



Fall 2021
 FACULTY OF ARTS
 Department of Sociology
 Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Gender and Media	
Course Number	SOCI 403 L09
Pre/Co-Requisites	SOCI 303, 313, 315, 331, 333
Class Dates	September 7 – December 8, 2021
Class Times	MWF 10:00-10:50 (MST)
Class Location	Online (D2L & Zoom)
Instructor Name	Dr. Annette Tézli (she/her)
Email	atezli@ucalgary.ca
Virtual Office Hours (Via Zoom only)	Mondays 11:30am-1:10pm (MST) Thursdays 11:30am-1:30pm (MST); and by appointment Please book your appointment* here: https://calendly.com/atezli *If you cannot keep an appointment, please cancel it to make the slot available to others.

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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, the process of their production, and their impact on media users.
- 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.
- independently devise research questions as well as plan and conduct small research projects to answer those questions.

Course Format

We will meet online MWF from 10:00-10:50 (MST) via Zoom. I will record all Zoom lectures and post them on D2L for those who had to miss a class meeting. However, you should be prepared to attend seminars regularly as active participation in group discussions and exercises will be essential to your success in this course.

I view online meetings as an opportunity for us to interactively engage with course material. I will enter each class period assuming that everyone has read all of the assigned texts and is prepared to discuss them critically in class. 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 each meeting will be interactive and devoted to hands-on exercises, small group work, class discussions, and films.

Learning Technologies Requirements

Registered course participants can access all required learning materials through the course's D2L page: <https://d2l.ucalgary.ca/d2l/home/397244> (login required).

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).
- 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 are listed in the course schedule and can be accessed free of charge through the Bookshelf feature on D2L.

Methods of Assessment and Grading Weights

All assignments must be submitted via D2L Dropbox by the end of day (midnight) on the due date.

	Due	% of final grade
Team Presentation		
Presentation & Discussion	Wednesdays	25
Team Learning Reflection	7 days after grade received	15
Peer Feedback	7 days after presentation	10
Research Project		
Topic Proposal	October 18	10
Project Outline	November 22	10
Research Results	December 13	30

Team Media Presentation (25% of your final grade)

As bell hooks (2010) reminds us, the process of learning today is too often private, individualistic, and competitive. In this course, we approach learning as a collective effort, a partnership between all course participants. To that end, you will work in groups of 3-5 (depending on the final class size) to prepare a 15-20-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.

Following the presentation, the presenting group will facilitate a 20-minute class discussion in a format of your choosing (team, small group, or class discussion). To allow your classmates to adequately prepare for the discussion, you should post 3 discussion questions on D2L no later than 24 hours before the discussion (by 10:00am on Tuesday). Presentations will take place on Wednesdays except for the final group, which will present on Monday, December 6.

Your presentation will be evaluated by:

- me for your presentation and discussion facilitation,
- your teammates for your individual contribution to the project, and
- your assigned peer feedback group for the overall quality of your presentation.

Detailed assignment guidelines will then be posted on D2L under Content → Assignments.

Team 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. You will discuss what went well, what you would do differently in the future, and what you have learned from the feedback you have received. Reflections must be submitted within 7 days of receiving your presentation grade. Detailed assignment guidelines and permissible formats will be discussed in class and circulated on D2L under Content → Assignments.

Peer Feedback (10% of your final grade)

Being able to provide constructive and effective feedback to others is essential in any professional environment. You will provide one assessment of the quality of the presentation of your assigned peer feedback group. Peer evaluations must be submitted within 7 days of the presentation (by 10:00am on the Wednesday following the presentation). 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 (50% 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 must examine your topic sociologically and empirically, and that the topic must 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 should include your (revised) research question, your data generation and analysis strategy, and 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 (30% 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. 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.

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.

Absences and Deferrals

It is your responsibility to complete all assessments listed in this course outline. That said, the ongoing pandemic and personal circumstances can create exceptional challenges for some when it comes to completing scheduled assessments on time. If possible, you must **provide advance notice** to the instructor or TA if you are unable to submit an assessment as scheduled.

If the reason provided for the absence is acceptable, you will work on a new, reasonable deadline with the instructor or TA. Assignments not submitted within 5 business days of the due date without notifying the instructor or TA, or explicit approval of an extension will automatically receive a grade of 0.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

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>

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.

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, sometimes challenge or even contradict your own life experiences. To make this course welcoming and safe for all, please interact with all participants (fellow students, instructor, and guest speakers) professionally and respectfully.

Lecture Slides

PowerPoint slides for each lecture will be posted on D2L in advance of the lecture during which they will be covered. PowerPoint slides posted on D2L will provide a lecture outline, but not complete lecture content. To assist your notetaking, I suggest you bring posted slides to class and complete each slide during lecture.

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.

Office Hours

I will hold office hours via Zoom on Mondays from 11:30am-1:10pm (MST) and on Thursdays from 11:30am-1:30pm (MST). You can access the meeting via the Zoom tab on D2L, or the direct link provided under Contact Information & Office Hours on D2L. 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 you cannot keep your appointment, please cancel it through the app to make your time slot available to other students.

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

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.

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 class meetings. 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.

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.

Academic 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>

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.

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>

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>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees, from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

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.

Important Dates

September 7	First day of classes
September 16	Last day to drop a class without financial penalty
September 17	Last day to add/swap a course
September 30	National Day for Truth and Reconciliation
October 11	Thanksgiving Day – no classes
November 8-12	Term break – no classes
December 8	Last day of classes, last day to withdraw from a course
December 11-22	Final exam period

Schedule of Lectures and Readings

Module 1 (September 8-10): Welcome & Introduction

Assigned Reading:

Film (on D2L): *This Changes Everything* (2018)

Module 2 (September 13-17): Gendered Productions and their Consequences

Assigned Readings:

Film (on D2L): *Miss Representation* (2011)

Tuchman, Gaye. 2012. "The Symbolic Annihilation of Women by the Media." Pp. 41-58 in *The Gender and Media Reader*, edited by M. C. Kearney. New York: Routledge.

Jenkins, Joy and Teri Finneman. 2018. "Gender Trouble in the Workplace: Applying Judith Butler's Theory of Performativity to News Organizations." *Feminist Media Studies* 18(2):157-72.

Module 3 (September 20-24): Mediated Gender Roles and Gender Relations - Children

Assigned Readings:

McCabe, Janice, Emily Fairchild, Liz Grauerholz, Bernice A. Pescosolido and Daniel Tope. 2011. "Gender in Twentieth-Century Children's Books: Patterns of Disparity in Titles and Central Characters." *Gender & Society* 25(2):197-226.

Garlen, Julie C. and Jennifer A. Sandlin. 2017. "Happily (N)Ever After: The Cruel Optimism of Disney's Romantic Ideal." *Feminist Media Studies* 17(6):957-71.

Module 4 (September 27-October 1): Mediated Gender Roles and Gender Relations - Adults

Assigned Readings:

Film (on D2L): *Codes of Gender* (2009)

Wallis, Cara. 2011. "Performing Gender: A Content Analysis of Gender Display in Music Videos." *Sex Roles* 64(3-4):160-72.

Scheibling, Casey. 2020. "The Culture of Fatherhood 2.0: Exploring the "Tiny Public" of Dad Bloggers in North America." *Feminist Media Studies* 20(6):813-30.

Module 5 (October 4-8): Gendered Bodies

Assigned Readings:

Film (on D2L): *Dreamworlds 3* (2007)

Simpson Hovater, Randa and D. Nicole Farris. 2020. "Back That Sexism Up: An Analysis of the Representation of Women's Bodies in Music Videos." Pp. 75-97 in *Gender, Sexuality and Race in the Digital Age*, edited by D. N. Farris, D. L. R. Compton and A. P. Herrera. Cham: Springer.

Murray, Dara Persis. 2013. "Branding "Real" Social Change in Dove's Campaign for Real Beauty." *Feminist Media Studies* 13(1):83-101.

October 11-15: Wellness Week – No Class Meetings

Module 6 (October 18-22): Gender and Age*Assigned Readings:*

Markov, Čedomir and Youngmin Yoon. 2020. "Diversity and Age Stereotypes in Portrayals of Older Adults in Popular American Primetime Television Series." *Ageing and Society*:1-21.

Crawford Mondé, Geniece. 2018. "#Blackdontcrack: A Content Analysis of the Aging Black Woman in Social Media." *Feminist Media Studies* 18(1):47-60.

Module 7 (October 25-29): Gender and Race/Ethnicity/Religion*Assigned Readings:*

Luisi, Tim. 2021. "'But, He's So Serious': Framing of Masculinity among Western Hemisphere Indigenous Peoples in Disney Animated Films." *The Journal of Men's Studies* 0(0):1-18.

Avery, Lanice R., L. Monique Ward, Lolita Moss and Dilara Üsküp. 2017. "Tuning Gender: Representations of Femininity and Masculinity in Popular Music by Black Artists." *Journal of Black Psychology* 43(2):159-91.

Module 8 (November 1-5): Gender and Race/Ethnicity/Religion, cont'd.*Assigned Readings:*

Rajiva, Mythili. 2021. "It's Caramel Princess Time! Reading Contemporary South Asian Femininity through the Celebrityization of Mindy Kaling and Priyanka Chopra." Pp. 161-73 in *Routledge Handbook of Asian Diaspora and Development* edited by A. K. Sahoo. London: Routledge.

Kim, Ju Oak. 2021. "Intersectionality in Quality Feminist Television: Rethinking Women's Solidarity in the Handmaid's Tale and Big Little Lies." *Feminist Media Studies*:1-15.

November 8-12: Midterm Break - No Class Meetings**Module 9 (November 15-19): Gender and Social Class***Assigned Readings:*

Butsch, Richard. 2017. "Class and Gender through Seven Decades of American Television Sitcoms." Pp. 38-52 in *Media and Class*, edited by J. Deery and A. Press. New York, NY: Routledge.

Gibbins, Sheri and Jessica Taylor. 2010. "From Rags to Riches, the Policing of Fashion and Identity: Governmentality and "What Not to Wear"." *Explorations in Anthropology* 10(1):31-47.

Module 10 (November 22-26): Gender Diversity*Assigned Readings:*

Thomas, Victoria E. 2019. "Gazing at "It": An Intersectional Analysis of Transnormativity and Black Womanhood in Orange Is the New Black." *Communication, Culture and Critique* 13(4):519-35.

Cavalcante, Andre. 2017. "Breaking into Transgender Life: Transgender Audiences' Experiences with "First of Its Kind" Visibility in Popular Media." *Communication, Culture and Critique* 10(3):538-55.

Module 11 (November 29-December 3): Gender and Sexual Orientation

Assigned Readings:

Malkowski, Jennifer. 2010. "When Straight America Starts "Queering": Brokeback Mountain and Its Parodies." Pp. 139-65 in *Queers in American Popular Culture, Volume One: Film and Television*, edited by J. Elledge. Santa Barbara: Praeger.

Craig, Shelley L., Lauren McInroy, Lance T. McCready and Ramona Alaggia. 2015. "Media: A Catalyst for Resilience in Lesbian, Gay, Bisexual, Transgender, and Queer Youth." *Journal of LGBT Youth* 12(3):254-75.

Film (on D2L): *Queering the Script* (2019)

Module 12 (December 6-8): Changing the Script

Assigned Reading:

Keller, Jessalynn. 2020. "A Politics of Snap: Teen Vogue's Public Feminism." *Signs: Journal of Women in Culture and Society* 45(4):817-43.