

## **Men, Women and Communication: 37:575:491:82**

**DRAFT**

Fall 2020

School of Management and Labor Relations

Rutgers University – Mercer

Instructor: Dianne Mills McKay

Email: [damckay@smlr.rutgers.edu](mailto:damckay@smlr.rutgers.edu)

Office Hours: By Appointment

### **Course Overview:**

This course examines ways that one's gender can influence communication patterns and behaviors. Students will develop an understanding of the patterns created by gender socialization and gender stereotyping in contemporary American culture. The focus of this course will be on communication in the workplace where many workers may find themselves misunderstood, harassed or defensive in dealing with different gender co-workers. Once someone's gender communication patterns are recognized, it is possible to modify one's behavior to avoid gender stereotypical responses in order to communicate more effectively at work. While the course material focuses primarily on communication in the workplace, we will also touch on friendships and romantic relationships.

### **Course Delivery Format**

The course delivery mode is remote synchronous; meaning that the learning activities take place online (virtually) but there will be live/synchronous sessions each class.

We will be utilizing this Canvas learning management system to access learning materials, post announcements, submit Assignments, post to Discussion Forums, communicate via the Inbox feature, attend live sessions through ZOOM, and take exams. Be sure to check this site frequently as there will be announcements and instructions.

Note: whenever anything is posted to this site, you will automatically receive a notification to your rutgers.edu email account. Checking that email account frequently is highly recommended.

Class Meets (virtually, synchronous)

**Tuesday, 6 PM to 8:40 PM Eastern Standard Time via ZOOM.** If you are new to ZOOM be sure to review the Course Tools Tutorials.

Note: the live session will not be recorded so do your best to attend each session. All other class materials will be posted in their respective weekly Modules.

Note: whenever anything is posted to this site, you will automatically receive a notification to your rutgers.edu email account. Checking that email account frequently is highly recommended.

Note: this Syllabus is subject to change at the instructor's or the school's discretion.

**Course Texts:**

Ivy, Diana K. Gender Speak: Communicating in a Gendered World: 6<sup>th</sup> D. (2017: Kendall Hunt)

Vincent, Norah. Self-Made Man: One Woman's Journey into Manhood and Back Again. (2006: Penguin Group)

**Relationship to School of Arts and Sciences (SAS) Learning Goals**

**Learning Objectives. The student is able to:**

**Core Curriculum:21C and SCL**

Analyze the degree to which form of human difference shape a person's experiences of and perspectives on the world (a).

Analyze a contemporary global issue from a multidisciplinary perspective (b).

Understand the bases and development of human and societal endeavors across time and place (h).

Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization (m).

Apply concepts about human and social behavior to particular questions or situations (n).

**Labor Studies and Employment Relations Department:**

Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations (Goal 1).

Apply those concepts and substantive institutional knowledge to understanding contemporary developments related to work (Goal 2).

Analyze the degree to which forms of human differences shape a person's experience of work (Goal 6).

### **School of Management and Labor Relations:**

Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation (Goal IV).

Evaluate the content of workplace issues, public policies and management decisions (Goal V).

Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI).

Students will demonstrate their understanding of these concepts via class readings, discussions, assignments, and exams which focus on historical and contemporary issues of gendered communication.

### **Academic Integrity:**

Familiarize yourself with the Rutgers University Academic Integrity Policy which can be found online at: <http://academic.integrity.rutgers.edu/academic-integrity-policy/>

Plagiarism or other violations of academic integrity will not be tolerated. Your written assignment may be submitted to "Turnitin.com" to ensure that your assignment is yours and not gleaned from the web, another student or source. Use proper citations and quote marks around any material that is not yours. Be careful not to "copy" phrases or sentences excessively from the readings. The goal is to put your ideas into your own words.

### **Course Requirements:**

Class Attendance is expected for each class session. I will take attendance from the students as they log into each class session. I realize that all our lives are far from normal at this time, but we shall endeavor to create a good learning experience.

Participation in the class will be important as it is an opportunity to share your thoughts and analysis with your fellow students. **Please come prepared for class having completed the assignments for that date.**

Active listening is an important skill and in a communication course you will appreciate that listening skills are vital to good communication. You will also have the opportunity to work in small groups and share thoughts on Canvas.

### **Accommodations:**

This course I open to all students who meet the academic requirements for participation for participation. Any student who has need for accommodation based on the impact of disability should refer to the Rutgers Office of Disability Services and then contact the instructor privately to discuss the specific situation as soon as possible.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss accommodations with them as early in your courses as possible. To begin this process, please complete the registration form on the ODS website at: <http://ods.rutgers.edu/students/registration-form> The Rutgers Office of Disability Services can also be reached at 848-445-6800.

**Statement of Academic Freedom:**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class will introduce an array of sometimes conflicting ideas and interpretations of gender communication. In the discourse on various topics please feel free to express your views in an open civic forum. While viewpoints may differ, I hope that we will show respect for the opinions of others.

**Course Evaluation:**

Class Participation and Attendance 10

Students will be evaluated on their regular class attendance and their contributions to class discussion. Contributions to class discussion include both dialogue with the professor and with your fellow students.

Project: The Impact of Popular Culture on Gender Communication 25  
points

Each student will select an aspect of popular culture for analysis of the gender communication content. One might choose television shows, commercials, film, print advertisements, songs, music videos, etc. to examine the gender communication content that may impact our workplace interactions. Your presentation should be between 7-10 minutes which is to include the media example and your analysis. Instructions for using Zoom may be found elsewhere in the syllabus. Due Nov.3.

Analysis of Testimony - Group Report 25 points

Gender Communication reflection on the testimonies of Clarence Thomas and Anita Hill (1991), as well as, Christine Blasey Ford and Brett Kavanaugh (2018) at Supreme Court hearings before a Senate Judiciary Committee. Gender, power and politics all played a role in the gender communication behaviors of the principal players. Given our readings and discussion what

factors of gender communication are at play in these two similar hearings that were twenty-seven years apart. How have things changed or remained the same in the intervening years?  
Due Nov.17.

Critique of *Self-Made Man*

20 points

Write your reactions to gender communication issues raised in the book using the worksheet provided as a guideline for the paper's content. You will find a handout on your Canvas site to use as a guideline for the content of the paper.

4-6 pages

Final Exam

20 points

A short answer essay exam will test the application of the course content.

I hope that you will find the study of gender and communication to be fascinating, informative and helpful in your personal and professional lives. I appreciate your understanding and patience as we negotiate learning during a COVID19 pandemic. I look forward to exploring this fascinating subject with you.

Dianne Mills McKay

## Course Schedule

September 1

Introduction to Gender and Communication: Prologue You Must Know Where You Have Been to Know Where You've Been Going

Self- Introductions: Please bring something to share with your classmates that is personally meaningful for you. Perhaps you might share something you carry in your purse or wallet or car. What you choose to share could be a piece of jewelry, a tattoo or anything that has special meaning for you.

What is Gender Communication?

September 8 Labor Day RU Celebrates- No Class

September 15

Chapter 1-Talking the Talk and Walking the Walk: Becoming a Better Gender Communicator

View: *Gender Communication Styles and Stereotypes*

September 22

Chapter 2- Gender Identity Development: Biological, Social and Cultural Differences

Nature vs, Nurture

How Do We Learn to Be a Boy or a Girl? What Happens if We Don't Fit In To the Prescribed Social Pattern?

Biological, Social and Cultural Differences

View: *The Empathy Gap*

September 29 Chapter 10 - A "Class Act": Gender Communication in Educational Settings

View: You Tube- *Classroom Bias Through Role Play, Parts 1&2* with David Sadker

October 6 Chapter 3- Choosing and Using Gendered Language

October 13 Chapter 4 -Catching a Clue: Nonverbal Communication and Gender

October 20 Chapter 8 Pictures, Porn and Pop: Gender and Media

View: *The Codes of Gender*

Assign Pop culture project for November 3

October 27 Chapter 9 Gender in the Workplace: The Challenges of Talking Shop

November 3 – Sexual Harassment in the Workplace

View: *Sex and Justice*: Anita Hill's testimony at the Clarence Thomas Senate hearings

*America's Great Divide from Obama to Trump* Part 2 Brett Kavanaugh's testimony at his Senate hearing

You Tube: Brett Kavanaugh Hearing Highlights

Group Report analyzing the testimonies from a gender communication perspective due Nov. 17

November 10 –Presentation of Gender Communication in the Media Projects

November 17- Presentation of Gender Communication in the Media Projects

November 24 – Papers and class discussion of *Self -Made Man*

December 1

Chapter 5 Gender and Relationships: Developing Potential into Reality and Chapter 6 Friends and Lovers: Gender Communication in Key Relationships

Quiz by Dr. Helen Fisher- Why Him, Why Her?

December 8- Final Exam