



Fall 2020

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Gender and Media	
Course Number	Soci403 L02
Pre/Co-Requisites	Soci303 & Soci313
Class Dates	September 8 – December 9, 2020
Class Times	Mondays & Fridays 10:00-10:50am (MST)
Class Location	Online (Zoom) – see D2L for links to each lecture
Instructor Name	Dr. Annette Tézli (she/her)
Email	atezli@ucalgary.ca
Office Hours (via Zoom)	Wednesdays 12:00-3:00pm (MST); and by appointment Please book your appointment here: https://calendly.com/atezli

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Course Description

Media is a social institution and central agent of socialization that is both gendered (meaning it is organized around gender) and gendering (meaning it teaches us how to be gendered beings in a gendered world). Media plays a central role in creating, maintaining, and transforming notions of sex and gender, gender relations, as well as explanations of gender differences and material gender inequalities. This course will focus on the sociological analysis of gender representations in various media outlets, e.g. music, TV, film, advertising, print, social media, video games, etc., as well as their intersections with other dimensions of inequality, such as race & ethnicity, citizenship, social class, age, and sexual orientation. We will focus on the role of gender and intersecting dimensions of inequality in the process of producing media content, media representations of gender, as well as the impact of those representations on various audiences. Finally, we will examine media as a site of production and reproduction of gender and gender relations, but also as a space to challenge dominant understandings of both.

Course Objectives/Learning Outcomes

By the end of this course, successful students will be able to:

- retrieve, effectively read, evaluate, discuss and apply sociological research examining gender representations in various media outlets as well as the process of their production;
- 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 investigate the intersection of gender representations with other dimensions of inequality, such as race, ethnicity, citizenship, social class, sexual orientations, age, and disability;
- 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

We will meet twice a week, on Mondays and Fridays from 10:00-10:50 (MST) via Zoom. On Mondays, I will guide you through some exercises and discussions that focus on the development of key competencies essential to the successful completion of this course, such as team work and presentation skills. On Fridays, student teams will facilitate a presentation and discussion on a topic of their choosing. I will record all Zoom lectures and post them on D2L. However, you should be prepared to attend workshops and presentations regularly as active participation in group discussions and exercises will be essential to your success in this course.

Wednesdays are reserved for independent study, such as completing preparatory readings, devising discussion questions, preparing group presentations, or working on the semester-long research project.

Learning Technologies Requirements

Registered course participants can access all required learning materials through the course's D2L page: <https://d2l.ucalgary.ca/d2l/home/324178> (login required).

In order to be able to fully engage in this course, you should have reliable access to the following learning technology:

- A computer with a supported operating system & the latest security, and malware updates;
- A current and updated web browser;
- A Webcam (built-in or external) for presentations;
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- A stable, reliable Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Required Course Readings

A textbook or course pack is not required for this course. Required course readings for each week will be provided on D2L.

Methods of Assessment and Grading Weights

Note that all class activities and assessment due dates and times listed in this course outline and on D2L are scheduled using Mountain Standard time (Calgary time). Please take into consideration if you find yourself in a different time zone.

	Date	% of final grade
Team Media Presentation		20
Presentation Learning Reflection		15
9/10 Presentations Peer Feedback	weeks 3-13	10
9/10 Discussion Questions	weeks 3-13	10
Research Project		
Topic Proposal	October 16	10
Project Outline	November 13	10
Research Results	December 11	25

Team Media Presentation (20% of your final grade)

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 3-5 (depending on final class size) to prepare a 20-minute presentation. As a group, you will independently develop the focus of your presentation. Using the guide provided on D2L, you will develop a specific research question your presentation will answer by selecting a specific aspect of gender, an additional dimension of social inequality (e.g. race/ethnicity, social class, sexual orientation, age, etc.), and a media outlet on which your analysis will focus (e.g. film, theater, TV, magazine, music, etc.). Your presentation should build on at least 5 peer-reviewed academic journal articles specific to the topic of your presentation. Your group will share 2 of those articles with the class on your group's discussion board on D2L at least 7 days prior to the presentation (10:00am on Fridays). Those 2 articles should prepare the rest of the class well for your topic of discussion.

The rest of the class will read the provided articles and post 1 discussion question on the discussion board by Wednesday, end of day. The presenting group will then select a few of those

discussion questions to guide a 20-minute class discussion in a format of your choosing (team, small group, or class discussion) following your presentation. The presentation and discussion will be recorded and posted on D2L for your reference, and for those of you who had to miss class that days. **Please note that you should make every effort to follow the presentations live on Zoom and actively engage in the class discussion following the presentation.**

Your presentation will be evaluated by:

- me for your reading selection, presentation and discussion facilitation,
- your teammates for your contribution to the project, and
- the rest of the class for the quality of your presentation.

We will develop presentation guidelines and evaluation standards as well as peer evaluation procedures collaboratively in class at the beginning of the semester. Detailed assignment guidelines will then be posted on D2L under Content → Assignments.

Presentation Learning Reflection (15% of your final grade)

In this assignment you will critically reflect on your own learning process working as a team to give a presentation as well as the process of developing and delivering a presentation. You will discuss what went well, what you would do differently in the future, and what you have learned from your presentation feedback. Reflections can be submitted at any point after receiving the feedback on your presentation. Detailed assignment guidelines and permissible formats will be discussed in class and circulated on D2L under Content → Assignments.

Discussion Questions (10% of your final grade)

Each week you will develop one discussion question based on the readings selected by the presenters. Readings will be posted by 10:00am on Fridays, the corresponding discussion question should be posted by the end of the day the following Wednesday. For example, the first presentation I scheduled for Friday, September, 25. Readings will be posted on the Group 1 Discussion Board on D2L by Friday, September 18. The discussion question is due by midnight on Wednesday, September 23. There will be 10 presentations, thus you can submit 10 discussion questions over the course of the semester. You may miss 1 question without penalty, or submit all 10, of which only the highest 9 scores will be counted toward your final grade. Assignment guidelines and a grading rubric are available on D2L under Content → Assignments.

Peer Evaluations (10% of your final grade)

Being able to provide constructive and effective feedback to others is essential in any professional environment. For each group's presentation, you will provide an assessment of the quality of the presentation. Peer evaluations must be submitted within 7 days of the presentation (by 10:00am on the Friday following the presentation). Recordings of the presentations will be available in the corresponding Discussion Board on D2L. There will be 10 presentations and therefore you can submit 10 peer reviews over the course of the semester. You can miss 1 question without penalty, or submit all 10, of which only the highest 9 will be counted toward your final grade. We will discuss the peer review process as well as feedback and grading criteria in detail in class at the beginning of the semester, and the information will be circulated on D2L under Content → Assignments.

Research Project (45% of your final grade in total)

The second major assignment for this course is a semester-long research project through which you will empirically investigate gender representations in media. Your paper can build on your presentation, or focus on a different research problem altogether. You can work on this research project collaboratively as a group, or independently. To make the research more manageable, you will complete the research paper in 3 stages.

1. *Research topic proposal (10% of your final grade)*

The research paper gives you the opportunity to pursue a topic of special interest to you in more depth. In your topic proposal you will identify the general topic of your research focus as well as your specific research question. You can select any topic that interests you, but keep in mind that you have to examine your topic sociologically and that the topic has to be consistent with the general orientation of this course. More detailed information and additional resources will be provided in class and on D2L.

2. *Project outline (10% of your final grade)*

To help you stay on track in your research, you will submit a proposed outline for your research paper that details information to be included in your introduction, outlines key ideas to be presented in your paper, and includes a preliminary inventory of 10 peer-reviewed academic journal articles in your area of investigation. In addition, you will specify the format in which you plan to present your research results. More detailed information and additional resources will be provided in class and on D2L.

3. *Research Results (25% of your final grade)*

Here you will present the results of your empirical research and analyze them drawing on course material and the literature you identified in your project outline. You will independently decide how to present your research results; we will discuss permissible formats in class. assignment guidelines and the grading rubric will be discussed in class and then posted on D2L.

Final Exam Information

There will be no final exam in this course. Instead, the Research Paper will serve as the final examination in this course to assess your learning over the course of the semester.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale. To maintain consistency in grade assignments, final grades will not be rounded up, no matter how close they are to the cut-off to the next better letter grade.

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Grade Reappraisal

If you chose to seek reappraisal of examinations or assignments, you must submit a written response to the instructor explaining the basis for reconsideration of your assessment within 10 business days of receiving your grade. Please note that the re-evaluation of course work can lead to the grade being raised, lowered, or it might remain the same. For more information, see: <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Course Policies

Topics discussed and material included in this course will be explicit at times (deviance, violence, sexuality, profanity, etc.). You might find yourself reacting to that content with discomfort or distress, either because of personal experiences you had or because it conflicts with your personal convictions. While discomfort is part of any learning process, please do not hesitate to reach out to me should you need support/resources beyond what is provided on D2L under “Course Resources.”

Course Etiquette

Please keep in mind that all participants in this class are diverse in terms of their positions in complex social hierarchies organized around social class, race, ethnicity, citizenship, gender identities and expressions, sexual orientation, age, disabilities, etc. Material discussed in class will at times reflect, at times challenge or even contradict your own life experiences. In an effort to make this course welcoming and safe for all, please interact with all participants (fellow students, instructor, and TAs) professionally and respectfully.

Lecture Slides

Since lectures will be available for a limited time only, you should take notes to prepare for assessments. I will post PowerPoint slides for each lecture on D2L in advance of the lecture during which they will be covered. The PowerPoint slides I post on D2L will provide a lecture outline, but not complete lecture content. It is your responsibility to complete each slide during lecture. To assist your note-taking, I provided helpful note-taking resources on D2L under “Course Resources.” If you miss a lecture, it is your responsibility to obtain lectures notes from a classmate.

Recording of Lectures

Note that the audio or screen recording of lectures and taking screengrabs of PowerPoint slides during the lecture are not permitted without the instructor’s explicit authorization. The non-authorized recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Sharing of Lecture Notes

Note that publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may not be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites, such as note-sharing sites, without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

E-mail

Please send emails only from your ucalgary account. Please include the following in each email:

- your course and section number in your email's subject line
- a proper salutation, your full name, UCID, short message, and a proper closing in the body of your email.

All emails will be answered within one business day. Please e-mail me for administrative purposes only. Questions about the course content, concerns about grades, or personal issues should be discussed in person during my office hours.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Office Hours

I will hold office hours via Zoom on Wednesdays from 12:00-3:00pm (MST). You can access the meeting via the Zoom tab on D2L, or the direct link provided under Contact Information & Office Hours in the D2L Content area. Feel free to visit office hours if you would like to review an assessment, ask questions about course material, or chat about your education/well-being in general.

If you would like to meet during regularly scheduled office hours, please book your appointment here: <https://calendly.com/atezli>. Please leave your name, course number, a brief description of the purpose of our meeting, and your video preference (video on or off) when you make your appointment so I can prepare for our meeting in advance.

If my office hours do not work for your schedule regularly, please email me your request for an appointment along with a screengrab of your schedule. I will then identify a timeslot that works for both of our schedules.

Media Recordings

Note that all Zoom sessions will be recorded and posted on D2L for the following purposes:

***Lecture capture**

Not all of you will be able to attend the synchronous course meetings all the time. To make sure that everyone has access to essential learning materials, I will record the skills development workshops as well as related group and class discussions. Please be aware that each session will be recorded and shared on D2L. These recordings are intended to be used for lecture capture only, so please make sure not to use them for any other purpose or share them with people not enrolled in this course.

***Media recording for the assessment of student learning**

I will record student presentations and subsequent class discussions as part of the assessment. These recordings will capture the presentations as well as the subsequent class discussion. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. I will post the recordings on D2L so you can access them for the purpose of writing your peer feedback. Please make sure not to use recordings for any other purpose, or share them with people not enrolled in this course.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

Research Ethics

Students are 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 Departmental 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.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at: <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Academic Integrity

As per University Calendar, “Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.” 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.html>.

Absences and Deferrals

It is your responsibility to complete all assessments listed in this course outline. That said, the ongoing pandemic and the transition to online learning can create exceptional challenges for some when it comes to completing scheduled assessments on time.

If you cannot submit an assessment as scheduled in the course outline, you must notify the instructor immediately. For missed team work, if the reason provided for the absence is acceptable, the instructor may propose an alternative form of assessment or transfer the weight of the missed assessment to the remaining assessments. For missed individual work, if the reason provided for the absence is acceptable, you will work on a new, reasonable deadline with the instructor. Assignments not submitted within 7 calendar days of the due date without notifying the instructor or explicit approval of an extension will automatically receive a grade of 0.

For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out. More information about deferred term work is provided by the Registrar.

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).

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Their advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>.

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Students' Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Thrive Priority Support Network

Your academic success and personal well-being are 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/student-services/student-success/advising/help>.

Student Support

Links to available on-campus supports as well as course-specific learning resources are available on D2L under CONTENT → CAMPUS RESOURCES, and CONTENT → COURSE RESOURCES.

Schedule of Lectures and Readings

Subject to change. Updates will be posted on D2L.

Week 1 (September 9-11)

Wednesday, September 9: Course Welcome & Orientation

Friday, September 11: Working Successfully as a Team

Week 2 (September 14-18)

Monday, September 14: Giving Engaging Presentations

Friday, September 18: Providing Constructive and Effective Feedback

Week 3 (September 21-25)

Monday, September 21: TBA

Friday, September 25: Group 1 (post readings by September 18)

Week 4 (September 28-October 2)

Monday, September 28: TBA

Friday, October 2: Group 2 (post readings by September 25)

Week 5 (October 5-9)

Monday, October 5: TBA

Friday, October 9: Group 3 (post readings by October 2)

Week 6 (October 12-16)

Monday, October 12: Thanksgiving Holiday – no class meeting

Friday, October 16: Group 4 (post readings by October 9)

Week 7 (October 19-23)

Monday, October 19: TBA

Friday, October 23: Group 5 (post readings by October 16)

Week 8 (October 26-30)

Monday, October 26: TBA

Friday, October 30: Group 6 (post readings by October 23)

Week 9 (November 2-6)

Monday, November 2: TBA

Friday, November 6: Group 7 (post readings by October 30)

Week 10 (November 9-13): Term Break – no class meeting

Week 11 (November 16-20)

Monday, November 16: TBA

Friday, November 20: Group 8 (post readings by November 6)

Week 12 (November 23-27)

Monday, November 23: TBA

Friday, November 27: Group 9 (post readings by November 20)

Week 13 (November 30-December 4)

Monday, November 30: TBA

Friday, December 4: Group 10 (post readings by November 27)

Week 14 (December 7-9)

Monday, December 7: Wrap-Up