNATION FOR AN ALREADY-EXISTING COURSE, DO NOT USE THIS FORM – SEE FORM C.**
- (X) 14. Course Syllabus. See Attached.
- (X) 15. Differentiation of requirements for undergraduate and graduate students-**500-level courses only**. Not Applicable.

**FORM B
COURSE/PROGRAM CONSULTATION**

May be used for consultation regarding a new course, degree, major, minor, concentration or certificate

To: Dr. Art Murphy, Anthropology Department Date: 10-12-09

From: Dr. Jody Natalie, Communication Studies

Course Prefix/Number/Title: CST 407 Gender and Communication Credit: 3 SH
OR

Program Title: _____

This form serves the purposes of providing information as courtesy and avoiding duplication. Please take this opportunity to review the enclosed description or syllabus and to comment upon it in view of your department's offerings. ***Failure to respond within 14 days of the above date will be interpreted as your unit's support of the proposal.***

Have no reservations.

Have **the following reservations/suggestions:**

Name, Title, Department of person completing this form (please print or type):

Signed: _____ Date: 10/15/09

The originating department is required to provide the UCC and/or GSC evidence that it has consulted with other interested units concerning the aims and content of the proposed new course or program. Please attach this cover sheet to a copy of the descriptive material prepared for the UCC/GSC when it is forwarded to the selected units. A copy of the completed cover sheet will be attached to the material to be forwarded to the UCC/GSC; use the original cover sheet if no response is received.

Response from originating department:

Form not returned by consulting department within 14 days

Approved by UCC 4/91
Amended 2009

OCT 19 2009

**FORM B
COURSE/PROGRAM CONSULTATION**

May be used for consultation regarding a new course, degree, major, minor, concentration or certificate

To: Dr. George Michel, Psychology Department Date: 10-12-09

From: Dr. Jody Natalle, Communication Studies

Course Prefix/Number/Title: CST 407 Gender and Communication Credit: 3 SH
OR

Program Title: _____

This form serves the purposes of providing information as courtesy and avoiding duplication. Please take this opportunity to review the enclosed description or syllabus and to comment upon it in view of your department's offerings. ***Failure to respond within 14 days of the above date will be interpreted as your unit's support of the proposal.***

Have no reservations.

Have **the following reservations/suggestions:**

Name, Title, Department of person completing this form (please print or type):

George Michel, Psychology Dept / Head

Signed: *George Michel* Date: 10/19/09

The originating department is required to provide the UCC and/or GSC evidence that it has consulted with other interested units concerning the aims and content of the proposed new course or program. Please attach this cover sheet to a copy of the descriptive material prepared for the UCC/GSC when it is forwarded to the selected units. A copy of the completed cover sheet will be attached to the material to be forwarded to the UCC/GSC; use the original cover sheet if no response is received.

Response from originating department:

Form not returned by consulting department within 14 days

Approved by UCC 4/91
Amended 2009

**FORM B
COURSE/PROGRAM CONSULTATION**

May be used for consultation regarding a new course, degree, major, minor, concentration or certificate

To: Dr. Julie Brown, ^{Sociology}~~Psychology~~ Department Date: 10-12-09

From: Dr. Jody Natalle, Communication Studies

Course Prefix/Number/Title: CST 407 Gender and Communication Credit: 3 SH
OR

Program Title: _____

This form serves the purposes of providing information as courtesy and avoiding duplication. Please take this opportunity to review the enclosed description or syllabus and to comment upon it in view of your department's offerings. ***Failure to respond within 14 days of the above date will be interpreted as your unit's support of the proposal.***

Have no reservations.

Have **the following reservations/suggestions:**

Name, Title, Department of person completing this form (please print or type):

Julie V. Brown, Head, Sociology

Signed:  Date: 10/15/09

The originating department is required to provide the UCC and/or GSC evidence that it has consulted with other interested units concerning the aims and content of the proposed new course or program. Please attach this cover sheet to a copy of the descriptive material prepared for the UCC/GSC when it is forwarded to the selected units. A copy of the completed cover sheet will be attached to the material to be forwarded to the UCC/GSC; use the original cover sheet if no response is received.

Response from originating department:

Form not returned by consulting department within 14 days

Approved by UCC 4/91
Amended 2009

FORM B
COURSE/PROGRAM CONSULTATION

May be used for consultation regarding a new course, degree, major, minor, concentration or certificate

To: Dr. Kathy Jamieson, Women's and Gender Studies Date: 10-12-09

From: Dr. Jody Natalle, Communication Studies

Course Prefix/Number/Title: CST 407 Gender and Communication Credit: 3 SH

OR

Program Title: _____

This form serves the purposes of providing information as courtesy and avoiding duplication. Please take this opportunity to review the enclosed description or syllabus and to comment upon it in view of your department's offerings. ***Failure to respond within 14 days of the above date will be interpreted as your unit's support of the proposal.***

Have no reservations.

Have the following reservations/suggestions:

Name, Title, Department of person completing this form (please print or type):

Signed: _____ Date: _____

The originating department is required to provide the UCC and/or GSC evidence that it has consulted with other interested units concerning the aims and content of the proposed new course or program. Please attach this cover sheet to a copy of the descriptive material prepared for the UCC/GSC when it is forwarded to the selected units. A copy of the completed cover sheet will be attached to the material to be forwarded to the UCC/GSC; use the original cover sheet if no response is received.

Response from originating department:

Form not returned by consulting department within 14 days

Approved by UCC 4/91
Amended 2009

Syllabus
CST 407
Gender and Communication
Spring 2010
T/TH 2-3:15 p.m., Room #, Name of Bldg.

Prerequisite: CST 207: Relational Communication or equivalent

Credits: 3 Semester Hours

Catalog Description: Using a case study method, this course examines the relationship of gender to communication process. Identity, language, and relationships within cultural context are key concepts under study.

For Whom Planned: Elective course in the undergraduate BA program in Communication Studies. Supports the scholarly focus areas in the department on voices of identity and relationships and voices of change, diversity and difference, and conflict.

Professor: Dr. Jody Natalie
112 Ferguson Bldg.
Phone: 334-5297
E-mail: ej_natalle@uncg.edu
Office Hours: T/T 3:30-4:30 p.m.; W 2-3 p.m. OR By appointment

Purpose of the Course: CST 407 is an upper-level, elective course designed to serve undergraduates interested in the scholarship of identity and relationships and/or diversity and difference. The course uses case studies and comparative analysis to take an in-depth look at gender and communication. As we address the mission statement of the Communication Studies Department, we will be particularly interested in how the standpoint of gender provides a frame for understanding the way in which communication cultivates ethical voices to construct and transform identities and relationships. Ultimately, we hope to see how gendered communication assists us to understand ourselves and others, predict behavior, and transform self and relationships.

Student Learning Outcomes: Upon successful completion of this course, students will be able to do the following:

1. apply specific communication theories that serve as tools to explain how gender and communication processes are related.
2. utilize a working knowledge of the concepts and principles of gendered communication style that may lead to interpersonal competence and promote healthy relationships.
3. solve and create cases of gendered communication as a mode of analysis for everyday life.
4. evaluate how theories for studying communication behavior are deeply embedded

in cultural ways of knowing and useful only to the extent that we understand the boundaries of that culture's ethical system.

5. justify a tolerance for diverse voices as a strategy to strengthen communication within a community.

Required Texts:

1. DeFancisco, Victoria P., & Palczewski, C.H. (2007). *Communicating Gender Diversity: A Critical Approach*. Los Angeles: Sage Publications. (Available at UNCG Bookstore, Amazon.com, or order@sagepub.com.) If your financial aid is late arriving, you may go to the Reserve Desk at Jackson Library and borrow the copy of our text to complete reading assignments.

2. Materials on Blackboard that include: (1) e-reserve readings, (2), a course packet of informational handouts, (2) a course bibliography. Below is a reserve reading list that lists readings in the order in which we will read and matches the syllabus by author last name. The course bibliography is expected to help you with your case creation and to provide additional information on topics of interest. It is expected that you will use bibliographic materials in your work for the course. Other course documents such as assignments and the syllabus are also on Blackboard.

E-reserve readings on BB in order of reading: [Note that sources more than five years old are usually the original reading on a topic or have classic concepts embedded in the text. Because we are interested in how concepts develop within cultural contexts, we take these readings as a starting point and then jump to the present in the application of theory and concepts through class activity and/or packet items. One of the consistent themes in gender research is how persistent concepts are and how difficult they are to change in some cultural contexts, and the readings demonstrate that notion.]

Backlund, P.M., & Williams, M.R. (2004). *Readings in Gender Communication*
Belmont, CA: Thomson/Wadsworth. Includes readings by Basu, Malin, Cummings, Quintanilla, Kleinman, Harvey, Amason & Jenkins, Hansen. (These are quite short.)

Natalle, E.J. (2009). CST 460 Course Packet

Natalle, E.J. (2009). Transformation Criticism. Unpublished Essay. UNCG

Walker, K. (2007). I'm Not Friends the Way She's Friends: . . . Constructions of Masculinity in Men's Friendships. In M.S. Kimmel & M.A. Messner (Eds.). *Men's Lives* (pp. 325-337). Boston: Pearson Pub.

Cole, J.B., & Guy-Sheftall, B. (2003). Introduction (pp. xxiii-xxxviii) and Chapter 8: Where Do We Go From Here? (pp. 216-223). In *Gender Talk: The Struggle for Women's Equality in African American Communities*. NY: One World/Ballantine Books.

Philipsen, G. (1975). Speaking "Like a Man" in Teamsterville: Culture Patterns of Role

- Enactment in an Urban Neighborhood. *Quarterly Journal of Speech*, 61,13-22.
- Philipsen, G. (1998). Places for Speaking in Teamsterville. In J.N. Martin, T.K. Nakayama, & L.A. Flores (Eds.). *Readings in Cultural Contexts* (pp. 217-226). Mountain View, CA: Mayfield.
- Thompson, J. & Collier, M.J. (2006). Toward Contingent Understandings in Interracial Marriage. . *Communication Quarterly*, 54, 487-506.
- Gainer, B. (2003). *A Case in Interracial Romance*. Unpublished Manuscript. UNCG.
- Hopper, R. (2003). How Gender Creeps Into Talk. In *Gendering Talk* (pp. 193-208). East Lansing: Michigan State Univ. Press.
- Tannen, D. (1986). Talk in the Intimate Relationship: His and Hers. In *That's Not What I Meant!* (pp. 125-144). NY: Ballantine Books.
- Jones, R. (2007). Drag Queens, Drama Queens, and Friends. *Kaleidoscope*, 6, 61-84.
- Ribeau, S., Baldwin, J., & Hecht, M. (1997). An African American Communication Perspective. In Samovar & Porter (Eds.). *Inter-Cultural Communication* (pp. 147-154). Belmont, CA: Wadsworth.
- Orbe, M. (1997). Utilizing an Inductive Approach to Studying African American Males. In Samovar & Porter (Eds.). *Intercultural Communication* (pp. 227-234). Belmont, CA: Wadsworth.
- Houston, M. (2000). Multiple Perspectives: African American Women Conceive Their Talk. *Women and Language*, 23, 11-17.
3. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (Available at UNCG Bookstore, Amazon.com, and trade stores in the reference department.)

Evaluation and Grading: Final grades will be based on the following breakdown. Points deducted for lates and unexcused absences will come off the final point total.

<u>Possible Points</u>		<u>Final Grade</u>	
Case Reflections (SLOs 1-5)	100 pts.	294-300=A+	219-233=C
Final Exam (SLOs 1, 2, 4)	50 pts.	279-293=A	210-218=C-
Case Creation (SLOs 1, 3, 5)	100 pts.	270-278=A-	204-209=D+
Class Participation (SLOs 1-5)	50 pts.	264-269=B+	187-203=D
		249-263=B	180-186=D-
		240-248=B-	185-below=F
Total	300 pts.	234-239=C+	

Individual course assignments are posted on blackboard with explanations of purpose, links to student learning outcomes, and criteria for evaluation. In addition to the core knowledge gained in this course, all work and assignments are designed to move you in your general education goals toward more effective writing, speaking, critical thinking and interpretation skills, and evaluation ability.

Attendance: You should attend every class session. The course is designed for participation by students and includes many in-class exercises. You should expect to be called upon during the semester. There are no free cuts. For each day you are late to class or that you depart early, one point will be deducted from your final point total. For the first four unexcused absences, five (5) points will be deducted from your point total. Upon the fourth unexcused absence, you will be dropped from the course with a WF. An excused absence includes illness, accident, family emergency or funeral (call or e-mail the professor to let her know what is happening and provide written notification as appropriate), attendance at an approved UNCG event such as athletic team competition or academic conference (bring the notice from the appropriate sponsor), or unavoidable company travel for fulltime employees. Job interviews and roommate problems are not excused absences! Pay attention to this policy. There are no exceptions. Make coming to class a top priority and be on time.

In-Class Behavior: Everyone deserves the respect of others. We are here to learn together and we need an uninterrupted learning environment. Here are the basic rules of conduct:

- Turn off your cell phones before entering the classroom. No cell phone should be heard or in sight at any time during the class hour.
- Eating and drinking in class are not appropriate. If you are suffering from illness that requires a water bottle or cough drops, do bring those with you.
- Getting up in the middle of class or during group work to go to the bathroom or get a drink is not acceptable—take care of these needs before you arrive.
- You are adults and are expected to demonstrate adult behavior. You should be able to sit through a class period by staying involved and showing consideration for others.
- Show respect for others by taking turns, listening, and not cursing or side talking. Respect differences of opinion.
- No lap top computers allowed in this class. Please have laptops put away by the start of class. Do bring paper and a writing instrument every class period.

Your class participation points reflect not only your thoughtful and constructive contributions to class discussion, but also your ability to conduct yourself in a positive, mature manner. Do the reading assignments and come prepared to class for lively and interesting discussion—this class is provocative and fun when everyone is involved.

Exams: There will be a comprehensive final exam. No exam may be made up without a doctor's note or university excuse. If you miss the exam and do not bring a valid excuse, you will receive a zero. **If you go to the UNCG Health Center, make sure you get a written note from the doctor, or proof that you were attended to by a health care provider.** I cannot be

responsible for following up on your situation. I will provide the paper on exam day. Do not bring anything to class but a writing instrument.

Homework: A number of assignments will be given as homework. All homework must be turned in on the due date in order to receive full credit. All documents must be printed on one side only. No faxed or emailed work accepted; turn in hard copies. Conform to the APA style manual. **Late assignments will be substantially penalized.**

Academic Integrity Policy: It is the responsibility of everyone at UNCG to obey and to support the Academic Integrity Policy (a/k/a Honor Code). Students should become familiar with the Policy by reading in the 2009-2010 UNCG UNDERGRADUATE BULLETIN and on-line policies for students. You will be asked to sign an honor pledge for all major work submitted in CST 407. Violation of Honor Policy will result in full and appropriate penalty by the instructor.

Units of Study and Daily Assignments

Unit I **Communicating a Gendered Identity: Theory, Application, and Response to Culture**

In this unit of the course, we will build a foundation of knowledge to understand, predict, apply, and respond to the complex and intertwined nature of gender and communication process. As we look at personal identity, enculturation of gender, and media influences, we will cover a broad range of theory from social psychology to cultural studies to help us position ourselves as communicators who relate and commune with others in cultures bound by ethical systems.

Week 1	Orientation: "Gender is Everywhere" Vocabulary Readiness and Critical Thinking Preparation: Chapter 1 in textbook Packet Item 1: Definitions (E-reserve) Natalle "Transformation Criticism" (e-reserve)
Week 2	Gender Identity: From Sex Role Socialization to the Communicative Performance of Gender Preparation: Chapters 2, 6, & 7 in textbook Basu; Malin (e-reserve) Packet Item 2: Gender Identity (e-reserve)
Week 3	Communicating Femininity Preparation: Chapter 4 in textbook Packet Item 3: Femininity (e-reserve)

- Week 4 Communicating Masculinity
 Guest Co-Teacher This Week: Derek Shaw
 Preparation: Walker “I’m Not Friends” (e-reserve);
 Marx (handout given in class)
 Packet Item 4: Masculinity (e-reserve)
 Case Study 1: My Son Will Not Wear Bows (20 pts.)
- Week 5 Layering Race and Gender Onto Identity
 Preparation: Cole/Guy-Sheftall “Introduction, etc.” (e-reserve)
 Cosby (handout given in class)
 Packet Item 5: Af-Am Comm (e-reserve)
- Week 6 Layering Class and Geography Onto Gender
 Preparation: Both Philipsen Essays on “Teamsterville” (e-reserve)
 Packet Item 6: Teamsterville (e-reserve)
 Case Creation Plan Due (BB course document)
- Week 7 Cultural Studies: Media and Gendered Relationships
 Preparation: Chapter 11 in textbook
 The Public Body: Tattoos and Fashion as Gendered
 Communication
 Preparation: Read Cummings; Quintanilla; Kleinman (e-reserve)
- Week 8 Spring Break. No Class.
 Work on Case Creation as Needed to Get Ahead

Unit II Communication Style and Strategies for Building Competent Gendered Relationships

In the second unit of the course, we will take what we have learned in Unit I and extend it to interpersonal relationships. Here we will concentrate on language and conversational style to help us negotiate the complexities of many types of gendered relationships. Our goal here is to strive for more aware and competent communication.

- Week 9 Navigating Race, Gender, and Romance
 Preparation: Harvey; Amason & Jenkins (e-reserve)
 Case Study 2: Gainer’s Case of Mike and Trina (30 pts.) (e-reserve).
- Week 10 Marriage, Partnering, and Gendered Communication
 Preparation: Thompson & Collier “Toward Contingent. . .” (e-reserve; Packet Item 7: Marriage (e-reserve)

Advising and Preregistration for Summer and Fall Semester: Mar. 23-Apr. 29. Don't forget!

Week 11	When Gender Creeps Into Talk and Cyberspace Preparation: Hopper "How Gender Creeps" (e-reserve); S. Hansen (e-reserve) Case Study 3: Field Project at UNCG (50 pts.)
Week 12	Stereotypes, Sexual Orientation, and Communication Style Preparation: Tannen "Talk in the Intimate"; Jones "Drag Queens" (both on e-reserve) Chapters 3 & 5 in textbook Packet Item 8: Tannen's Styles (e-reserve)
Week 13	From Interracial to Co-Cultural Communication Preparation: Ribeau/Baldwin/Hecht "An Af-Am Comm Perspective"; Orbe "Utilizing"; Houston "Multiple Perspectives" (all three on e-reserve) Packet Item 9: African- Am. Co-Cultural (e-reserve) Presentation of Field Projects (TH)
Week 14	Assess Competence Presentation of Case Studies (TH)
Week 15	Presentation of Case Studies (T) Last Day of Class
May XX	Case Studies Due by 5:00 p.m. (100 pts.)
May XX	Final Examination 3:30-6:30 p.m. (50 pts.) Return Case Studies

Final Grades: You may check your grades via the internet. Log on to the UNCG Homepage and click on *UNCGenie* using your Student ID number and your University PIN. Follow the instructions to Student Services menu, then Student Records, then click Final Grades.. (Also see p. 20 of the Spring 2009 *Registration Guide* for more information.) No grades will be posted or given out over the department telephone line in accordance with university regulations.

Abbreviated Bibliography

Note: The course bibliography is five pages long. Below is a sample of the types of materials that students can use to augment their study and use for case creation.

Allen, B.J. (2004). *Difference matters: Communicating social identity*. Long Grove, IL: Waveland Press, Inc.

Bem, S.L. (1993). *The lenses of gender*. New Haven, Yale Univ. Press.

Beynon, J. (2002). *Masculinities and culture*. Buckingham, UK:Open Univ. Press.

Culture, Society, and Masculinities. [New journal in 2009. Look in Journal Finder.]

Dow, B.J., & Wood, J.T. (Eds.). (2006). *The Sage handbook of gender and communication*. Thousand Oaks, CA: Sage.

Jackson, R.L. II. (Ed.). (2004). *African American communication and identities*. Thousand Oaks, CA: Sage. P94.5.A37.A367 2004 [A book of reprinted articles.]

Kimmel, M.S., & Messner, M.A. (2007). *Men's Lives* (7th ed.). Needham Heights, MA: Allyn & Bacon.

Krolokke, C., & Sorensen, A.S. (2006). *Gender communication theories and analyses: From silence to performance*. Thousand Oaks, CA: P96.S48K76 2006

Lovaas, K.E., & Jenkins, M.M. (2006). *Sexualities and communication in everyday life*. Thousand Oaks, CA: Sage. HQ21.S47512 2007

Martin, J.N., Nakayama, T.K., & Flores, L.A. (2002). *Readings in intercultural communication: Experiences and contexts* (2nd ed.). Boston: McGraw-Hill.

Men and Masculinities. [A leading journal in men's studies available on the www.]

Natalle, E.J., & Bodenheimer, F.R. (2004). *The woman's public speaking handbook*. Belmont, CA: Wadsworth Publishing. PN4192.W65.N380 2004

Whitaker, S. (2001). Gender politics in men's movements. In D. Vannoy (Ed.). *Gender mosaics* (pp. 343-351). LA: Roxbury.

Women's Studies in Communication. [A leading journal in our field published by the Organization for Research on Women and Communication.] P96.S48.W66 9

Wood, J. T. (2008). *Gendered lives: Communication, gender, and culture* (8th ed.). Belmont, CA: Wadsworth. HQ1075.W69 2002