

COURSE OUTLINE

Soci403.9-01: Gender and the Media

University of Calgary – Department of Sociology
Fall 2016

Lecture: MWF 11:00 – 11:50 AM, in SH 278 (Scurfield Hall)

Instructor: Dr. Annette Tézli

Office: SS950

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Office hours: M 12:15 – 1:30 PM;

W 9:00 – 10:30 AM; and by appointment

Course Description

While the term “*sex*” encompasses physiological and anatomical (i.e. biological) differences between females and males, the concept of “*gender*” refers to socially constructed understandings of femininity and masculinity. The mass media, rather than providing “just entertainment,” is conceptualized as a key socializing agent and provider of gendered representations and scripts. It thus plays a central role in creating, maintaining, and transforming notions of gender, gender relations and gender divisions. Over the course of the semester, we will critically examine contemporary representations of gender and gender relations and their intersections with other dimensions of inequality, such as race, social class, age and sexual orientation, in various media outlets. The goal of the course is to provide you with the tools to critically analyze contemporary mass media content from a sociological gender perspective.

Upon completion of this course, successful students should be able to:

- retrieve, effectively read, evaluate, discuss and apply sociological and feminist research examining gender representations in various media outlets;
- describe the complex, equivocal and at times contradictory nature of representations of gender and gender relations in various media texts;
- examine media representations of gender and gender relations within social, political, and cultural context;
- critically assess the relationship between gender representations and commercial interests in various media outlets;
- critically investigate the intersection of gender representations with other dimensions of inequality, such as race, ethnicity, social class, sexual orientations, age, and ability;
- critically evaluate the impact of mass media in their own and others’ lives as well as their notions of gender and gender relations;
- explore the ways in which we are both the product of media influence and agents of progress, resistance and change;
- create effective presentations;
- work in teams successfully; and
- independently devise research questions as well as plan and conduct small research projects to answer those questions.

Course Format

Please note that this an upper-level course which will reading and writing intensive. I will enter each class period assuming that every student has read all of the assigned texts. I will begin each class with a short lecture to cover key concepts and other pertinent information that will complement but not summarize the assigned readings. The remainder of the class will be interactive and devoted to hands-on exercises, group work, class discussions, and films. After each activity, we will reflect on insights gained through discussions and various formal and informal writing assignments.

Required Course Readings

A textbook or course pack is not required for this course. Required course readings are listed in the course schedule and links to assigned journal articles will be provided on D2L.

Recommended Readings:

Yellin, L.L. (2009). *A sociology writer's guide*. Boston: Pearson.

Methods of Evaluation

Assignment Schedule and Outline

Please note that all assignments have to be submitted at the beginning of class (11:00 AM sharp) on the day they are due. All papers submitted after 11:00 AM are subject to late penalties.

	Due date	% of final grade
Team media presentations		15
5 Artifact analyses	bi-weekly, see D2L	40
Children's book analysis		
Topic proposal	October 14	10
Annotated bibliography	November 7	15
Analysis	December 9	20

Team media presentations (15%)

The Conference Board of Canada identified being able to work with others, participating in projects and tasks and adaptability as key employability skills. To develop these skills further, you will work in groups of 2 to prepare a short, 10-minute media artifact presentation. You will first provide a specific media example pertaining to the day's topic of discussion and then analyze it by linking it to the assigned readings. At the end of your presentation, you will present a discussion question to the class and facilitate the discussion in a format of your choosing (team, small group, or class discussion). Group and topic assignments will be made after the course drop deadline. You will be evaluated by me for your presentation and discussion facilitation, your team mate for your contribution to the project and the rest of the class for the quality of your presentation. For more information, please refer to the grading rubric posted on D2L.

5 Artifact analyses (40% total, 8% each)

Every other week, you will select a media artifact representing the media outlet discussed in class (music, virtual world, film, TV, advertising) and provide a description as well as an analysis of gender representations therein. Your discussion should make mention of intersections with other dimensions of inequality. In your analysis, you should make explicit reference to the readings assigned for the week as well as course discussions. You will be graded based on the suitability of your example and the thoroughness of your analysis. More details will be provided in class and on D2L.

Children's book analysis (45% total)

This assignment gives you the opportunity to explore gender representations in children's books, which are an important socializing agent. First you will develop an empirical research question which your research seeks to answer. The topic proposal is due on October 14 and constitutes 10% of your final grade. Next, you will use library resources (academic books, journal articles, subject librarians, etc.) to conduct independent research on trends academic research has identified pertaining to gender representations in children's books. Based on your literature search, you will develop an annotated bibliography of at least 10 academic, peer-reviewed journal articles pertaining to your topic of investigation. The annotated bibliography is due on November 9 and is worth 15% of your final grade. Next, you will visit a bookstore or library, peruse its selection of children's books, take note of trends in gender representation you observe, and pick examples illustrative of your key findings. You will then analyze those findings in-depth using the literature you identified during your library research. You will present your results in a 10-12 page paper, which is due on December 9 and is worth 20% of your final grade. More details will be provided in class and on D2L.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95%	4.0	Excellent-superior performance
A-	85 – 89%	3.7	
B+	80 – 84%	3.3	
B	75 – 79%	3.0	Good – clearly above average performance
B-	70 – 74%	2.7	
C+	67 – 69%	2.3	
C	63 – 66%	2.0	Satisfactory - basic understanding
C-	59 – 62%	1.7	
D+	55 – 58%	1.3	
D	50 – 54%	1.0	Minimal pass - marginal performance
F	<50%	0	unsatisfactory performance

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

Emergency evacuations

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by the Education Block - Food Court.

Course Policies

Technology Use

You are welcome to use your laptop/tablet in class. If you are using a laptop/tablet in class, I would kindly ask you to sit in the back of the class so that other students are not distracted. Please use your laptop/tablet for course-related purposes only (i.e. to access course presentations, take notes). Bear in mind that using your computer/tablet/phone to surf the net, shop, email, check Facebook, update your tweets, etc. is distracting to your classmates. It is also a waste of your tuition fees. Permission to use laptops/tablets may be withdrawn if they are not used appropriately. Please mute your cell phone and refrain from using it during class.

Attendance & Participation

Regular attendance and reading the assigned material, an open mind, as well as your active and meaningful participation is required for this class to reach its fullest potential and to make it a rewarding experience for you and me. I expect you to have critically read the assigned texts prior to the session in which they will be discussed, that you are an active participant in class discussions and group exercises, and that your contributions are generally informed by the assigned reading. I expect you to be on time so that other students in the class are not interrupted by your late arrival. If you miss a class, you will miss material relevant to your success in this course. If you have to miss a class, it is your responsibility to obtain the covered material from one of your class mates. If you come late or need to leave class early, it is courteous to sit somewhere that will allow you to settle down or leave without disrupting others.

E-mail

Feel free to contact me over email at any time. Please send emails through D2L or from your ucalgary account. I will not answer any emails sent from personal email accounts. Please put your course number and section in your email's subject line. Also, it is courteous to include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.

Assignments and Deferrals

It is your responsibility to complete and submit all assignments outlined in this course outline. If at all possible you must provide **advance notice** to the instructor if you are unable to take a test or pass in an assignment on time. All requests for a deferral of an exam or assignment due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while you have the physical or emotional problem rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. **Travel arrangements, misreading of the syllabus, and scheduling conflicts with other classes or employment responsibilities** are **NOT** valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. There are absolutely **NO EXCEPTIONS**.

Assignments submitted late (as of the beginning of class on the dates indicated in the assignment schedule) without due cause are subject to a **5 percentage points deduction** (i.e. 80% instead of 85%) for each day past the due date. Assignments not submitted within 7 calendar days of the due date without approval for extension will automatically receive a grade of 0.

Deferred Term Work Form:

Requests to defer a final paper are dealt with through the Registrar's Office. More information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Handing in papers outside of class, return of final papers, and release of final grades

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor. Electronic submissions via email or D2L, papers placed under the instructor's door, or those submitted to the administrative assistants in the department's main office will NOT be accepted.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor's office, the department office etc.) Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor's office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.

Ethics Research

Please be advised that any research involving human subjects - including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, you must not undertake any human subjects research without discussing your plans with me, to determine if ethics approval is required.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:
(<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>).

Integrity in Scholarly Activity

In addition to its regulations dealing with student academic misconduct, the University has a policy and procedures governing the scholarly integrity of members of the University's faculty and persons holding postdoctoral fellowships or their equivalent. The policy and procedures are titled Integrity in Scholarly Activity and apply to both teaching and research. For more information see: <http://www.ucalgary.ca/pubs/calendar/current/l.html>

The Freedom of Information and Protection of Privacy (FOIP) legislation

...disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department's main office. I will return written assignments individually during class, or during my office hours. If you are unable to pick up your assignment, you may provide me with a stamped, self-addressed envelope to be used for the return of your assignment.

Student Representation

The 2016-17 Students' Union VP Academic is Alicia Lunz; email: suvpaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>.

Safewalk

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. You can also contact Campus Security from any of the “Help” phones located around Campus.

Academic Accommodation

Students needing an Accommodation because of a Disability or medical condition should contact Student Accessibility Services (MC 293, phone 403-220-8237) in accordance with the Procedure for Accommodations for Students with Disabilities available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf. Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

Reappraisal of Grades and Academic Appeals

If you chose to challenge a grade you received for an assignment, please refer to the UofC Calendar for more information and follow the procedures outlined therein:

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>.

Thrive Priority Support Network

Your academic success and personal well-being is important to me. Please feel free to contact me at any time you need academic or personal support and I will help you identify the appropriate resources. Please note that I am working closely with the Thrive Priority Support Network, which seeks to identify students who are facing academic challenges and provide appropriate support services early. This tool monitors this course’s D2L gradebook for sudden changes in a student’s academic performance and alerts academic development specialists, who will then reach out to the student to touch base. Engagement with the academic development specialist is entirely voluntary and all information is confidential. More information is provided here:

<https://www.ucalgary.ca/ssc/advising/thrive>.

Tentative Course Schedule

Subject to change. Changes will be announced and discussed in class.

The following questions should guide your reading of course material and will help you prepare for class discussions: What are the author's main arguments? What new concepts/ideas/arguments does the author introduce? How do these readings relate to my learning in previous courses and to what I experience as a member of this society? How am I reacting to these findings/arguments? Do they support or challenge my values, beliefs, knowledge? Why and how? How would I respond to the author's arguments? What questions remain unanswered? What is confusing/difficult to understand or brilliant about this reading?

Week 1 (September 12-16) - Introduction & Theoretical Foundations

Capitalism, Consumer Culture, and Mediated Lives

Readings: Fleras (2011) - Ch.1&2, Croteau, Hoynes & Milan (2015)

Week 2 (September 19-23) - The Music Industry

Gender Display in Music Videos

Readings: Bretthauer, Zimmerman & Banning (2007), Wallis (2011)

Sexuality in Music Videos

Readings: Aubrey and Frisby (2011), Hall, West & Hill (2012)

Week 3 (September 26-30) – The Music Industry, cont.

Misogyny in Music Videos

Readings: Enck & McDaniel (2012), Weitzer & Kubrin (2009)

Challenging Gender Norms Through Music: Hip Hop Feminism

Readings: Pough (2003), Durham (2012)

Week 4 (October 3-7) – Virtual Worlds

Gender and Gender Relations in Online Gaming

Readings: Waddell et al. (2014), Sanford & Madill (2006)

Gender, Race and Violence in Video and Online Games

Readings: Cote (2015), Tomkinson & Harper (2015)

Artifact analysis due Oct 7

Week 5 (October 12-14) – Virtual Worlds, cont.

October 10 THANKSGIVING, NO CLASS

Keyboard Warriors

Readings: Coston & Kimmel (2013), DeKesedery, Fabricius & Hall-Sanchez (2015)

Symbolic Violence in the Virtual World

Readings: Jane (2014), Mannivannan (2013)

Topic proposal due Oct 14

Week 6 (October 17-21) – The Film Industry

Gazes and Spectators

Readings: bell hooks (1992), Bielby & Bielby (2012)

Gender and Race Representations in Contemporary Film

Readings: Bailey (2009), Tasker (2012)

Artifact analysis due Oct 21

Week 7 (October 24-28) – The Film Industry, cont.

Disney: Good Girls and Wicked Witches

Readings: Davis (2006), Stover (2013)

Disney/Pixar and the Alpha Male

Readings: Jeffords (1995), Gillam & Wooden (2008)

Week 8 (October 31-November 4) – Television

Is Feminist TV The New Normal?

Readings: Owen, Stein & Van de Berg (2007), Cuklanz & Moorti (2006)

The Politics of Makeover TV

Readings: Cox (2011), Cohan (2012)

Artifact analysis due Nov 4

Week 9 (November 7-9) – Television, cont.

November 11 REMEMBRANCE DAY, NO CLASS

Masculinity and Social Class

Readings: MacKinnon (2003), Fleras (2011) - Ch. 10

Homosexuality and Gender Non-Conformity on TV

Readings: Avila-Saavedra (2009), Craig, McInroy, McCready & Alaggia (2015)

Annotated bibliography due Nov 7

Week 10 (November 14-18) – Advertising

Marketing Consumer Culture

Readings: Jhally (1990), Steinem (1994)

Codes of Gender

Readings: MacKinnon (2003), Fleras (2011) - Ch.9

Artifact analysis due Nov 18

Week 11 (November 21-25) – Advertising, cont.

Women in Advertising

Readings: Stern & Mastro (2004), Baker (2005)

Advertising Masculinities

Readings: Rohlinger (2002), Messner & Montez de Oca (2005)

Week 12 (November 28-December 2) – Magazines

Gender, Race and Sexual Orientation in Magazines

Readings: Pompper, Lee & Lerner (2009), Draper (2010)

Inventing the Cosmo Girl

Readings: Ouellette (1999), Gill (2009)

Artifact analysis due Dec 2

Week 13 (December 5-9) – Magazines, cont.

Representations of Modern Masculinity

Readings: Dines (1998), Stibbe (2004)

What's the Big Deal? It's Just Entertainment?

Readings: Fleras (2011) – conclusion

Children's book analysis due Dec 9