

Gender,
Language
and
Communicati
on COMM
281

Elizabeth Lozano, PhD
L08

Class meets: MWF 12:35-1:25 p.m. Corboy

Change. SOC. Director, Communication Studies and Advocacy and Social
Towers 905 elozano@luc.edu Office: Lewis
Student drop in hours: Monday, 4 – 5 p.m.

Land acknowledgement.

As we come together as a learning community, I acknowledge that the Loyola community occupies the ancestral homelands of the people of the **Council of Three Fires**. This Council was an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: **the Odawa, Potawatomi, and Ojibwe nations**. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the **Menominee, Michigamea, Miami, Kickapoo, Peoria, and Ho-Chunk** nations. The history of the entire city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the **Algonquin** language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000. See the **Indigenous Tribes of Chicago**.

Odawa village

Odawa village

Instructor Profile

I was born in Colombia, where I received my BA in Social Communication, which here we would call Media Studies. I won a Fulbright scholarship and came to this country where I did my M.A. and my Ph.D. in Philosophy of Communication. Right out of grad school, I was offered a position at Loyola, and here I am! I still go back to Colombia yearly and at one point I spent there three years as a full professor. I am honoured to have received at LUC two service awards and three teaching awards (one from SoC, one from CAS and from Loyola at large).

Course Overview

This course studies the relationship between gender, language and communication, and places that study at the service of others (via service learning). Our course argues that the ways we see and understand gender are intimately connected to how we speak about

gender; and in turn, how we understand gender influences how we perform and practice communication. We learn to “practice gender” by means of communication and language, so that gender is not just something we are, but also something we perform and something we “talk ourselves into being.” Gender is also intimately related to other dimensions of identity such as race, ethnicity and class, and its mainstream meaning normalized by institutions such as family, school, church, media, and work.

This is an engaged learning class, and we apply class content to real life scenarios in a way that benefits ourselves and others.

During the semester we will be working with Girl Forward, FORA or other similar non-profit organizations which serve refugees and immigrants.

You will also give a group presentation on gender and an institution that influences and constraints gender, and conduct an in-class interview that relates to that chosen institution and presentation.

Olympic gold medallist Stella Walsh was *intersex* (she had male and female biological characteristics)

Required Text

Palczewski, C. H., McGeough, D.D, & DeFrancisco, V. P. (2023). *Gender in communication: A Critical Introduction*. Fourth Edition. Sage.

Learning outcomes

In order to successfully complete this course a student should be able to:

- Explain what gender/sex is, using biological, cultural, and psychological perspectives.
- Apply accurately key concepts related to the study of gender (e.g., agency; standpoint theory; gender performance; heteronormativity, etc.).
- Explain how gender/sex relates to communication (specifically to language, non-verbal communication, and institutional communication).
- Describe how several institutions (i.e., family, school, church, and work) have influenced how we see and practice gender/sex.
- Reflect on their own gender performance.

Course Requirements:

Self-paper	25
Group project	40
Final Reflection Paper	25
Participation	10
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Total:	100

- A Self paper, in which you write a narrative about who you are in terms of gender/sex/race. 25%
- Group project on gender and institutions. 40%
This project will require you to present a chapter on gender and institutions (Education, Religion, Work, or Family). This will be followed by an in -class interview with a person from whom it would be interesting to hear (regarding their experience with that institution). The group which presented will lead that class interview. For example, the “education” group would present on 11/6 and interview Associate Dean Lauren Sanchez on 11/9.
 - Interview design: 5%
 - Interview: 15%
 - Presentation: 20%
- A final reflection paper. 25%

In this final paper, you will

- Reflect on concepts from Chs. 4 and 5
- Apply the knowledge gained from studying an institution and listening to presentations/reading about other institution (Chs. 7, 8, 9, and 10).
- Assess whether you met your own learning objectives gained from your service work.
- Participation (10%)

This will be evaluated based on your overall course performance on the following aspects of participation: Oral, written or electronic contributions; group discussions and cooperation with classmates; and quality of response to assigned readings. The breakdown of participation is as follows:

- Oral participation during synchronic meetings. This includes being adequately prepared to discuss readings; volunteering to answer instructor’s questions; proposing questions of your own; making observations; offering critiques, challenging class content; bringing to class artifacts or materials that can help with class content, and giving the instructor feedback that can be useful to the class.
- Electronic participation: Using the Sakai platform to discuss class content, do chapter activities, and answer questions.
- Group and class cooperation. Helping as secretary, timekeeper, and

9/6 Ch.1 Choose
your Institution

Note: This
session will be held on Zoom and will end at 1:10
p.m.

9/8 Ch. 1
Interview with Adriana Gracia- Girl Forward

W.3 9/11 Finish Ch. 1. Creating interview
questions

9/13 **Visit with Susan
Dimock, Washington DC program. Go to SoC 202**
9/15 Ch. 2 Theories of Gender/Sex

W.4 9/18 Ch. 2.
9/20 Ch. 2
9/22 Ch. 2

W.5 9/25 Ch. 6 Thinking
institutions/ Interviewing
9/27 Ch. 6
9/29 Ch. 6
9/29 **Self Paper due**

W.6 10/2 Ch. 4 Gendered/sexed bodies.
10/4 Ch. 4
10/6 Ch. 4

W.7 10/9-10 Mid-semester
break

10/11 Ch. 4 This class will be held on
zoom and will end at 1:10 p.m.

10/13 Ch. 4

W.8 10/16 Ch. 5 Gendered /sexed language
10/18 Ch. 5
10/20 Ch. 5

W.9 10/23 Gendered /sexed language.
10/25 Ch.5
10/27 Ch.5

INSTITUTIONS: Presentations Start

W. 10	10/30	Ch.7. Families.
	11/1	Mock Interview with Dr L
	11/3	Interview TBD
W.11	11/6	Ch. 8. Education
	11/8	Interview with Ms. Lauren Sanchez, SoC Assistant Dean
	11/10	Ch. 8 reflection
W.12	11/13	Ch.10. Religion
	11/15	Ch. 10
	11/17	Interview TBD
	W.13	11/20 Ch. 9. Work
		11/22 Ch. 9 Work
	11/24	Interview with Nick Richard-Thomas
W. 14	11/22-25	Thanksgiving break.
W.15	11/27	Preparing Final Paper
	11/29	
	12/1	Final Paper due.
W. 16 (12/15)		Friday, 9:00 – 11:00 a.m. There will be no final exam but discussion of final papers.

Policies and Basic Courtesy

- Loyola’s policy regarding AI: *To maintain our culture of excellence and integrity, students are not to use AI assisted technology in the classroom unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be graded. Students, you came here for your own education. With this opportunity comes an important responsibility to honor, respect, and carry forward Loyola’s proud tradition of excellence in all that you do.*
- No discrimination on the basis of gender, age, race, ethnicity, religion, sexual orientation, or physical and learning disabilities will be tolerated in the classroom.
- Students and instructor are expected to fully respect the views, backgrounds, and experiences of all class members. This respect is not expressed by silence or indifference, but by engaged dialogue.
- Attendance in this class **is not optional**, and will count towards your final participation grade. Missing more than **three weeks** (without a documented,

written excuse) will automatically drop the final participation grade to a C maximum. Missing **four weeks** or more of classes will automatically drop the participation grade to F. Exceptions will be made for documented, valid excuses (personal accidents, death in the family, severe illness, athletic commitments).

- If you are late to class or absent and miss announcements, it is your responsibility to get the information from a classmate.
- You are expected to actively engage in class discussions and to study all assigned readings, whether they are discussed in lectures or not. **No late assignments will be accepted** (without a valid, written excuse). Take the necessary measures to hand in all assignments on time.
- All written assignments submitted for credit **must be typed and proof-read meticulously**. Errors in grammar, spelling and organization will cost you points.
- Papers sent via email will not be graded. **Always submit a hard copy of all papers**. You will be asked to submit an electronic copy for your records and mine, but this does not replace the hard copy I will need to grade your work.
- Papers and course assignments will not be graded based on students' ability to *imitate* the instructor's views or the textbook's. They will be graded based on understanding and appropriation of course material. That is, on your ability to use, evaluate, and integrate concepts learned in class.
- University standards regarding academic integrity, examinations and grading will be observed in this course. **Plagiarism in academic work or dishonest examination behavior will result in an "F"** grade for the assignment or for the course, and might carry further sanctions (see the Loyola Undergraduate Studies Catalogue and the back of this syllabus). Avoid any behavior that could be interpreted as plagiarism or academic dishonesty (e.g., failing to credit a source, or using somebody else's ideas without clarifying that they are not yours).
- Do not hesitate to ask for clarifications at any time during lectures. Questions and comments are not interruptions but fundamental components of learning!
- Electronic devices can be used in the classroom for as long as you are using them to enhance your participation and comprehension in class. Please do not check email, use chat programs or browse the Web during class, unless you want to look something up that is related to the class. Doing so will have a very negative impact on your participation grade.
- If you must eat during class, please consume something that you can eat quietly—no crunching wrappers, noisy chewing, etc.
- Do not get up and leave class while it is in session except in the most urgent situation (e.g. childbirth, heart attack, alien abduction).
- If you arrive late, please come in quietly. If you have a compelling reason to leave class early, please sit by the door and notify me before class starts.
- If you have questions about assignments, etc., it is best to speak with me after class or during an office appointment. When class is about to begin, I will likely be focused on what we will be doing for that session.

School of Communication Statement on Academic Integrity
Please Read Carefully in its Entirety

- A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.
- Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:
 - Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
 - Providing information to another student during an examination;
 - Obtaining information from another student or any other person during an examination;
 - Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
 - Attempting to change answers after the examination has been submitted;
 - Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
 - Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
 - Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts.

Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of

plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source> .

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml .

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

The School of Communication policy is consistent with the Academic Integrity Policy of the College of Arts & Sciences.