

COMMUNICATION AND GENDER

Communication

Course contact hours: 45

Recommended credits: 6 ECTS – 3 US

OBJECTIVES

This course aims to reflect on the importance of the media and communication in the production, reproduction and perpetuation (or change) of gender roles. We will investigate how socially constructed gender categories inform our daily lives as citizens, consumers and creators of public discourse. We will also explore the dynamic relationship between gender and other identity categories (ethnicity, religion, class, sexuality, nationality, etc.). Finally, this course will analyze the contents of the press, radio, television, TV series, movies and Internet from a gender perspective.

LEARNING OUTCOMES

The course has the following main learning objectives:

1. To analyze the relationship between gender and communication in a variety of situational contexts.
2. To produce a series of critical reflections regarding gender and communication.
3. To consider how class, gender, ethnicity and sexuality interrelate in practice by reflecting on a selection of contemporary works that link multiple social categories.

CONTENTS

1. Introduction.
 - 1.1 Communication, Gender and Culture.
 - 1.2 Understanding of Gender, Femininity and Masculinity.
 - 1.3 Class, Gender, Ethnicity and Sexuality
2. Gender and Media.
 - 2.1 News production and Gender. Entertainment and Gender.
 - 2.2 Culture and Gender Stereotyping in Advertising.
 - 2.3 Gender Stereotypes in Movies and TV series.
 - 2.4 Gender and Social Media.
3. Gender, Communication and Social Change.
 - 3.1 Gender and Activism.
 - 3.2 Internet, Social Movements and Feminism.

CLASS SCHEDULE

DAY	TOPIC	ASSIGNMENT
1	Class introduction. Communication & Gender. Intersectionality.	Activity: Interview BAME Women
2	Understanding of Gender	Activity: Gender-norm violation and analysis
3	Class, Gender and Ethnicity	Presentation: Interview BAME Women
4	Gender and Sexuality	Activity: Gendered sexuality
5	Media and Gender	Current affairs agenda
6	News Production and Gender	Global Media Monitoring Project
7	News Production and Gender	Activity: Gender Violence / news
8	Entertainment and Gender	Masculinity and Femininity
9	Entertainment and Gender	Activity: Gendered Stereotypes
10	Music & Gender	Activity: Lyrics and videoclip
11	Women's History of Barcelona	Guest speaker / visit
12	Advertising and Gender	Activity: magazines and advertising
13	Mid-term presentation	
14	Mid-term presentation	
15	Gender and Activism	Historical overview + quiz Final lecture: topics assignment
16	Gender and Activism	Presentation: Internet, social media, gender
17	Fans and empowerment	Reading: Jenkins
18	Gender and non-verbal communication	Activity: non-verbal communication
19	Gender and leadership	Activity: New types of leadership
20	Gender and microaggressions	Activity: microaggressions
21	Women entrepreneurship	Guest lecture
22	Global Gender Inequality	Activity: media, gender and social change
23	Interculturality, Communication and Gender	Activity: Discussion
24	Presentations: Final Project	Students' Lectures
25	Presentations: Final project	Students' Lectures
26	Test	
27	Final review	

TEACHING METHODOLOGY

Teaching methodology includes lectures to explain concepts and theories about gender, as well as in-class activities (individual and in groups). Through exercises and learning activities, students will develop skills for carrying out explorations in gender communication. Students will assemble ideas and communicate effectively in written and visual form for assignments and presentations.

ASSESSMENT CRITERIA

MID TERM: OBSERVATION PAPER (3-4 PAGES) (20%). INDIVIDUAL PAPER.

Take two full 24-hour days to be critically observant of communication that is influenced by gender in any/all contexts of your life (e.g., work, school, relationships, media). Take notes about your observations and then write a paper that answers the following questions:

- (1) What were the most significant messages of gendered communication in your world?
- (2) Did those messages make you comfortable or uncomfortable? How does your gender affect your perceptions of those messages? Would someone else have a different response? Do your observations support or contradict any course concepts? No outside sources are required.

GIVING A LECTURE (30 %)

During the last part of the semester, students will have to give a lecture. In groups of four members, students will teach a session (half an hour long) on a topic chosen by the professors. Each lecture should be accompanied by a lesson plan.

Please note that the content of these lectures will be part of the final exam.

PARTICIPATION AND IN-CLASS ACTIVITIES (30%)

In addition to attending class, you are expected to actively participate in discussions and any in-class activities. There will be several activities during the semester. They may come in various forms (debates, in-class assignments, presentations, etc.). In some units, students will discuss current issues dealing with intersections of gender, communication, and the topic of the day. They will do so by exploring the subject through specific, real-life case studies. Sometimes, the outcome will be a 5-10 minutes class presentation about the case study. The teacher will provide details of the assignments in each class.

Students who receive all these points (30) will arrive at class on time, attend every class, remain until class has been dismissed, participate in all in-class activities, and contribute to in-class discussions on a regular basis. Note that an in-class activity cannot be made up if you were absent on the day it took place. AEP points may also be deducted for absence, lateness or lack of participation.

FINAL EXAM (20%)

The Final Exam (worth 20 points) will be taken in class. This may consist of any combination of the following: multiple choice, true/false, matching, and short answer.

ATTENDANCE

To complete all the course assessment activities there is a minimum attendance requirement of 70%.

BIBLIOGRAPHY

Required reading:

Brennan MA, Lalonde CE, Bain JL. (2010) Body image perceptions: Do gender differences exist. *Psi Chi J Undergrad Res*, 15:1089–4136

Lacalle C & Simelio N (2017) Television fiction and online communities: an analysis of comments on social networks and forums made by female viewers, *Critical Studies in Media Communication*, 34:5, 449-463

LaFrance, M & Vial A C (2016) Gender and nonverbal behavior. In D. Matsumoto, H. C. Hwang, & M. G. Frank (Eds.), *APA handbooks in psychology®. APA handbook of nonverbal communication* (p. 139–161). American Psychological Association.

Pompper D (2010) Masculinities, the metrosexual, and media images: Across dimensions of age and ethnicity. *Sex Roles*, 63, 682–696.

Thouaille M-A (2019) Post-feminism at an impasse? The woman author heroine in postrecessionary American film, *Feminist Media Studies*, 19:4, 495-509

Williams, D, Martins, N, Consalvo, M, & Ivory J. D. (2009) The virtual census: representations of gender, race and age in video games. *New Media & Society*, 11(5), 815–834.

Recommended reading:

Acosta-Alzuru, C. (2003) “I’m Not a Feminist. . . I Only Defend Women as Human Beings”: The Production, Representation, and Consumption of Feminism in a Telenovela.” *Critical Studies in Media Communication* 20 (3): 269–294. doi:10.1080/07393180302775.

Gallagher, M. (2001). *Gender setting: new media agendas for monitoring and advocacy*. London New York: Zed Books in association with WACC London.

Gauntlett, D. (2008) *Media, gender and identity*. New York: Routledge.

Harris, G. (2006) *Beyond Representation: Television Drama and the Politics and Aesthetics of Identity*. Manchester: Manchester University Press.

IWMF (2010) *Global Report on Status of Women in the News Media*. International Women Media Foundation, Washington www.iwmf.org

Jensen, R & Oster, E (2009) The power of TV: Cable Television and Women’s Status in India. *The Quarterly Journal of Economics*, 124, 8, pp. 1057-1094.

Ross, K. & Padovani, C. (Coord.) (2016) Gender Equality and the Media: A Challenge for Europe. London: Routledge/ECREA

Smith, S.L. (ed.) (2010) Gender oppression in cinematic content? A look at females on screen & behind-the-camera in top-grossing 2007 films. Los Angeles: Annenberg School for Communication & Journalism

WACC, Who makes the News, www.whomakesthenews.org

Wood, J.T. (2015) Gendered Lives: Communication, Gender & Culture. Stamford, CT: Cengage Learning.