

Fall 2013
JOMC 442/WMST 415
GENDER & MASS COMMUNICATION
MW 2-3:15 CA 340A

Professor: Dr. Anne Johnston

Office: 356 Carroll Hall

Office hours: M W 9:30-11:30 & by appointment

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Course Description and Purpose

The purpose of this course is to explore the relationship between gender and media. Topics to be discussed will include: theories of media and the process of studying gender in media; representations of gender in media; and how gender influences production and consumption of media. In addition, we will be discussing media's role in covering and portraying issues such as sexual violence, harassment and sex trafficking. Topics will be explored through lectures, class discussions, readings, videos, guest speakers, media examples/analysis and student papers and presentations. Students should be prepared for class discussions and hand in papers on assigned dates. **Late papers are not accepted.** If you miss an exam, please provide me with a physician's verification of illness (or other verification of excused absence) to avoid an assignment of 'F' for the exam.

Learning Objectives

Following completion of the course, you should be able

- To articulate some of the ways in which gender may influence media production and consumption
- To analyze media representations of gender using theoretical or conceptual principles
- To understand stereotyping, framing and other processes that shape the way media depict and represent gender
- To make connections between your personal experience, and your formal and mediated learning.

Required Reading

- Dines, G. & Humez, J. M. (Eds.). (2011). Gender, race and class in media: A text-reader (3rd ed.). Thousand Oaks, CA: Sage.
- In addition to the text, I will assign readings from other sources. These articles or book chapters will be available from the course Sakai site, or from a link to the source.
- You are responsible for any and all material in lectures, videos, class discussions and assigned readings (even if we don't cover the material in the readings in class.) I will not cover in detail all of the material in your assigned readings; I do expect

you to know the material and to be able to use it in our class discussions and to know it for your exams.

Honor Code

Students must adhere to the letter and spirit of the [university honor system](#). Academic dishonesty will not be tolerated – this includes plagiarism, cheating or any false means of obtaining a grade – and may result in failure of the course, and suspension or expulsion from the university. If I suspect academic dishonesty, I have a duty to report it to the J-School’s senior associate dean for undergraduate studies, the Student Attorney General, or the judicial programs officer in the Dean of Students’ office for further action. To learn how to avoid plagiarism, go to the university’s honor system [plagiarism](#) site or The Writing Center’s [plagiarism](#) site.

AEJMC values

The School of Journalism and Mass Communication’s accrediting body outlines a number of values that our majors should be aware of and competencies our majors should be able to demonstrate by the time they graduate from our program. You can learn more about them here under the heading “Professional values and competencies” <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

Special needs

If you have any disability or other special situation that may make it difficult to meet the requirements described in the syllabus, please discuss it with me as soon as possible. If you have not done so already, you should also contact the Department of Accessibility Resources & Service (AR&S) at 919-962-8300 or accessibility@unc.edu.

Attendance and Classroom Policies

- This course depends on your ability to critique and discuss the readings, comment on current media images and engage in meaningful discussion about all of this. I expect your attention to be on the discussion we’re having in class. Therefore, I will expect that your cell phones and other devices are powered off and that computers are only present in class if you are taking notes or viewing materials as assigned by the instructor.
- You should come to class prepared to discuss the readings for that day. That means completing the assigned readings before you arrive to class.
- You may be absent from class **3** times before it begins to affect your course grade. (This includes absences for any reason, including illness, university-related activities or other obligations.) I will take attendance at the beginning of the semester so that I can learn your names. After that, I will have a roll sheet. Please don’t sign the roll sheet for a friend in class as signing the roll sheet for someone else constitutes a violation of the honor code and will result in disciplinary action.

- It is your responsibility to make sure you are not marked absent for a particular day if you come into class after attendance is taken. A student will be considered absent for that day if he/she comes to class more than 5 minutes late.
- Use your absences wisely. If you know you need to be absent for university related activities or obligations, be sure to factor those into your absences. For each class period you miss after 3 absences, your final letter grade will be dropped to the next lower grade. For example, if your final letter grade is a B- and you have 4 absences, your final grade in the course is now a C+; if you have 5 absences, your grade is now a C.

Grades

Scale for final grades:

| | |
|------------|------------------|
| 95-100 = A | 77-79 = C+ |
| 90-94 = A- | 74-76 = C |
| 87-89 = B+ | 70-73 = C- |
| 84-86 = B | 67-69 = D+ |
| 80-83 = B- | 60-66 = D |
| | 59 and below = F |

Note: For an understanding of what the various grades mean, see the UNC Faculty Council's statement [here](#).

24/7 rule with grades: I don't negotiate grades, but I will hear your concerns and talk with you about them. If you want to discuss an exam, essay or paper grade, I ask that you take 24 hours before emailing me about the grade and provide information in the email about your questions. Also, you will need to contact me about any concerns you have about a grade within a week of receiving the grade.

Your grade for the course will be based on the following:

- 10% - Participation
- 15% - Short Essays (5)
- 25% - Final paper
- 25% - Midterm Exam
- 25% - Final Exam

10% - Participation

Participation in this class is worth a total of 20 points and will be calculated as 10% of your grade. Because this is a senior-level class, I expect your participation to include coming to class and making comments during class sessions. But participation in this class will include other things. The 20 points you can receive for participation will be divided into the following areas:

1. Participating in class discussions (10 points)

You will get the full 10 points if you participate in class discussions and assignments and are prepared to discuss the assigned readings every class session. Remember, you can't make up this part of your participation grade at the end of the semester by doing these things during the last three weeks of class! I will evaluate your participation using these criteria: a) Content and understanding: Do you follow the class discussion and build on others' ideas? When you don't understand something, do you ask questions? b) Creativity: Do you generate your own insights and examples and share them with the class? c) Curiosity and interest: Do you bring enthusiasm to the classroom? Do you contribute consistently? Do you share ideas or issues you've come across in outside reading, other coursework, current events, or through personal experience?

2. Participating in and carrying out course exercises and homework; grade on quizzes (10 points).

During the course of the semester, I will ask you to look up additional information about a topic or to come prepared to talk about some topic. At the end of class you should provide any material you brought to class to support your discussion of the topic. I may also give quizzes to check understanding of course material. A good way for us to avoid quizzes is for our discussion about the readings to reveal to me that there is a good understanding of the material.

15% - Short Essays (5 essays).

Each student will write five short essays throughout the course of the semester. The essays will deal with a topic that we will be addressing in class and will be due at the beginning of the class session. Please turn in a hard copy of the essay...in 12 point font and double-spaced. Please see the syllabus for specific essay topics and length. The essays will each be worth 15 points and will be evaluated and assigned points based on the following: organization (does each paragraph flow logically into the next to build a persuasive argument or to clarify and elaborate on an issue?); overall writing and clarity (is the essay **free from** confusing sentence structure, awkward phrasing, and incorrect grammar and punctuation?); and content of the essay (does the essay have good explanations, fully developed ideas, detailed discussion and analysis, and demonstration, application, acknowledgment of the concepts introduced in the class and in the readings?)

25% - Final paper

Your final paper (graded on 100 point scale) in the course will be a 8-10 page paper (excluding reference list and appendices) and will include a brief review of previous scholarly discussion on a particular topic (5-6 sources); a statement of its importance based on popular media/discussion/trends; a quantitative or qualitative analysis of media content; and a proposal for a media literacy project/activist project on your topic. I will be providing additional information and guidelines for this paper as well as criteria for evaluation, but overall, the criteria used to evaluate the short essays will also be used to evaluate this final paper.

25% - Midterm Exam and 25% - Final Exam

You are expected to know any and all material that is listed on your syllabus, any content from the readings or links, and any material from videos and guest lectures. I do not test on dates or numbers. Yes, I do expect you to know material even if we have not covered it in lecture. Exams may be comprised of multiple choice, identifications, short

answers and essays (final only may contain essay). The Final Exam is not cumulative but it will cover more material than the Midterm Exam.

Tentative Course Schedule

Week 1

Aug. 21 W Introduction to course and class procedures
Syllabus

Week 2

Aug. 26 M Gender and assumptions/media coverage
Sakai:
1. “Opt-Out Revolution” (The New York Times)
2. “The Opt-out Generation wants back in” (The New York Times)
3. Tuchman (1979) “*Women’s Depiction by the Media*”
4. Bhatt, et al “*How Media Shapes Perceptions*”

Websites/Links

Chemaly, “From the Classroom to the Courtroom..”
<http://www.rolereboot.org/culture-and-politics/details/2013-07-from-the-classroom-to-the-courtroom-beauty-is-in-the>

“Said to Lady Journos” <http://saidtoladyjournos.tumblr.com/>

Homework for Class Discussion:

1. Be prepared to articulate two important points you took away from the readings and one question you have.
2. What gender assumptions still exist in culture? Are they centered around work, personal life, beauty? Find at least one example and be prepared to share with the class.

Aug. 28 W Media and gender: Issues, theories, approaches
Dines & Humez:
Ch. 1 (Kellner); Ch. 4 (Lull)

Sakai:

1. Collins, “*Distinguishing Features of Black Feminist Thought*” in *Black Feminist Thought*.

Websites/Links:

“Selling Feminism: A History” (Larson in *The Atlantic*)
<http://www.theatlantic.com/sexes/archive/2013/07/selling-feminism-a-history/278010/>

“Feminist Standpoint Theory “

<http://www.iep.utm.edu/fem-stan/#H5>

should-read “Black Feminist Books”
<http://www.theroot.com/views/15-black-feminist-books-everyone-should-read>

Homework for Class Discussion:

1. Be prepared to articulate two important points you took away from the readings and one question you have.
2. Let’s talk about your media consumption and habits.
3. Let’s share our search strategies for looking for background literature for a paper.

Week 3

Sept. 2 M No class/Labor Day

Sept. 4 W **Short Essay #1 due: (2-pages double-spaced or 500 words)**
Essay on scholarly article discussing gender and media. Find a scholarly article on gender and media/communication. Provide a description/summary of the article and identify what you think are the most important findings(s) from the research and why.

Week 4

Sept. 9 M Gender and media ownership
Dines & Humez:
Ch. 2 (Winseck); Ch. 42 (Artz)

Sakai:

1. “Who Makes the News?” (Global Media Monitoring Project)

Websites/Links

Media Report to Women:

<http://www.mediareporttowomen.com/statistics.htm>

“Women in Media Fact Sheet” (National Organization for Women)

http://www.now.org/issues/media/women_in_media_facts.html

Homework for Class Discussion:

Be prepared to articulate two important points you took away from the readings and one question you have.

Sept. 11 W Gender and media ownership/professions: Who’s missing?

Websites/Links

“Women in Media” report on Australian media

<http://newmatilda.com/users/womeninmediateam> (read one of the ‘recent stories’ on this page about gender issues)

“6 most influential women writers you’ve never heard of” (PolicyMic)

<http://www.policymic.com/articles/53625/6-most-influential-women-writers-you-ve-never-heard-of>

Homework for Class Discussion:

1. Be prepared to articulate two important points you took away from the readings and one question you have.
2. Find some statistics on gender representation for your particular professional interests. Be prepared to share those with the class.

Week 5

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|----------|---|---|
| Sept. 16 | M | PBS Video: <i>The Makers: Part III: Charting a new course</i> |
| Sept. 18 | W | Being in charge/producing media content: does gender matter? |

Sakai:

1. Geyer-Semple, V. (2011) “Classroom to Boardroom”
2. Everbach, T. (2006). “The Culture of a Women-led Newspaper”
3. Webb, “An American Journalist...”
4. Ricchiaridi, “Getting the Picture”

Homework for Class Discussion:

Be prepared to articulate two important points you took away from the readings and one question you have.

Week 6

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|----------|---|---|
| Sept. 23 | M | Short Essay #2 due (4 pages double-spaced or 1000 words) Provide a profile of a woman who is/has been in charge of a media or communication company. Provide some background about her and her role in the company. Also find at least one media story on her. How is she described and defined? Focus here on what the content of the story or report the article and the language used to describe her. |
| Sept. 25 | W | Gender, race and class representations in media Dines & Humez: |

Ch. 8 (Rogers); Ch. 10 (Hall); Ch. 12 (Esposito);
Ch. 34 (Caputi); Ch. 36 (Merskin)

Sakai:

1. Collins, “*Mammies, matriarchs, and other controlling images*” in Black Feminist Thought

Homework for Class Discussion:

Be prepared to articulate two important points you took away from the readings and one question you have.

Begin video: *Miss Representation*

Week 7

Sept. 30 M Finish viewing video: *Miss Representation*
Discussion

Oct. 2 W Advertising culture, consumerism, and representations

Dines & Humez:

Ch. 22 (Jhally); Ch. 23 (Schor); Ch. 27 (Engstrom)

Sakai:

1. Kilbourne, “*Two Ways a Woman can get hurt: Advertising and Violence*” from Can’t Buy My Love
2. Bordo, “*Hunger as Ideology*” from Unbearable Weight

Websites/Links:

AdRespect website (www.adrespect.org)

Homework for Class Discussion:

1. Be prepared to articulate two important points you took away from the readings and one question you have.
2. Identify a tentative area/topic for your final paper

Week 8

Oct. 7 M Advertising culture, consumerism, and representations, con’t

Dines & Humez:

Ch. 24 (Mueller); Ch. 28 (Gill); Ch. 29 (Katz)

Sakai:

Berlatsky “*Women’s Magazines Objectify...*”

Websites/Links:

Chaet “The Tween Machine”

(<http://www.adweek.com/news/advertising-branding/tween-machine-141357>)

Homework for Class Discussion:

Be prepared to articulate two important points you took away from the readings and one question you have.

Oct. 9 W **Midterm Exam**

Week 9

Oct. 14 M Kilbourne video: *Killing us Softly* #4

Oct. 16 W **Short Essay #3 due (2-pages double-spaced or 500 words)**
Textual analysis of ad: (I will provide a template for doing this).
Bring in a print ad and provide a textual analysis of the ad,
focusing on gender representations.

Week 10

Oct. 21 M Workshop on Final Paper: Putting the background literature together. Analyzing media content.

Oct. 23 W Representations in TV and Movies
Dines & Humez:
Ch. 38 (Pratt) note: this chapter starts on page 341..mistake in Table of Contents; Ch. 53 (Sharp); Ch. 56 (Tait)

Sakai:

1. Smith, et. al. “Gender roles and occupations”
2. Behm-Morawitz & Mastro, “Mean Girls?”
3. Scott, “Hollywood’s year of heroine worship.”

Homework for Class Discussion:

1. Be prepared to articulate two important points you took away from the readings and one question you have.
2. Bring in a clip of a favorite TV show or movie that represents an issue having to do with gender. You can focus on a situation, a character, the dialogue or an event. We’ll be talking in class about your critique of the clip.

Week 11

Oct. 28 M Movie and TV roles for women: Princesses, femme fatales, final girls and sheroes

Sakai:

1. England, Descartes, & Collier-Meek, "Gender role portrayal..."
2. Orenstein, "What's wrong with Cinderella?"
3. Magoullick, "Frustrating female heroism: Mixed messages..."
4. Helford, "My emotions give me power..."

Websites/Links:

Grossman, "Digging into Horror's 'Final Girl' Trope"

<http://bitchmagazine.org/post/digging-into-horrors-final-girl-trope-feminism-hemlock-grove>

"Disney sexes up *Brave*'s Merida"

<http://feminspire.com/disney-sexes-up-braves-merida-before-letting-her-in-the-princess-club/>

"*Film Noir*'s Progressive Portrayal of Women"

<http://www.filmnoirstudies.com/essays/progressive.asp>

Burka Avenger: <http://www.npr.org/2013/07/31/207288030/lady-in-black-burka-avenger-fights-for-pakistans-girls>

Homework for Class Discussion:

Be prepared to articulate two important points you took away from the readings and one question you have.

Oct. 30 W **Short Essay #4 due (2-3 pages double-spaced or 500-800 words)**

Write an essay critiquing your favorite movie or TV show. Critique the film or a TV episode using 1. The Bechdel test and 2. A description of the appearance, work, dialogue, role of the central female character(s).

Week 12

Nov. 4 M Fandom, video games and music

Dines & Humez:

Ch. 16 (Azikwe); Ch. 35 (Rose); Ch. 46 (Montgomery);
Ch. 49 (Bertozzi); Ch. 64 (Scardaville)

Sakai:

1. Parsons, "The Changing Role of Women..."
2. Lafrance, "Gender and the Billboard Top 40..."

Homework for Class Discussion:

1. Be prepared to articulate two important points you took away from the readings and one question you have.

Nov. 6 W News media coverage of gender issues

Dines & Humez:

Ch. 11 (McKay & Johnson)

Sakai:

1. Greenfield & Greenfield “Sexism and the media coverage of Hillary Clinton”
2. Barnett, B. “*Perfect mother..*”

Websites/Links:

Morgan, “Behind the Headlines”

<http://www.womensmediacenter.com/feature/entry/behind-the-headlines-sharing-the-spotlight-with-david-petraeus>)

Bahadur, “Women in Politics”

http://www.huffingtonpost.com/2013/07/08/women-in-politics-media-coverage_n_3561723.html

Homework for Class Discussion:

Be prepared to articulate two important points you took away from the readings and one question you have.

Week 13

Nov. 11 M Media and violence against women

Dines & Humez:

Ch. 14 (Cuklanz & Moorti)

Sakai:

1. Meyers, “*African American Women...*”
2. Barak, “*Sexual Harassment on the Internet*” in Gender and Violence

Websites/Links:

“When rape goes viral”

www.thedailybeast.com/newsweek/2013/07/24/when-rape-goes-viral.html

Homework for Class Discussion:

Be prepared to articulate two important points you took away from the readings and one question you have.

Nov. 13 W Media framing of sex trafficking

Sakai:

1. Johnston, Friedman, & Shafer “*Framing the Problem of Sex Trafficking*”
2. Friedman & Johnston, “*Blame Narratives*”
3. Hudgins, “*Problematizing the Discourse*” in Gender and Violence

Websites/Links:

Films on human trafficking

<http://www.ungift.org/knowledgehub/media/films.html>

Girls 4 Sale

<http://www.marieclaire.com/world-reports/girls-4-sale>

Homework for Class Discussion:

Be prepared to articulate two important points you took away from the readings and one question you have.

Week 14

Nov. 18 M **Short Essay #5 due (3 pages, double-spaced or 800 words):**
Analyze (using any media or content...social media, games, movies, music) examples of popular culture or news representations of sexual violence or of sexual violence issues in culture. Critique the representation. What’s covered? What’s not covered? What words are used? How are characters defined?

Nov. 20 W From theory to practice: media literacy, cultural and personal resistance

Sakai:

1. Jeter, “*Get Angry. Go Viral...*”
2. “*Introduction to Media Literacy*”

Websites/Links:

“Who Needs Feminism” project,

[http://whoneedsfeminism.tumblr.com/;](http://whoneedsfeminism.tumblr.com/)

“Everything You Always Wanted to Know”

(<http://bitchmagazine.org/article/everything-about-feminism>)

KnowYourIX: Empowering students to stop sexual violence

<http://knowyourix.org/>

Homework for Class Discussion:

1. Be prepared to articulate two important points you took away from the readings and one question you have.
2. Find and share an example of media activism/media literacy

Week 15

Nov. 25 M Workshop on final papers
Nov. 27 W No Class/UNC Thanksgiving Break
Happy Thanksgiving!

Week 16

Dec. 2 M **Final papers due**/Presentations
Dec. 4 W Presentations/Review for Final

Dec. 6 F Final Exam, 4-6pm