COURSE OUTLINE OF RECORD

Number: COMM G265  TITLE: Gender Communication

ORIGINATOR: Kristine Clancy    EFF TERM: Fall 2018
FORMERLY KNOWN AS:            DATE OF
CROSS LISTED COURSE:           OUTLINE/REVIEW: 12-05-2017

SEMESTER UNITS: 3.0

HRS LEC: 54.0       HRS LAB: 0.0       HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0
STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
This course explores the role, influence, effects, and significance of gender on our everyday communication interactions. Students will use theoretical perspectives to critically examine gender phenomena, gender socialization, and stereotypes to enable students to appreciate gender differences and interact more effectively.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:
- COMM G100: Interpersonal Communication

ASSIGNED DISCIPLINES:
Communication studies (speech communication)

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]
Peace Studies - Social Justice
Communication Studies(Associate in Arts for Transfer)
Communication Studies(Associate in Arts for Transfer)
Peace Studies(Associate in Arts)

GE AND TRANSFER REQUIREMENTS MET:
IGETC Area 4: Social and Behavioral Sciences
  4: Social and Behavioral Sciences
CSU GE Area D: Social, Political, and Economic Institutions
  D - Social Sciences
identify and value disparate systems of social norms and values that influence the human communicative process.

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Explain bases for, theories of, and processes of gender specific communication.
2. Identify and discuss the external factors and influences that have shaped their own gender identity and self-awareness.
3. Demonstrate an understanding of the role gender identity has on personal and professional communication.
4. Evaluate the role of social and environmental factors that impact gender development and communication.

COURSE OBJECTIVES:

1. Identify and describe contemporary theoretical explanations for gender and gendered communication differences.
2. Explain the way language and symbols construct gender in the context of larger sexual, racial, ethnic, and class identities, and how gender in turn affects communication styles and practices.
3. Evaluate gender role socialization and the role of popular culture in influencing gender communication.
4. Recognize and discuss how perceptions of gendered communication vary from different standpoints such as those of heterosexual, LBGTQ, and cisgender men and women.
5. Demonstration of various strategies and techniques for improving communication.
6. Utilize both field-specific nomenclature as well as effective oral, listening, and critical thinking skills needed to manage effectively communication encounters in diverse social environments.

COURSE CONTENT:

LECTURE CONTENT:

A. Conceptual foundations for the study of gender communication
   1. The communication process
   2. Gender in a transitional era
   3. Differences between men and women
   4. Relationships between gender, culture, and communication

B. Theoretical approaches to studying gender
   1. Biological theories: Traditional gender queer and brain theory
   2. Interpersonal theories: Social learning theory and cognitive development theory
   3. Cultural theories: Symbolic interactionism
   4. Critical theories: Standpoint theory and Queer performance theory

C. Gender movements in the United States
   1. First wave feminism
   2. Second wave feminism
   3. Third wave feminism
   4. Antifeminism
   5. Profeminist and masculinist men’s movements

D. Gendered verbal communication
   1. Verbal expression of cultural views on gender
2. Gendered styles of verbal communication
3. Gendered communication practices
4. Gender-based miscommunication
5. Implications and consequences of gendered language: Male-generic language and sexism

E. Gendered nonverbal communication
1. Encoding and decoding abilities
2. Gendered patterns of nonverbal communication
   a. Touch
   b. Proxemics
   c. Artifacts
   d. Vocal cues
   e. Facial and body movements

F. Becoming gendered
1. Entering a gendered society
2. Gender communication in family dynamics and roles
3. Masculinity, femininity, and gender nonconforming

G. Gendered education: Communication in schools
1. Gender differences in curriculum
2. School organization, distributions of power and authority
3. Classroom interactions: Male and female expectations for faculty and students

H. Gender Differences in close Relationships
1. Interpersonal relationships
2. Gender styles in friendships
3. Female and male patterns in romantic relationships

I. Gender and organizational communication
1. Institutional beliefs about men and women
2. Organizational policies: Work schedule and leaves
3. Masculine norms in professional life
4. Sexual harassment
5. Efforts to challenge gendered inequality in institutions

J. Gendered Media
1. Media saturation in cultural life
2. Gender themes in media
3. Stereotyped images or men, women, and relationships
4. Gender messages in advertising
5. Implications of media representations of gender

K. Gender Power and Violence
1. The social construction of gendered violence
2. Sexual assault
3. Gender-based murder
4. Resisting gendered violence

METHODS OF INSTRUCTION:

A. Lecture:

INSTRUCTIONAL TECHNIQUES:

Lecture:
Tutoring – noncredit:
Other simultaneous interactive:
Field Experience:
Independent Study:
COURSE ASSIGNMENTS:

Reading Assignments
Textbook, supplemental materials.

Out-of-class Assignments
Out-of-class assignments might include but are not limited to exam(s), portfolio, presentations, debate and/or performance of personal narrative.

Writing Assignments
Writing assignments might include but are not limited to reflection papers, critical paper, journal entries

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:
Students will be evaluated on their ability to:

Demonstrate knowledge of empathetic abilities and recognize alternative perspectives.

Distinguish between biological and psychological theoretical approaches as they apply to gender development.

Identify and explain the external factors and influences that have led to his/her gender identity.

Describe and demonstrate effective communication skills in response to a specific miscommunication.

Required Writing, Problem Solving, Skills Demonstration:
Investigate the theoretical approaches to gender. Do they compete or complement each other in the definitive explanation of how gender develops and what it means.

Describe an experience of miscommunication because of gender and/or sexual identity differences.

Reflect on childhood and the ways appropriate behavior for men and women are taught. Explore the cultural, social, and historical factors that contribut to our understanding of gender differences.

Use a recent article from a mass media source that reflects stereotypic language relating to issues of gender and/or sexual identity to class.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Other:
1. Equivalent Open Education Resources
LIBRARY:
  Adequate library resources include:
  Comments:
Attachments:
  Attached Files