

IDS 128.001 (COM/ENG/LAN 128) — GENDER IN THE HUMANITIES

Online, 12/13/25 – 1/11/26

Winter/Spring 2026

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CATALOG DESCRIPTION:

Examination of gender roles, norms, and stereotypes from a broad range of perspectives within humanities across centuries and cultures. Equivalent course, offered as COM, ENG, LAN 128; repeat policy will apply.

COURSE DESCRIPTION:

This course is an examination of language as a personally and culturally dictated form of communication and of gender as a social construct. This course is a middle-core, general education course, which means that it builds on and extends those skills that you have learned (and mastered, I hope) in the inner core general education courses. You should have completed Language and Communication and Language and Composition before enrolling in this class.

This course serves, therefore, as a kind of case study opportunity where you may apply those written skills and critical thinking skills you have already begun to develop in previous courses. The case study this course provides is a look at language and gender as cultural phenomena. We begin this course with a look at various definitions and key concepts. Then we look at various theories of how gender is constructed and enacted in society. The balance of the course is more or less a general historical treatment: classical concepts of gender, views toward the sexes, legal attitudes and decisions toward gender and language, and, finally, some contemporary examples of gender as embodied in texts.

Gender in the Humanities is a humanities course, rather than a social science course. This implies that we will examine language and gender by examination of how TEXTS have, throughout history, embodied gender, in both obvious and subtle ways. I consider this course to be a course on gender, not a course in feminist scholarship. We will consider ALL GENDERS and problematize female and male gender construction in historical texts and practices. And, finally, please feel free to disagree and argue with any text's position from our readings. I have chosen several of these readings not because they are "correct" or because I consider them "really good" information sources. Several readings have been chosen for their opposing or questionable definitions of language and gender. It will be your responsibility to question and to decide whether you agree with the ideas presented in class.

EXPECTED LEARNING OBJECTIVES:

At the end of the course, students should be able to:

1. recognize and describe the complex relationships that exist between culture and gender,
2. express critical arguments about the relationships between culture and gender,
3. have a working vocabulary of different critical concepts that are necessary for interrogating culture and gender,
4. apply critical concepts to relevant situations that demonstrate the importance of culture and gender.

REQUIRED TEXTS:

****URGENT – IMPORTANT:** You need to acquire this book for class. If you are one of the students who thinks they can "get by" without purchasing a textbook, you need to rethink your position. First, our class is discussion-based, meaning that if you don't do the readings, it will be painfully obvious. Second, if you cannot participate in a class discussion because you did not read the requisite material from the book you are supposed to obtain, then you will lose very important participation points. Third, the assignments in this class will require the use of the textbook, and you will lose valuable points if you do not have it. I know that book prices can be outrageous, but our book is not overly expensive (\$44 for the eBook). You should seriously consider the purchasing/renting of the textbook as part of your overall investment in your education.

REQUIRED TEXTBOOK:

Wood, Julia T. & Fixmer-Oraiz, Natalie (2026). *Gendered Lives: Communication, Gender, & Culture* (14th Edition). Cengage Learning. ISBN: 9798214144870

[If you don't want a hard copy, you can purchase the eBook version and access the relevant chapters via Canvas. In order to access the chapters online in our Canvas module, you will need to buy the eBook for \$49.99 from the publisher. To purchase the eBook, the ISBN number is: 9798214144924, and the URL for purchase is: <https://play.vidyard.com/eKGsWL5xmHkXkmuiWaU8uk>]

OTHER READINGS (located under "Files" on Canvas):

Corbett, Holly (2025, November 25). The Real Damage When a President Publicly Demeans Women Journalists. *Forbes*.

<https://www.forbes.com/sites/hollycorbett/2025/11/25/the-real-damage-when-a-president-publicly-demeans-women-journalists/>

Diamond, Milton (2000). Sex and Gender: Same or Different? *Feminism & Psychology*, 10(1), 46-54.

Drakett, Jessica, Bridgette Rickett, Katy Day & Kate Milnes (2018). Old Jokes, New Media – Online Sexism and Constructions of Gender in Internet Memes. *Feminism & Psychology*, 28(1), 109-127.

- Fiske, John (2011). Ideology and Meanings. In Fiske, *Introduction to Communication Studies* (3rd ed.). London: Routledge.
- Hall, Stuart (1997). Introduction (pp. 1-11). *Representation: Cultural Representations and Signifying Practices*. London: Sage.
- Hamilton, Laura (2007). Trading on Heterosexuality: College Women's Gender Strategies and Homophobia. *Gender & Society*, 21(2), 145-172.
- Hill, Rosemary Luch & Kim Allen (2021). 'Smash the Patriarchy': The Changing Meanings and Work of 'Patriarchy' Online. *Feminist Theory*, 22(2), 165-189.
- Krolokke, Charlotte, & Anne Scott Sorensen (2006). Three Waves of Feminism: From Suffragettes to Grrls. In Krolokke & Sorensen, *Gender Communication Theories and Analyses: From Silence to Performance* (pp. 1-23). Thousand Oaks, CA: Sage.
- Mares, Marie-Louise, Yuchi Antony Chen & Bradley J. Bond (2023). Mutual Socialization During Shared Media Moments: U.S. LGBTQ Teens and Their Parents Negotiate Identity Support. *Journal of Communication*, 113-125.
- Milestone, Katie, & Anneke Meyer (2012). Representing Women (pp. 87-112). *Gender & Popular Culture*. Cambridge, UK: Polity.
- Mills, Sara & Louise Mullany (2011). Theorising Gender. In Mills & Mullany, *Language, Gender and Feminism: Theory, Methodology and Practice* (1st ed.). London: Routledge.
- Robinson, Marcus, Delyte Frost, Joan Buccigrossi, & Charles Pfeffer (2003). Gender, Power and Privilege. *wetWare, Inc.* Rochester, NY. Available: http://www.consumerstar.org/resources/pdf/Gender_4.pdf
- Scotto di Carlo, Giuseppina (2023). An Analysis of Self-Other Representations in the Incelosphere: Between Online Misogyny and Self-Contempt. *Discourse & Society*, 34(1), 3-21.
- Sutherland, David Kyle (2023). "Trans Enough": Examining the Boundaries of Transgender-Identity Membership. *Social Problems*, 70, 71-86.
- VAWnet (2021). Violence Against Trans and Non-Binary People. *VAWnet: A Project of the National Resource Center on Domestic Violence*. <https://vawnet.org/sc/serving-trans-and-non-binary-survivors-domestic-and-sexual-violence/violence-against-trans-and>
- Woolard, Kathryn A. & Bambi B. Schieffelin (1994). Language Ideology. *Annual Review of Anthropology*, 23, 55-82.

COURSE EXPECTATIONS

MY PHILOSOPHY REGARDING ONLINE COURSES:

You should know up-front: I am not a tech person. I find online platforms (and I've studied a couple) confusing and not as beneficial as face-to-face interactions. So, whether you like it or not, this online course will NOT have fancy graphics, videos, voice-over PowerPoints, or even "course modules." To be honest, I don't believe those mechanisms add much more to what we will be doing. So, for this online course, everything will be discussion-based. You will be expected to read something, and within 24 hours, you should post some questions/answers/comments about the readings, and you will need to respond to the posts of your peers. I will, on occasion, supply supplementary notes, and I will tell you where to locate those and when they should be read. Therefore, you should budget your time for 3 things in this course: 1) readings, 2) posting and reading items in the discussion area, and 3) working on your final project. As a result, **YOU WILL NEED TO FREQUENTLY CHECK YOUR ILSTU EMAIL ACCOUNT AND CANVAS** (at least 2-3 times a day). I will email you announcements. Canvas will have all of the notes, readings, and discussions. I will use the gradebook function on Canvas. I operate much more slowly online than I do in a face-to-face situation (i.e., it takes me longer to grade, etc.), so please be patient if the gradebook does not reflect your grade immediately.

ATTENDANCE:

Obviously, this is an online course, so attendance, *per se*, is not a factor. However, your continuous and meaningful participation in course discussions and assignments are expected and will impact your overall participation grade. For instance, each discussion day requires you to answer within 24 hours. You MUST engage in the online discussion within that time frame – a) it helps me grade each student's posts in a timely manner, and more importantly, b) it is necessary so that your peers have posts with which they can respond to fulfill their participation requirements. Additionally, your enrollment in this class constitutes agreement with all aspects of this syllabus and any additions or alterations that may be made to it during the course of the semester.

LATE WORK:

Assignments not turned in on-time will be penalized **one full-letter grade for each day they are late, based on the instructor's discretion**. Please note: Under **NO** circumstances will a student be allowed to post on a discussion thread after the 24-hour discussion period. If you are experiencing difficulties or have unforeseen circumstances emerge, send me a quick email out of courtesy, and it is possible we can strike an agreement or compromise about your late work, but ***only*** provided you discuss it with me ahead of time.

SPECIAL NEEDS/CONCERNS:

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu. Additionally, life at college can get complicated. If you're feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit Student Counseling Services (SCS). These services are free and completely confidential. SCS is located at 320 Student Services Building, 309-438-3655. I cannot honor any accommodation request unless it first goes through and is approved by SCS.

STUDENT WELL-BEING:

Please note that I do not always “think like a student,” so if you have particular questions or anxiety issues, please let me know directly via email; I will try to help the best I can. Additionally, I do take mental health issues seriously, so please feel free to discuss your issue with me – or, if you don't feel comfortable discussing specifics (which is perfectly fine), let me know you have something happening, and I can direct you to appropriate help on campus. Please note, however, that because mental health IS a serious issue, do not trivialize it or demean the issues of others by exaggerating or fabricating your own condition. If you are experiencing problems, please contact me and/or contact Student Health Services for appropriate care.

CLASS DISCUSSION:

This course is designed to improve your ability to communicate and interact with different concepts. Given the inherent communicative nature of symbols and rhetorical forces and their influence on our lives, your participation in class discussions is crucial in practicing, developing, and understanding communication skills and messages. Additionally, we all learn more if everyone contributes. I expect all of you, as you should expect from yourselves, to contribute to our educational experience. It is expected that each of the reading assignments will be completed by the assigned time. To participate means you add to the overall learning environment with your ideas and critical, albeit respectful, comments. It is up to you to contribute and participate as a citizen — to read others' comments attentively, to engage critically and creatively to the perspectives of others, and to contribute meaningfully to discussions of the class topics. In short, you should read the material with questions and comments ready for discussion. Procedural questions about what is expected of you in the class should be saved for office hours if they are not answered after a re-reading of the syllabus, or can be asked via email.

A. **Read before the deadline:** The only way discussion will be meaningful is if you read the material before it is due. As active participants in the class, it is up to you to read and participate in discussions. Ultimately, if you do not read and there is little to no class discussion, it will hurt your class performance and devalue your overall education.

B. **When reading material for class:** There will be times when some of you believe the readings are too difficult or confusing. As college students, I expect you to rise to the challenge and spend the time necessary to comprehend, reflect, and use the material from the readings. You may have to read the material more than once, so budget your time carefully. You should also consult dictionaries for words or concepts that are unfamiliar to you. If you are having trouble with the readings, you should consult a dictionary and secondary sources.

SOFTWARE REQUIREMENTS:

Please note that you must be able to access email and Canvas everyday and sometimes possibly multiple times a day. Of course, you should also have Microsoft Word (**I don't accept Google Docs**) and Adobe Acrobat to read PDFs. Both forms of software are free from the University. It is your responsibility to have the appropriate technology and access for these items. Therefore, you must have the following in order to take this course:

1. **MS Word** – this is obviously necessary for the production of your written work. It is important that you use Microsoft Word so that it is compatible with my software in order to read and grade your work. The University provides Word for free, so go to Student Tech Support if you need it. You should **NOT** use Google docs. You can download free software as an ISU student here: <https://help.illinoisstate.edu/software-catalog/software-catalog-a-z/>

2. **Adobe Reader/Acrobat** – this is a free program which allows you to view/read PDF files. You may download this program and any updates here: <http://get.adobe.com/reader/>

3. **Web Browser** – I encourage you to use Google Chrome, but Firefox or Explorer (for PCs) or Safari (for Macs) are sufficient. You will need a browser with a high-speed internet connection to download reading materials and to participate in this course.

4. **Illinois State University email account** – I may frequently contact you via email, and I will only use your ILSTU account. This will require you to check that account at least once a day. If I send a general, blanket email to the entire class from the Canvas site and you want/need to respond to me, **DO NOT hit “reply all.” Please email me directly at: zompetti@ilstu.edu**.

5. **Canvas** – The assignments, syllabus, discussions, and gradebook are all located on Canvas. You must be able to access Canvas at least once a day, and you must have some familiarity with Canvas. If you do not have any experience using Canvas, you should spend some time before the start of this course exploring Canvas and its many features. I will NOT spend any time providing a tutorial for Canvas. I will operate under the assumption that you know how to navigate Canvas and use it effectively. If you need help, consult this website: <https://help.illinoisstate.edu/technology/support-topics/canvas/canvas-student-resources>

NETIQUETTE:

To help guide our online interactions with one another, please review the *Core Rules of Netiquette* (excerpted from *Netiquette* by Virginia Shae. It is available here: www.albion.com/netiquette/corerules.html). Shae's book is the most frequently referenced source for netiquette, and for those who are interested in the full book, you can review the world-wide web version online (access it here: <http://www.albion.com/netiquette/corerules.html>). Rule #1 will help you immensely: *Remember You are Communicating with other Humans*. In terms of emailing me, please also read the section below labeled “Communication.”

TECHNICAL ASSISTANCE:

“Technology happens,” and when it happens in ways that you don’t expect, it’s time to get help. If you are fortunate enough to need help during regular business hours, you can contact any one of the facilitators or your local (departmental or college) support person. You can contact the University Computer Help Desk (309.438.HELP) from 7:30AM – Midnight 7-days a week. **But**, you should save your work often and in several places.

ACADEMIC MISCONDUCT:

Cheating and plagiarism will not be tolerated. This includes cutting and pasting from the Internet (even if such cutting/pasting have a reference), using AI without proper citation, and generally any material that is not your own unless broken off with quotation marks and cited to the proper author. You **MUST** cite material **EACH** time it is used – **NOT** just at the end of a paragraph or at the very end of your written product. Specifically for this class, intentional borrowing material from others without proper citation or falsification/fabrication of supporting material, will automatically result in a **ZERO** for that assignment and may result in additional action taken by the appropriate university officials. You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on any work, or the presentation of someone else’s work, is plagiarism. In certain circumstances, I may be required to refer violations to the Office of Student Conduct and Conflict Resolution.

A.I. POLICY:

I have a zero tolerance policy for AI use. I encourage you to use AI for idea generation – much like using Wikipedia. However, like Wikipedia (actually worse than Wikipedia), AI is full of inaccuracies. AI can be useful for brainstorming and directing you in a particular direction for research. But, if you find any references while using AI, you **MUST** locate those sources yourself to ensure their accuracy. AI (and I have used all of the major platforms, Open AI, ChatGPT, Perplexity, Claude, and Co-Pilot), has about a 20% accuracy rate with references. It will frequently give you a source with the wrong author, wrong title, etc. In about 15-20% of the cases (more depending on the platform) the reference will be completely **fabricated**. Obviously, relying on such inaccuracies can be devastating for you – imagine if you are on the job and use AI for references, and then your employer or client finds out that your work was incorrect – or fabricated! Additionally, prompting AI to write something for you can also be riddled with mistakes, choppy or robotic language, and broad statements devoid of detail. You should avoid using AI for your references and for writing your work **AT ALL COSTS**.

COMMUNICATION:

We can communicate in a couple of different ways. First, you can always email me. You should email me at zompetti@ilstu.edu. You should **always** use your ISU email address (@ilstu.edu) when emailing me. Do not use a personal email address. If you do, I will assume it is spam and delete it. Avoid that problem by emailing me from your ISU email address. One other thing – please email me directly at my ILSTU email address. Do **NOT** email me through Canvas. Second, we can have a Zoom meeting. Email me about that possibility with your available times, and I will schedule a Zoom meeting with you.

Additionally, I use e-mail to communicate directly to you as an individual and as a class, which you can also access through My.IllinoisState. Clean out and check your ISU e-mail account frequently for notes or announcements from me, your fellow students, the department, and the college. *Not checking your e-mail or Canvas is not grounds for any excuse for not doing or not doing well on any assignment. It's your responsibility to (1) keep your e-mail accounts open and up-to-date and (2) monitor your e-mail and Canvas class news frequently.*

You must accept that good language use is necessary in every written document you prepare. This includes e-mail. I will only open and respond to your e-mail within 24 hours when:

1. A clear and simple subject line is given that, within 10 words or less, says exactly which class you're in and what topic(s) you're writing about. Don't be lazy and leave an old subject line from a previous e-mail I sent that has nothing to do with your e-mail's content. I will not reply to e-mail that recycles old subject lines that are not directly related to your e-mail content.
2. You need to save your work with the following file name format: Last Name, COM 128, name of assignment. For example, a paper subject line would look like this: Smith COM 128 paper.
3. You must **ALWAYS** have some sort of message – don’t just send an attachment without a message indicating what and why you are emailing me. Attachments without messages will be deleted as if they are spam, and you will receive zero credit for whatever it is you’re sending to me.
4. Your e-mail text is written effectively and concisely, and it should be as free of errors as possible.
5. If you have a zero in the grade book for an assignment that was emailed, it may be because you didn’t abide by these guidelines.

By the way, I will apply these rules when I send e-mail to you.

TIME MANAGEMENT:

Effective time management is critical to the successful completion of your classes. Online courses are unique in that they allow much flexibility and place responsibility of when to perform the work entirely on students.

The key to success in managing your time while enrolled in an online course is to set aside time each day to review materials and complete activities.

Below is a chart that details the number of hours you should devote each week or day, given the length of the course in which you are enrolled. The numbers listed are for a 3-credit hour class.

Expected Hours of Work for a 3-Credit Hour Class

| | Hours per Week | Hours per Day (7-day week) | Hours per Day (5-day week) |
|----------------------|-----------------------|---------------------------------------|---------------------------------------|
| 16-week Class | 6 - 9 | 1 - 1.5 | 1.5 - 2 |
| 8-week Class | 12 - 18 | 1.5 - 2.5 | 2 - 3.5 |
| 6-week Class | 16 - 24 | 2.5 - 3.5 | 3 - 5 |
| 4-week Class | 24 - 36 | 3.5 - 5 | 5 - 7 |
| 3-week Class | 32 - 48 | 4.5 - 7 | 6 - 10 |

FINAL NOTE:

ISU remains committed to creating and maintaining a working, learning and living environment that is welcoming, supportive, respectful, inclusive, diverse and free from discrimination and harassment. The nature of this course requires reading and examining controversial issues. By their nature, controversial issues foster disagreement. Our efforts in this course are to analyze these issues, discuss them, and criticize the strengths and weaknesses of the rhetorical messages and strategies employed in gendered communication. As such, respect and tolerance for the interrogation of other people's views in this course is imperative. At the same time, we should also be mindful of the sensitivities of others. If someone – including me – uses language that you find offensive or inappropriate, please kindly let them and/or the class know so that we can learn from each other and improve our climate of civility. Engaging in civil discourse is both a privilege and a responsibility of living in a democratic society. This class will provide both anticipated and unexpected opportunities to engage in this kind of conversation. Simply put, be respectful and open to opinions and ideas that differ from yours. Being deliberately hostile and insulting online, i.e., flaming, is not appropriate under any circumstance. When responding to messages or posts made by others, address the ideas not the person.

GRADING

Note: Failure to turn in any of the course requirements may result in failure of the overall course. I grade your work based on the final product, not your effort. The Grading Scale is an A (4) = 90-100, B (3) = 80-89, C (2) = 70-79, D (1) = 60-69, F (0) = 0-59. Here are the grading criteria I will use to holistically evaluate the quality of everyone’s written work:

- (C) work is average work. If you meet the requirements of the assignment, that is average work, and therefore it deserves a “C.” For work that requires substantive analysis, “C” work answers the “what” but not the “why.” It provides surface-level analysis that minimally applies the concepts of the assignment and course. If an assignment, for example, requires 5 researched, scholarly sources, a “C” paper will have precisely five.
- (B) work is very good and is the same as “C” level work, but it adds extra explanation of the assignment requirements. In terms of substantive content, it goes beyond mere description, and it begins to analyze the “why.” It adds depth and a degree of richness to the examination in the assignment. If an assignment, for example, requires 5 researched, scholarly sources, a “B” paper will involve additional research with 8-10 sources.
- (A) work is excellent work and is the same as “B” level work, but goes beyond explanation and description and engages in deep analysis about the “why” and “how” and “so what” of an issue. “A” work wows and impresses the reader – it goes well beyond what is minimally expected. If an assignment, for example, requires 5 researched, scholarly sources, a “A” paper will have 10-15 sources and will use them extensively to support the deep analysis within the paper.
- (D) level work is below minimum expectations. It may incorporate some aspects of the assignment, but it will be missing other components. Its analysis will be surface level and obvious. It will not add much to the conversation or to our knowledge about the subject area. If an assignment, for example, requires 5 researched, scholarly sources, a “D” paper might have 3-5. The discussion of concepts lacks depth, and the analysis will have little or no thoughtful reflection.
- (F) level work is well below the minimum expectations. The assignment will have several components missing and/or the paper does not fulfill the central requirement or purpose of the assignment. It will not have any researched sources; or, if it does, it might have 1-2 sources. The paper may receive some points (partial credit) since it is an attempt at the assignment, but its failure to meet the requirements or purpose of the assignment deserves an “F” grade, with its requisite point grade.

****NOTE:** The above criteria apply to the substance/content of written work. An “A” level paper in terms of content may still yield a grade of “F” if the assignment is riddled with grammatical errors. However, it is unlikely that a paper with many grammatical errors will achieve A-level content, because excessive grammatical problems make written work difficult to understand, analysis is unclear, and connections between ideas are murky. Grammar is not just a bunch of “rules” to follow – its purpose is to make our writing clearer, crisper, richer, more intelligible, and more descriptive.

GRADING SCALE

| | |
|---|----------|
| Participation (12 days x 16 pts; w/ a possibility of earning 8 bonus pts) | 200 pts. |
| Reflection Paper | 200 pts. |
| Total | 400 pts |

ASSIGNMENTS

1. **Online Class Discussion:** You are expected to read the material and participate in online discussions. Each of you will begin with 200 points for participation (16 points per day. But, there are 12 days of discussion, so it is possible for you to earn 8 bonus points). To discuss, go to Canvas, go to the left sidebar and click on “Discussions,” then click on the appropriate discussion topic that I will post for a particular day’s readings. Remember you **MUST** post something by 9 pm the following day. Remember you need to have your own post that answers the discussion prompts, **AND** you need to address at least two ORIGINAL posts by two different classmates (not a response to a response). If there is more than one reading for a discussion day, you **must** refer to **all** of the readings in your original post (i.e., when answering the prompts). Additionally, the last question for each day’s discussion prompts will require you to take a screenshot of part of the reading that interests you the most. Post the pic and explain what the quote or section of the pic means, and then explain in your own words why you think this passage is significant, interesting, or problematic. I will be looking for the following when determining your grade:

- a. Do you have insightful questions about the reading material for the class to discuss?
- b. Do you appropriately and adequately cite the reading material?
- c. Are you respectful of others’ comments?
- d. Are you prepared?
- e. Are you engaging beyond just saying “I agree with you”? – Do you provide meaningful analysis, examples or criticism of the material?
- f. Do you refer to **all** of the readings for that day?

2. Reflection Paper:

- As you can see with the schedule, there are 3 main units of this course – Language & Gender (Unit 1), History & Gender (Unit 2), and Contemporary Images of Gender (Unit 3). For this paper, you will need to choose one core, major concept from each Unit, define and describe those concepts, and then reflect on the core issue as it relates to your personal life. You should also discuss why some of the concepts in class are useful and significant in your life. This means you need to explain clearly how concept(s) from the readings impact your life and then discuss how what you learned in the course can help you navigate or address the issues you are discussing. This, of course, means you can use the first-person “I” in your paper (but *never* the second-person “you” or “your”). You need to make an argument (a position of advocacy, e.g., “I believe XYZ should change because...” Or, in other words, from the readings, all of you surely can think of something that bothers you, concerns or worries you, or that you are excited about. Is there something that you would like to see continued? Is there something that you didn’t previously know about, but now troubles you? In other words, I’m confident that each of you can find something that either positively or negatively impacted you from the readings. From that, you need to develop a one-sentence, declarative thesis position, and then use the rest of the paper to support and/or justify your thesis statement.)
- You must use and CITE (in the paper proper, then a full citation at the bottom of your paper under “References”) material from our textbook – the Fixmer-Oraiz & Wood book. You may also use material from any of our other readings, and you may do additional research if you like. When quoting directly or referring to a specific point or example from the readings, you must place a page number in the embedded citation – for example, if you paraphrase or quote an article that I wrote, it would look like this (Zompetti, 2018, p. 18) **OR** if it is from the eBook, cite it like this: (Fixmer-Oraiz & Wood, 2026, ch. 11). There is **no page requirement** for this assignment because quality is more important than quantity, but I suspect it will be around 5 pages. You should define, describe, and explain the concepts clearly and use examples when necessary. You can look at the value, appropriateness, efficacy, strengths/weaknesses, etc., of concepts relating to gender. Those are just suggestions – you can write about any argument you like, so long as it is an argument you support and justify with evidence (from our readings) and reasoning.
- For all ideas, concepts, and work that is not your own, you MUST cite the source EACH time you use it (this is called paraphrasing, and you should cite the material each time you use it – NOT at the end of the paragraph or only at the end of your paper, although complete references of all sources used SHOULD occur at the end of your paper). For all quotations you use, those also MUST be cited appropriately each time it occurs. You will be graded in terms of substance/content as well as style/grammar. I grade very strictly when in terms of grammar/style, so budget your time carefully. This means you should carefully proofread your work AND closely follow my writing tips.
- You should email me directly your final paper at zompetti@ilstu.edu. Do NOT send via Canvas. As with all emails, you should have a subject in the subject line, and there should be text to the actual email (e.g., “Dr. Zompetti, here is my final paper. Thank you”). THEN, your paper should be a Microsoft **Word** attachment (**not** a PDF, **not** a Sharepoint file, **not** a Google doc). You also must ensure that it is an email attachment – not a hyperlink or a SharePoint link or a Microsoft word link. It must be a normal email attachment of your Word document (save your paper on a computer, then with your email, click attach and choose the file that you saved.). Here is a link that explains clearly and simply how to attach a Word doc to an email message: <https://phoenixcollege.libanswers.com/library/faq/279155>
- The paper should be double-spaced and written in Times New Roman 12 point font. If you fail to follow these simple instructions, you will receive a zero for this assignment. It is due by 9pm on Saturday, January 11.
- Follow all of the expectations, instructions, and suggestions listed below under “Written Assignments.”

WRITTEN ASSIGNMENTS:

All papers and written assignments must be typed, double-spaced, and in paragraph form, in Times New Roman 12 point font. The quality of your written work (grammar, punctuation, format, spelling, etc.) will be included in grading evaluations. The content of your work is necessarily implicated and impacted by the mechanics of the paper. Make sure you proofread all of your work and that it is photocopied or saved on a jumpdrive. If you forget to proofread or if you misplace your work, do not expect me to be sympathetic. I reserve the right to choose whether or not to accept any late work. If you foresee problems, make sure you discuss them with me BEFORE the assignment is due. In addition, make an argument!!!! Don't simply provide opinion. Support your reasons with sufficient evidence (including quotes, references, examples, etc.) that demonstrate, justify or prove your over-arching argument. **You should research your area thoroughly (do more, not less; do not expect to just do the minimum).** ANY AND ALL ARGUMENTS, IDEAS, WORDS, CONCEPTS, MATERIAL THAT IS NOT YOUR OWN MUST BE APPROPRIATELY FOOTNOTED AND CITED IN A BIBLIOGRAPHY PAGE. You *should* utilize the online databases from Milner, especially databases to access peer-reviewed, scholarly journal articles. Citations: Any and all work or ideas taken from another person or entity must be appropriately cited. This means that material MUST be cited EACH time it is used in your written work (not a simple reference at the end of a paragraph or end of your paper), AND it must have an appropriate full reference in a footnote or works cited page. If we read different sections of a single source in the Unit (e.g., the Talbot book), you only need to list the full citation in the references page once, but in your paper you should refer to each of the readings separately with page numbers (so I know to which reading you refer).

GRAMMAR/WRITING EXPECTATIONS:

There will be a document uploaded to the "Files" section of Canvas with the title "Dr. Z's Writing Tips." Please examine this document carefully and abide by its expectations before submitting your written work.

NOTE: We may alter this course schedule and other aspects of this syllabus as the course progresses. You are responsible for noting any such changes, which will be announced on Canvas. Your enrollment in this class constitutes agreement with all aspects of this syllabus and any alterations that may be made to it during the course of the semester. Your continued enrollment in this course constitutes an explicit acceptance of this syllabus, its policies, and your acknowledgment that you have read its contents.

TENTATIVE SCHEDULE (all times are Central/Illinois time)

M, 12/15 Review the syllabus; introduce yourself to the class (your name, where you're from, what is your major, something interesting about yourself, etc.); make all comments in the discussion area by 9 pm Tuesday, 12/16.

UNIT 1 – Language & Gender

T, 12/16 **Gender & Meanings**: read Fixmer-Oraiz & Wood (ch 2: theoretical approaches); discuss the concepts in the discussion area by 9 pm Wednesday 12/17.

W, 12/17 **Ideology & Meanings**: read Fiske (2011) & Woolard & Schieffelin (1994); discuss the concepts in the discussion area by 9 pm Thursday 12/18.

R, 12/18 **Sex & Gender**: read Diamond (2000); read Mills & Mullany (2011); Fixmer-Oraiz & Wood (ch 5 – 5.1); respond in discussion area by 9 pm on Friday 12/19.

F, 12/19 Discussion for Thursday's readings, 12/19, Sex & Gender, due by 9 pm.

M, 12/22 **Gender & Communication**: read Fixmer-Oraiz & Wood (ch 1); read Stuart Hall, pp. 1-11; discuss these in the discussion area by 9 pm Tuesday, 12/23.

T, 12/23 **Images of Women**: read Fixmer-Oraiz & Wood (ch 3 – 3.3-3.4); read Scotto di Carlo (2023) and Milestone & Meyer, pp. 87-112; discuss these in the discussion area by 9 pm Monday, 12/29.

W, 12/24 No readings; no class.

R, 12/25 No readings; no class.

F, 12/26 No readings; no class.

M, 12/29 Discussion for last Tuesday's readings, 12/23 (Images of Women) due by 9 pm; **Images of Men**: read Milestone & Meyer, pp. 113-145; read Fixmer-Oraiz & Wood (ch 4); discuss these in the discussion area by 9 pm Tuesday, 12/30.

UNIT 2 – History & Gender

T, 12/30 **Waves of Feminism, Types of Feminism, & Patriarchy**: read Krolokke & Sorensen (2006); Fixmer-Oraiz & Wood (ch 3 – 3-3.3); and read Hill & Allen (2021); discuss these in the discussion area by 9 pm Friday, 1/2.

W, 12/31 No readings; no class.

R, 1/1 No readings; no class.

F, 1/2 Complete the discussion from Tuesday, 12/30 (Waves & Types of Feminism & Patriarchy) by 9 pm.

UNIT 3 – Contemporary Gender Issues

M, 1/5 **LGBTQ+ Issues**: read Hamilton (2007); read Mares et al. (2023); discuss these by 9 pm Tuesday 1/6.

T, 1/6 **Trans Issues**: read Sutherland (2023); read Vawnet (2021); Fixmer-Oraiz & Wood (ch 12); discuss these in the discussion area by 9 pm Wednesday 1/7.

W, 1/7 **Contemporary Politics & Gender**: read Robinson et al. (2003); read Corbett (2025); discuss these by 9 pm Thursday 1/8.

R, 1/8 **Gender & Media**: read Drakett et al. (2018); read Fixmer-Oraiz & Wood (ch 11); discuss these in the discussion area by 9 pm on Friday, 1/9.

F, 1/9 No readings; but discussions about Thursday's readings on Gender & Media are due by 9 pm.

Sat, 1/10 Your **final, reflection paper is due** today by 9 pm; Email directly to zompetti@ilstu.edu.