

MEJO 841
MASS COMMUNICATION AND SOCIETY PERSPECTIVES SEMINAR
Portrayals and Framing of Gendered Violence
SPRING 2016

9:00 a.m. – 11:30 a.m. Wednesdays
338 Carroll Hall

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Office hours: 1-3 Tuesdays and by appointment

The purpose of this course is to explore the roles and responsibilities of the mass media in society and culture. During the Spring 2016 semester we will be reading and critiquing research on how mainstream media and social media cover gendered violence as well as exploring how audiences use social media to provide counter narratives to the predominant images in media. Additional specific topics related to the main area of construction and framing of gendered violence will come from the individual interests and research/projects of the seminar participants. The final paper for the course will be an original research paper (Ph.D. students and research track MA students) or a more professionally oriented paper or project (option available to professional track MA students). There is no restriction on the theoretical perspective or methodological approach taken in the papers.

In addition to the purpose listed below, The School of Media and Journalism's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas.

In this 841 graduate level seminar focusing on constructions of gendered violence, we will focus on the following values and competencies:

- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- contribute to knowledge appropriate to the communications professions in which they work.

Important UNC policies and procedures:

The Honor Code

The Honor Code is, as always, in effect at the University of North Carolina at Chapel Hill. You are expected to uphold all aspects of the Honor Code. If you have questions about the Honor Code, please see me. Read more at <https://studentconduct.unc.edu/honor-system>

Special Accommodations:

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Accessibility Services website at <https://accessibility.unc.edu/>

Diversity:

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2015-2016 Undergraduate Bulletin <http://www.unc.edu/ugradbulletin/>

UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis

of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here <http://campusconversation.web.unc.edu/resources/>

Textbooks

Berns, N. (2004). *Framing the victim: Domestic violence, media, and social problems*. New Brunswick, NJ: Transaction Publishers.
Rentschler, C. A. (2011). *Second wounds: Victims' rights and the media in the U.S.* Durham, NC: Duke University Press.

In addition to these two textbooks, I have also assigned other readings for the course. You can find the required readings or resources on the Sakai site. At the end of the syllabus, I've provided some additional readings and resources.

Requirements and Grades

The course will be conducted as a graduate seminar – this means students are expected to participate in discussions on assigned readings and on their own research interests or projects, to provide critiques of and comments on course readings, and to produce a final original research paper or project by the end of the semester. Graduate grades are H, P, L, and F.

If you are still trying to understand what graduate grades mean, here's a general description.

- H means a truly outstanding performance in the class and on assignments.
- P is a good, solid performance overall in the class and on assignments.
- L is a performance in the class and on assignments that is below the acceptable level for graduate students. It means the student does not understand the course material very well, does not have a grasp of what is required in this area at the graduate level, and is not participating in the class at the level expected of graduate students.
- F is the same as it is for undergraduates. It's failing.

Below, I've tried to give you a general idea of how different requirements will be weighted in this course. Your grade, generally, is determined by: active participation in class, grades on assignments and papers, and your work in class in relation to others.

Attendance & general participation – 10%
Leading class discussion on course reading(s) – 15%
Proposal – 30%
Final paper – 45%

Assignments and Course Responsibilities

Attendance & general participation (10%): As you know, attendance and participation in graduate classes are critically important. Skipping class or missing class for travel is not an option at the graduate level. However, if you have an emergency and need to miss class, please email me beforehand and tell me the day you plan to miss and the reason. You are also expected to be in class when the class starts and to come prepared to participate in class discussions. That is, you are expected to be familiar with all of the readings and prepared to discuss them.

Leading class discussion on course readings (15%): An important part of your participation in the seminar is your ability to lead our discussions on some of the assigned readings. Each student will select a total of 3 readings listed on the syllabus and will lead our conversation about that reading. Everyone in the seminar will have read all of the pieces, but our discussion leaders will help focus our critique and understanding of the readings through questions and comments they have about the readings. You are not meant to summarize the reading for us, but rather to call our attention to some important points about the reading and provide some questions for us to discuss. **You may substitute a reading of your choice (scholarly or professional) for one of the readings you report on.**

Proposal (30%): You will write a proposal for the final research study or project you will be doing in the class. The proposal should be approximately 10 (double-spaced) pages or approximately 3000 words. For students doing the research paper, your proposal should include a literature review and research methods for carrying out your study. For students doing the more professional oriented project, your proposal should include a literature review of the conceptual area that will guide your project and an outline of the procedures (and availability of resources) for your project. We will talk about proposal writing during the semester.

Final paper (45%): Ph.D. students and research track MA students will write an original research paper (approximately 25 (double-spaced) pages or approximately 7,500 words for their final paper in the course. You should decide on a general area of interest early in the semester. Students will also need to investigate possible conventions and publications to which they could submit their papers or how their papers might be used in future projects. There is no restriction on the theoretical perspective or methodological approach taken in the papers. Professional track MA students may write a traditional research paper or may do a more professionally oriented paper or a project.

Presentation of final paper (graded pass/fail): Papers will be presented the last two days of class, and each student will have approximately 15 minutes to present the findings or results of his/her research or to show his/her final project. Of course, students are expected to attend both days of the research presentations.

Tentative Course Schedule

<p>January 13</p>	<p>Intro to course procedures and design: Feminist approaches to media coverage of violence and engaged scholarship.</p> <p style="text-align: center;">As defined by UNC, “<i>faculty ‘engagement’ refers to scholarly, creative or pedagogical activities for the public good, directed toward persons and groups outside [UNC]. Such activities (in the form of research, teaching and/or service) develop as collaborative interactions that respond to short and long-term societal needs. Engagement serves people in our state, nation or the wider world through a continuum of academically informed activities.</i>” Specifically, engaged scholarship is defined as “<i>Scholarly efforts to expand multifaceted intellectual endeavor with a commitment to public practices and public consequences.</i>”</p>
<p>January 20</p>	<p>Feminist approaches to media: A quick tour of the foundations and standpoint theory.</p> <p style="text-align: center;"><i>Readings</i></p> <p><u>Sakai readings</u> Bhattacharyya, G. (2011). Sex, shopping and security: Thinking about feminist media studies again. <i>Feminist Media Studies</i>, 11(1), 13-20. Collins, P.H. (2000). <i>Black feminist thought: Knowledge, consciousness, and the politics of empowerment</i>. New York, NY: Routledge. (Chapter 2: Distinguishing features in Black feminist thought.) Dill, B. T., & Zinn, M. B. (1997). Race and gender: Revisioning the social sciences. In M. Anderson, L. Fine, K. Geissler, and J. R. Ladenson (Eds.), <i>Doing feminism: Teaching and research in the academy</i> (pp. 39-52). East Lansing, MI: Michigan State University Press. Feminist standpoint theory. <i>Internet Encyclopedia of Philosophy</i>. Harding, S. (1993). Rethinking standpoint epistemology: “What is strong objectivity”? In L. Alcoff & E. Potter (Eds.), <i>Feminist epistemologies</i> (pp. 49-82). New York, NY: Routledge. van Zoonen, L. (1994). <i>Feminist media studies</i>. London: Sage Publications. (Chapter 2: New themes & Chapter 3: A 'new' paradigm?)</p>
<p>January 27</p>	<p>Media and the social problem of gendered violence: Society’s view of victims vs. victims’ viewpoints.</p> <p style="text-align: center;"><i>Readings</i></p> <p><u>Texts</u> Berns: Chapters 1-3 Rentschler: Introduction & Chapters 1-2</p> <p><u>Sakai readings</u> Mardorossian, C. M. (2014). <i>Framing the rape victim</i>. New Brunswick, NJ: Rutgers University Press. (Chapter 1: Framing the victim.)</p>
<p>February 3</p> <p>DUE 1-2 pages on possible research or project topic</p>	<p>Cultural contexts and conditions for understanding gendered violence portrayal: Victim’s rights, myths and narratives.</p> <p style="text-align: center;"><i>Readings</i></p> <p><u>Texts</u> Berns: Chapter 8 Rentschler: Chapters 3-4</p> <p><u>Sakai readings</u> Berridge, S. (2011). Personal problems and women’s issues: Episodic sexual violence narratives in US teen drama series. <i>Feminist Media Studies</i>, 11(4), 467-481. Mardorossian, C. M. (2014). <i>Framing the rape victim</i>. New Brunswick, NJ: Rutgers University Press. (Chapter 2: Rape and victimology in feminist theory.) Monckton-Smith, J. (2012). <i>Murder, gender and the media: Narratives of dangerous love</i>. United Kingdom: Palgrave Macmillan. (Chapter 4: Romantic love and violence.)</p>

February 10	<p>Constructing the gendered violence story: What's missing from media narratives and frames about gendered violence?</p> <p style="text-align: center;"><i>Readings</i></p> <p>Sakai readings: Barnett, B. (2013). Toward authenticity: Using feminist theory to construct journalistic narratives of maternal violence. <i>Feminist Media Studies</i>, 13(3), 505-524. Berrington, E., & Jones, H. (2002). Reality vs. myth: Constructions of women's insecurity. <i>Feminist Media Studies</i>, 2(3), 307-323. Gilchrist, K. (2010). Exploring differences in Canadian local press coverage of missing/murdered Aboriginal and White women. <i>Feminist Media Studies</i>, 10(4), 373-390. MacKenzie, G., & Marcel, M. (2009). Media coverage of the murder of U.S. transwomen of color. In L. M. Cuklanz & S. Moorti (Eds.), <i>Local violence, global media: Feminist analyses of gendered representations</i> (pp. 79-106). New York, NY: Peter Lang. Stillman, S. (2007). 'The missing white girl syndrome': Disappeared women and media activism. <i>Gender & Development</i>, 15(3), 491-502, DOI: 10.1080/13552070701630665.</p>
February 17	<p>Framing domestic violence and intimate partner femicide (IPF)</p> <p style="text-align: center;"><i>Readings</i></p> <p>Text Berns: Chapters 4-7</p> <p>Sakai readings Gillespie, L. K., Richards, T. N., Givens, E. M., & Smith, M. D. (2013). Framing deadly domestic violence: Why the media's spin matters in newspaper coverage of femicide. <i>Violence Against Women</i>, 19(2), 222-245. Monckton-Smith, J. (2012). <i>Murder, gender and the media: Narratives of dangerous love</i>. United Kingdom: Palgrave Macmillan. (Chapter 9: Forensic narratives, love and homicide. Note: in this chapter, forensic narratives are those crime narratives used in formal legal processes and contained in the case files.)</p>
February 24	<p>Exploring (and changing) the narratives in domestic violence coverage.</p> <p style="text-align: center;"><i>Readings</i></p> <p>Sakai readings Clark, M.D. (2014, September 10). Diverse voices are missing from the debate over showing the Rice video. Retrieved from http://www.poynter.org/how-tos/writing/268745/diverse-voices. Haynes, J. (2009). Exposing domestic violence in country music videos. In L. M. Cuklanz & S. Moorti (Eds.), <i>Local violence, global media: Feminist analyses of gendered representations</i> (pp. 201-221). NY: Peter Lang. Ryan, C., Anastario, M. & DaCunha, A. (2006). Changing coverage of domestic violence murders: A longitudinal experiment in participatory communication. <i>Journal of Interpersonal Violence</i>, 21(2), 209-228. Sokoloff, N. J., & Dupont, I. (2005). Domestic violence at the intersections of race, class, and gender: Challenges and contributions to understanding violence against marginalized women in diverse communities. <i>Violence Against Women</i>, 11(1), 38-64.</p>

<p>March 2</p>	<p>Rape culture: Questioning our understanding and exposing the myths.</p> <p style="text-align: center;"><i>Readings</i></p> <p><u>Sakai readings</u> Barnett, B. (2008). Framing rape: An examination of public relations strategies in the Duke University Lacrosse case. <i>Communication, culture & critique</i>, 1, 179-202. Deming, M. E., Covan, E. K., Swan, S. C., & Billings, D. L. (2013). Exploring rape myths, gendered norms, group processing, and the social context of rape among college women: A qualitative analysis. <i>Violence Against Women</i>, 19(4), 465-485. Harp, D., Loke, J., & Bachmann, I. (2014). Spaces for feminist (re)articulations: The blogosphere and the sexual attack on journalist Lara Logan. <i>Feminist Media Studies</i>, 14(1), 5-21. Worthington, N. (2008). Encoding and decoding rape news: How progressive reporting inverts textual orientations. <i>Women's Studies in Communication</i>, 31, 344-367.</p>
<p>March 9</p> <p>DUE 9 a.m. Research or project proposals</p>	<p>Rape culture, con't</p> <p style="text-align: center;"><i>Readings</i></p> <p><u>Sakai readings</u> Mardorossian, C. M. (2014). <i>Framing the rape victim</i>. New Brunswick, NJ: Rutgers University Press. (Conclusion.) Meyers, M. (2004). African American women and violence: Gender, race, and class in the news. <i>Critical Studies in Media Communication</i>, 21(2), 95-118. Moore, S. E. H. (2011). Tracing the life of a crime category: The shifting meaning of "date rape." <i>Feminist Media Studies</i>, 11(4), 451-465.</p>
<p>March 16</p>	<p style="text-align: center;"><i>Spring Break</i></p>
<p>March 23</p>	<p>Global gender violence: An introduction</p> <p style="text-align: center;"><i>Readings</i></p> <p><u>Sakai readings</u> Al-Rawi, A. (2014). Framing the online women's movement in the Arab world. <i>Information, Communication & Society</i>, 17(9), 1147-1161. Fregoso, R-L, & Bejarano, C. (2010). Introduction: A cartography of femicide in the Américas. In R-L Fregoso & C. Bejarano (Eds.), <i>Terrorizing women: Femicide in the Américas</i> (pp. 1-42). Durham, NC: Duke University Press. Moorti, S. & Cuklanz, L. (2009). Introduction: Tracking global media and local activism. In L. M. Cuklanz & S. Moorti (Eds.), <i>Local violence, global media: Feminist analyses of gendered representations</i> (pp. 1-23). New York, NY: Peter Lang. Somolu, O. (2007). 'Telling our own stories': African women blogging for social change. <i>Gender & Development</i>, 15:3, 477-489, DOI: 10.1080/13552070701630640.</p>
<p>March 30</p>	<p>Global gender violence: Coverage in media and activism</p> <p style="text-align: center;"><i>Readings</i></p> <p><u>Sakai readings:</u> Alat, Z. (2006). News coverage of violence against women: The Turkish case. <i>Feminist Media Studies</i>, 6(3), 295-314. Halim, S., & Myers, M. (2010). News coverage of violence against Muslim women: A view from the Arabian Gulf. <i>Communication, Culture & Critique</i>, 3, 85-104. Montoya, C., & Agustín, L. R. (2013). The othering of domestic violence: The EU and cultural framings of violence against women. <i>Social Politics</i>, 20(4), 534-557. Wade, L. (2011). Journalism, advocacy and the social construction of consensus. <i>Media, Culture & Society</i>, 33(8), 1166-1184 ---A few stories about HarassMap in Egypt--- Christian Science Monitor Huffington Post</p>

<p>April 6</p>	<p>Gendered violence: Telling the story of sex trafficking.</p> <p style="text-align: center;"><i>Readings</i></p> <p><u>Sakai readings</u> Cheng, S. (2008). Muckraking and stories untold: Ethnography meets journalism on trafficked women and the U.S. military. <i>Sexuality Research & Social Policy</i>, 5(4), 6-18. Friedman, B. & Johnston, A. (2013). Blame narratives: News discourses of sex trafficking. In C. Armstrong (Ed.), <i>Media (dis)parity: Battle of the sexes</i> (pp. 177-190). Lanham, MD: Lexington Books (a division of Rowman & Littlefield Publishers). Johnston, A., Friedman, B., & Sobel, M. (accepted for publication.) Framing an emerging issue: How U.S. print and broadcast news media covered sex trafficking, 2008-2012. <i>Journal of Human Trafficking</i>. Sassen, S. (2000). Women's burden: Counter-geographies of globalization and the feminization of survival. <i>Journal of International Affairs</i>, 53(2), 503-524.</p>
<p>April 13</p>	<p>Considerations in covering or portraying sex trafficking</p> <p style="text-align: center;"><i>Readings</i></p> <p><u>Sakai readings</u> Abdela, L. (2007). 'Anyone here been raped and speaks English?': workshops for editors and journalists on gender-based violence and sex trafficking. <i>Gender & Development</i>, 15(3), 387-398. Arthurs, J. (2014). Deliciously consumable: The uses and abuses of irony in 'sex trafficking' campaign films. In K. Ross (Ed.), <i>The handbook of gender, sex, and media</i> (pp. 470-486). Malden, MA: Wiley Blackwell. Friedman, B. & Johnston, A. (2013, September 6). Covering the problem of sex trafficking. Journalism Center on Children & Families. Hudgins, A. M. (2007). Problematizing the discourse: Sex trafficking policy and ethnography. In L.L. O'Toole, J. R. Schiffman, & M. L. K. Edwards (Eds.), <i>Gender violence: Interdisciplinary perspectives</i> (2nd ed), (pp. 409-414). New York, NY: New York University Press.</p>
<p>April 20</p>	<p>Rethinking representations of gendered violence: research and activism (discussion)</p> <p style="text-align: center;">&</p> <p>Presentations of final research papers or projects (5 students)</p>
<p>April 27</p> <p>DUE 9 a.m. Final research papers or projects</p>	<p>Presentations of final research papers or projects (5 students)</p>

Other readings/resources

Feminist approaches to media.

- Dow, B.J., & Condit, C. M. (2005). The state of the art in feminist scholarship in communication. *Journal of Communication*, 55, 448-478.
- Dunbar-Hester, C. (2010). Beyond "Dudecore"? Challenging gendered and "raced" technologies through media activism. *Journal of Broadcasting & Electronic Media*, 54(1), 121-135.
- Durham, M.G. (2011). Body matters: Resuscitating the corporeal in a new media environment. *Feminist Media Studies*, 11(1), 53-60.
- Fudge, R. (2005). Everything you always wanted to know about feminism but were afraid to ask. Bitch Magazine. Found at [Everything about feminism](#).
- Leung, L Y. M. (2011). "Pro-suming" swearing (verbal violence): "Affect" as feminist (Internet) criticism. *Feminist Media Studies*, 11(1), 89-94.
- Steeves, H. L. (1987). Feminist theories and media studies. *Critical Studies in Mass Communication*, 4, 95-135.
- Tuchman, G. (1979). Women's depiction by the mass media. *Signs*, 4(3). 528-542.

Cultural contexts and conditions for understanding gendered violence portrayal.

- White, J. W., Koss, M.P., & Kazdin, A.E. (2011). *Violence against women and children: Mapping the terrain (volume 1)*. Washington, D.C.: American Psychological Association.

Constructing the gendered violence story: Some sources on framing.

- Carragee, K. M. & Roefs, W. (2004). The neglect of power in recent framing research. *Journal of Communication*, 54, 214-233.
- D'Angelo, P. (2002). News framing as a multiparadigmatic research program: A response to Entman. *Journal of Communication*, 52, 870-888.
- Entman, B. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43, 51-58.
- Gamson, W. A. & Modigliano, A. (1989). Media discourse and public opinion on nuclear power: A constructionist approach. *American Journal of Sociology*, 95(1), 1-37.
- Gitlin, T. (1980). *The whole world is watching: Mass media in the making and unmaking of the New Left*. Berkeley: University of California Press.
- Iyengar, S. (1991). *Is anyone responsible? How television frames political issues*. Chicago: The University of Chicago Press.
- Matthes, J. (2009). What's in a frame? A content analysis of media framing studies in the world's leading communication journals, 1990-2005. *Journalism & Mass Communication Quarterly*, 86, 349-367.
- Reese, S. (2001). Prologue - Framing public life: A bridging model for media research. In S.D. Reese, O. H. Gandy, Jr., & A. E. Grant, (Eds.), *Framing public Life: Perspectives on media and our understanding of the social world* (pp. 7-31). Mahwah, NJ: Lawrence Erlbaum.
- Scheufele, D. A. (1999). Framing as a theory of media effects. *Journal of Communication*, 49, 103-122.

Exploring the narratives in domestic violence coverage.

- Maxwell, K. A., Huxford, J., Borum, C., & Hornik, R. (2000). Covering domestic violence: How the O.J. Simpson case shaped reporting of domestic violence in the news media. *Journalism & Mass Communication Quarterly*, 77(2), 258-272.
- McManus, J., & Dorfman, L. (2005). Functional truth or sexist distortion? Assessing a feminist critique of intimate violence reporting. *Journalism*, 6(1), 43-65.

Rape culture: Questioning our understanding and exposing the myths.

- Cuklanz, L. M. (2000). *Rape on prime time: Television, masculinity, and sexual violence*. Philadelphia: University of Pennsylvania Press.

Considerations in covering or portraying sex trafficking.

- Johnston, A., Friedman, B., & Shafer, A. (2012). News framing of the problem of sex trafficking: Whose problem? What remedy? *Feminist Media Studies*, DOI:10.1080/14680777.2012.740492
- Johnston, A., Friedman, B., & Shafer, A. (2012). What's the problem and what can we do about it? Mass media explain the global sex trade. In T. Carilli and J. Campbell (Eds.), *Challenging images of women in the media: Reinventing women's lives* (pp. 49-64). Lanham, MD: Lexington Books (a division of Rowman & Littlefield Publishers).