

Communication Studies 595

ST: Seminar in Gender and Communication

Professor: Sara Hayden
Location: LA 304
Days and time: MW 2:00 – 3:20
Office: LA 346
Office Hours: Mondays, Wednesdays 1:00-1:50 and by appointment.
Email: sara.hayden@mso.umt.edu

Course Description:

Gender and communication are mutually constitutive. In other words, gender is both (re)created through and expressed in how we communicate with one another. It would be impossible to offer a course that covers the full range of scholarship devoted to this complex, dynamic topic. As such, I have developed a course that reflects your interests as well as my areas of expertise. We will begin with an introduction to gender/sex, intersectionality, and theories of gender. We will then turn to a discussion of topics including gendered/sexed voices, gendered/sexed bodies, queer theory and the LGBTQ community, gender and emotion, feminisms and border theory, gender and politics, maternal personas, and maternal politics.

As a graduate seminar, the success of the course depends on your engagement and participation. As such, I have designed a series of assignments that will position each of you as co-leaders of class discussions twice during the semester. All students will be expected to participate in classroom activities based on a careful reading of the week's assignments. Please be sure to bring your readings to class. Paper copies are preferable.

Required Reading:

- Palczewski, C. H., DeFrancisco, V. P., and McGeough, D. D. (2019) *Gender in Communication: A Critical Introduction, (3rd Edition)*. Los Angeles: Sage.
- Articles posted on Moodle.

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 this course.

Grades

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

Intersectional Self-Analysis:	50 points
Article Reviews:	200 points
Participation:	50 points
Student Led Discussion:	100 points
Total:	400 points

Grades will be assessed on the following scale:

92% and above =A, 91-90=A-, 89-88=B+, 87-82=B, 81-80=B-, 79-78=C+, 77-72=C, 71-70=C- and so forth.

Intersectional Self-Analysis

One of the central concepts of the course is intersectionality. In short, this concept recognizes that we cannot study gender without taking into account other axes of power and identity including sex, race, ethnicity, class, sexual orientation, among others (e.g., physical ability, physical attractiveness, age, nationality, religion, etc.). However, the significance of different axes of power and identity vary depending on the social context in which you find yourself. (What's going on politically? In what community or institutions are you engaging? What issue or subject matter is being addressed?) This assignment is an opportunity for you to consider your personal intersectional identity. First, consider the categories: In what ways is your gender identity shaped by the markers listed above (or markers not listed)? Second, explore the ways in which your identity confers advantages and/or disadvantages on you as you move through different times, communities, and institutions. **Please note: You do not need to disclose everything about yourself; only share material you are comfortable sharing. Due Date: Wednesday, September 4**

Article Reviews

Starting Week Three and continuing through Week Eleven, we will read five articles or book chapters related to the topic under discussion on a weekly basis (excluding Week Eight). Twice during the semester, you will serve as a co-leader for the week; you must sign-up to serve as co-leader on Moodle. Co-leader assignments will be allotted on a first-come, first-served basis. **Typically, there will be two co-leaders per week. Do not sign up as co-leader three unless all other weeks are full.**

In preparation to co-lead the class, you will be responsible for writing papers based on assigned weekly readings. **Papers are due on the Monday of the week the readings will be discussed.**

Your papers will closely explore *four* of the articles assigned for a particular week. In your papers, please answer the following questions for each article:

- What is the author's *thesis statement*?
- What *arguments* does the author advance to support their claims?
- What *evidence* does the author marshal in support of their claims?
- What are the *strengths* of the essay? In other words, what does the essay contribute to the exploration of gender and communication?
- Does the essay evidence *gaps* or *weaknesses*? If so, how might we *resolve such problems* in future scholarship?

Your response to each essay should be between two and three double-spaced pages, 12-point font.

After you have written your three reviews and read *all five* of the week's assigned readings, please answer these overview questions:

- How do the essays speak to one another?
- Are there common themes?
- Are their areas of disagreement between authors?
- As a whole, how do the essays contribute to our understanding of gender, communication, feminisms, and/or queer theory?

This final question should be answered in approximately three pages; each of the four assignments, then, will be between 11 and 15 pages.

Although each assignment will be broken into five parts (four reviews and an overview) you must write each section using academic prose. This means you will use good grammar, appropriate vocabulary, and complete sentences. Please provide one reference page for each weekly assignment.

Participation:

On the days you complete article reviews, you will serve as a co-leader of classroom discussions. There is no need to coordinate with the week's other co-leader (although you may if you like). Rather, come to class prepared to articulate key points in the essays you have outlined and to make connections between all essays assigned for the week, material discussed earlier in the semester, and your observations about current events, outside readings, and personal interactions. If there are issues you find particularly fascinating/frustrating/confusing, draw our attention to them and be prepared to engage in scholarly conversations about these issues.

On the days you have not completed article reviews, you will be expected to participate fully in classroom discussions based on a close reading of all assigned material, material discussed earlier in the semester, and your observations about

current events, outside readings, and personal interactions. If there are issues you find particularly fascinating/frustrating/confusing, draw our attention to them and be prepared to engage in a scholarly conversation about these issues.

Student Led Discussions

During the final four weeks of the semester (including our finals period), each student will be responsible for leading a discussion on a topic of their choice. You must provide your classmates with two academic essays or book chapters related to your topic at least one week before you are scheduled to lead your discussion; your classmates will be responsible for reading the essays and will come to class prepared to engage in discussion. If you sign up for a spot during the regular semester, will have an entire class period to hold your discussion; if you sign up for our finals period, you will have between fifty and eighty minutes to hold your discussion. As you lead your discussion, help your classmates understand key points, make connections to other material we have discussed and/or current events/issues, and address possibilities for future research/exploration.

On the day of your discussion, you will submit a paper that addresses the same questions you addressed in the article reviews (see above). In addition, in this paper please address what you hope to accomplish through the group discussion. Your paper should be between 6 and 9 pages long.

There is a section on our Moodle page where you can sign up for the date and topic of your discussion and post your readings. If you are interested in a specific topic/set of readings I encourage you to sign up early. I'm going to ask that each topic be relatively discreet and that we have no overlap of reading assignments.

Schedule

- **Week One** (August 26 and 28) **Introductions**
 - Please read
 - Palczewski, DeFrancisco, and McGeough, chapters one and two
- **Week Two** (September 4) **Intersectionality**
 - Please read
 - Chávez, K. R. and Griffin, C. L. (2011). Introduction: Standing at the intersections of feminism, intersectionality and communication studies. In K. R. Chávez and C. L. Griffin (Eds.), *Standing in the Intersection: Feminist Voices, Feminist Practices in Communication Studies* (pp. 1-34). Albany: SUNY.
 - Hayden, S. and O'Brien Hallstein, D. L. (2011). Placing sex/gender at the forefront: Feminisms, intersectionality, and communication studies. In K. R. Chávez and C. L. Griffin (Eds.), *Standing in the Intersection: Feminist Voices, Feminist Practices in Communication Studies* (pp. 97-121). Albany: SUNY.

- Reid-Brinkley, S. R. (2011). Mammies and matriarchs: Feminine style and signifyin[g] in Carol Mosely Braun's 2003-2004 campaign for the presidency. In K. R. Chávez and C. L. Griffin (Eds.) *Standing in the Intersection: Feminist Voices, Feminist Practices in Communication Studies* (pp. 35-58). Albany: SUNY.
- **Week Three** (September 9 and 11) **Gendered/Sexed Voices**
 - Please read:
 - Palczewski, DeFrancisco, and McGeough, chapter three
 - Clason, M. A. (2019) Managing Sexual Joking in Manufacturing Organizations: Harassment or Humor?, *Women's Studies in Communication*, 42, 202-220, DOI: 10.1080/07491409.2019.1607791
 - Pfafman, T. P. and McEwan, B. (2014). Polite Women at Work: Negotiating Professional Identity Through Strategic Assertiveness, *Women's Studies in Communication*, 37, 202-219, DOI: 10.1080/07491409.2014.911231
 - Miller-Ott, A. E. and Kelly, L. (2013). Mean Girls in College: An Analysis of How College Women Communicatively Construct and Account for Relational Aggression, *Women's Studies in Communication*, 36, 330-347, DOI: 10.1080/07491409.2013.829792
 - Scott, K. D. (2013). Communication Strategies Across Cultural Borders: Dispelling Stereotypes, Performing Competence, and Redefining Black Womanhood, *Women's Studies in Communication*, 36, 312-329, DOI: 10.1080/07491409.2013.831005
- **Week Four** (September 16 and 18) **Gendered/Sexed Bodies**
 - Please read:
 - Palczewski, DeFrancisco, and McGeough, chapter four
 - Blithe, S. J. & Hanchey, J. N. (2015) The Discursive Emergence of Gendered Physiological Discrimination in Sex Verification Testing, *Women's Studies in Communication*, 38, 486-506, DOI: 10.1080/07491409.2015.1085474
 - Young, S. L. (2015). Running Like a Man, Sitting Like a Girl: Visual Enthymeme and the Case of Caster Semenya, *Women's Studies in Communication*, 38, 331-350, DOI: 10.1080/07491409.2015.1046623
 - Donofrio, T. A. & Samek, A. A. (2019) Jeopardized Bodies: Representations of Race, Gender, and Mortality in the Notorious

R.B.G., *Women's Studies in Communication*, 42, 140-160, DOI: 10.1080/07491409.2019.1607792

- Neville-Shepard, M. (2019) Disciplining the Female Student Body: Consequential Transference in Arguments for School Dress Codes, *Women's Studies in Communication*, 42, 1-20, DOI: 10.1080/07491409.2019.1573771

- **Week Five** (September 23 and 25) **Queer theory, the LGBTQ Community, and Feminisms**

- Please read:

- Eguchi, S., Calafell, B. M., and Files-Thompson, N. (2014). Intersectionality and quare theory: Fantasizing African American male same-sex relationships in *Noah's Arc*: Jumping the Broom. *Communication, Culture, and Critique*, 7, 371-389, DOI: 10.1111/cccr.12054
- LeMaster, B. (2015). Discontents of Being and Becoming Fabulous on RuPaul's *Drag U*: Queer Criticism in Neoliberal Times, *Women's Studies in Communication*, 38, 167-186, DOI: 10.1080/07491409.2014.988776
- Cashman, H. R. (2015). Intersecting communities, interwoven identities: Questioning boundaries, testing bridges, and forging a queer latinidad in the US Southwest, *Language and Intercultural Communication*, 15, 424-440, DOI: 10.1080/14708477.2015.1015344
- Manning, J. (2015) Paradoxes of (Im)Purity: Affirming Heteronormativity and Queering Heterosexuality in Family Discourses of Purity Pledges, *Women's Studies in Communication*, 38, 99-117, DOI: 10.1080/07491409.2014.954687
- Rand, E. J. (2013). An Appetite for Activism: The Lesbian Avengers and the Queer Politics of Visibility, *Women's Studies in Communication*, 36, 121-141, DOI: 10.1080/07491409.2013.794754

- **Week Six** (September 30 and October 2) **Feminist Border Theories**

- Please read:

- Conversation and Commentary (2019). Feminist Border Theories—Expanding Our Perspectives, *Women's Studies in Communication*, 42, 113-139. Please note, this is a series of six short articles. If you choose to write about these articles, you will need to offer a very brief description of all six articles and may count this as two of the three articles needed for your article review.)

- Chávez, K. (2010) Border (In)Securities: Normative and Differential Belonging in LGBTQ and Immigrant Rights Discourse, *Communication and Critical/Cultural Studies*, 7:2, 136-155, DOI: 10.1080/14791421003763291
 - Lozano-Reich, N. M. (2018) Reconceptualizing Femicidio: Border Materiality in Ciudad Juárez, *Women's Studies in Communication*, 41, 104-107, DOI: 10.1080/07491409.2018.1463767
 - de Onís, K. M. (2015) Lost in Translation: Challenging (White, Monolingual Feminism's) <Choice> with Justicia Reproductiva, *Women's Studies in Communication*, 38, 1-19, DOI: 10.1080/07491409.2014.989462

- **Week Seven** (October 7 and 9) **Gender and Emotion**
 - Please read:
 - Winderman, E. (2019): Anger's Volumes: Rhetorics of Amplification and Aggregation in #MeToo, *Women's Studies in Communication*, DOI:10.1080/07491409.2019.1632234
 - Siegfried, K. (2019) Feeling Collective: The Queer Politics of Affect in the Riot Grrrl Movement, *Women's Studies in Communication*, 42, 21-38, DOI:10.1080/07491409.2018.1563579
 - Griffin, R. A. (2012) I AM an Angry Black Woman: Black Feminist Autoethnography, Voice, and Resistance, *Women's Studies in Communication*, 35, 138-157, DOI: 10.1080/07491409.2012.724524
 - Bauer, J. C. & Murray, M. A. (2018) "Leave Your Emotions at Home": Bereavement, Organizational Space, and Professional Identity, *Women's Studies in Communication*, 41, 60-81, DOI: 10.1080/07491409.2018.1424061
 - Gantt-Shafer, J., Wallis, C. & Miles, C. (2019) Intersectionality, (Dis)unity, and Processes of Becoming at the 2017 *Women's March*, *Women's Studies in Communication*, 42, 221-240, DOI: 10.1080/07491409.2019.1616021

- **Week Eight** (October 16) I will be out of town Monday, October 4 so we will not have class. We'll decide as a group what we'd like to do on Wednesday, e.g., watch a film or documentary, discuss an issue in popular culture or politics, explore gender in social media. There is a lot to choose from so start thinking about what you'd like to do!

- **Week Nine** (October 21 and 23) **Gender and Politics**
 - Please read:
 - Conversation and Commentary (2016). Voting from the Margins 2016 *Women's Studies in Communication*, 39, 353-379.

(Please note, this is a series of six short articles. If you choose to write about these articles, you will need to offer a very brief description of all six articles and may count this as two of the three articles needed for your article review.

- Harp, D., Loke, J. and Bachmann, I. (2016). Hillary Clinton's Benghazi Hearing Coverage: Political Competence, Authenticity, and the Persistence of the Double Bind, *Women's Studies in Communication*, 39, 193-210, DOI: 10.1080/07491409.2016.1171267
 - Mandell, H. (2015). Political Wives, Scandal, and the Double Bind: Press Construction of Silda Spitzer and Jenny Sanford Through a Gendered Lens, *Women's Studies in Communication*, 38, 57-77, DOI: 10.1080/07491409.2014.995327
 - Neville-Shepard, R. & Nolan, J. (2019) "She Doesn't Have the Stamina": Hillary Clinton and the Hysteria Diagnosis in the 2016 Presidential Election, *Women's Studies in Communication*, 42, 60-79, DOI: 10.1080/07491409.2019.1575301
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- **Week Ten (October 28 and 30) Maternal Personas**
 - Please read:
 - Yam, S. S. (2019) Birth Images on Instagram: The Disruptive Visuality of Birthing Bodies, *Women's Studies in Communication*, 42, 80-100, DOI: 10.1080/07491409.2018.1561564
 - O'Brien Hallstein, D. L., (2011). She Gives Birth, She's Wearing a Bikini: Mobilizing the Postpregnant Celebrity Mom Body to Manage the Post-Second Wave Crisis in Femininity, *Women's Studies in Communication*, 34, 111-138, DOI: 10.1080/07491409.2011.619471
 - Landau, L. (2012). Reproducing and Transgressing Masculinity: A Rhetorical Analysis of Women Interacting With Digital Photographs of Thomas Beatie, *Women's Studies in Communication*, 35, 178-203, DOI: 10.1080/07491409.2012.724527
 - Morrissey, M. E. and Kimball, K. Y. (2016). #SpoiledMilk: Blacktavists, Visibility, and the Exploitation of the Black Breast, *Women's Studies in Communication*, DOI: 10.1080/07491409.2015.1121945
 - Dubriwny, T. N. (2013). Postfeminist Risky Mothers and Postpartum Depression in *The Vulnerable Empowered Woman: Feminism, Postfeminism, and Women's Health* (pp. 69-105). New Brunswick: Rutgers.

- **Week Eleven** (November 4 and 6) **Maternal Appeals in the Public Sphere**
 - Please read:
 - Hayden, S. (2003). Family metaphors and the nation: Promoting a politics of care through the Million Mom March, *Quarterly Journal of Speech*, 89, 196-215, DOI:10.80/0033563032000125313
 - Gibson, K. L. and Heyse, A. L. (2010). "The Difference Between a Hockey Mom and a Pit Bull": Sarah Palin's Faux Maternal Persona and Performance of Hegemonic Masculinity at the 2008 Republican National Convention, *Communication Quarterly*, 58, 235-256, DOI: 10.1080/01463373.2010.503151
 - Hayden, S. (2016). Michelle Obama, Mom-in-Chief: The Racialized Rhetorical Contexts of Maternity, *Women's Studies in Communication*, DOI:10.1080/07491409.2016.1182095
 - Buchanan, L. (2013). Theorizing Motherhood in Public Discourse. In *Rhetorics of Motherhood* (1-23). Carbondale: Southern University Press.
 - Buchanan, L. (2013). Changing Constructs of Motherhood: Pregnancy and Personhood in Laci and Conner's Law. In *Rhetorics of Motherhood* (87-114). Carbondale: Southern University Press.

- **Week Twelve** (November 11 and 13) *No classes this week* due to Veteran's Day and the National Communication Association convention.
- **Week Thirteen** (November 18 and 20) **Student Led Discussions**
- **Week Fourteen** (November 25) **Student Led Discussions**
- **Week Fifteen** (December 2 and 4) **Student Led Discussions**
- **Final's Week** (Tuesday, December 10, 1:10-3:10 pm) **Student Led Discussions; Review, Reflections, and Future Directions**

Two final notes:

This course is registered with the Women's, Gender, and Sexuality Studies Program. Students taking this course may count it toward a Graduate Certificate in Women's, Gender, and Sexuality Studies. If you enjoy learning about women, gender, and sexuality and would like to know more about the Women's Studies Program, please see me or drop by the WGSS office (LA 138A), visit our website www.cas.umt.edu/wsprog or give us a call (243-4100).

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 Disability Services for Students. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications.

The last day to drop classes without petitioning is October 25, 2019. As stated in the course catalog, documented justification is required for dropping courses by petition. Some examples of documented circumstances that may merit approval are: accident or illness, family emergency, or other circumstances beyond the student's control.