

MEJO 841
MASS COMMUNICATION AND SOCIETY PERSPECTIVES SEMINAR
Portrayals and Framing of Gendered Violence
SPRING 2018

9:05 a.m. – 11:35 a.m. Mondays
338 Carroll Hall

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Office hours: by appointment and
2 p.m. – 4 p.m. on Mondays (starting in February).

The purpose of this course is to explore the roles and responsibilities of the mass media in society and culture. During the Spring 2018 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 above, 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/>

Required Readings

You will find the assigned readings for the course in the Sakai site. You should feel free to suggest other readings or add to these readings. Most of the readings included on the syllabus are scholarly or research based because of the level of the course. I have included some other types of readings in a particular day's folder, but, I encourage you to be on the look-out for, find and share with the class professional or non-scholarly discussions of these issues. I will be doing that also! During the semester, all students will share some of the important works related to their own research and projects.

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) – 10%
Proposal – 30%
Final paper/project – 45%
Presentation of final paper/project – 5%

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 (10%): 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 (5%): Papers will be presented the last day of class, and each student will have approximately 25 minutes to present the findings or results of his/her research or to show his/her final project.

Tentative Course Schedule

January 22	<p>Guest: Dr. Barbara Friedman Feminist approaches to media representations: What reporters get right and wrong when reporting on gendered violence.</p>
January 29	<p><u>9:05-10:25</u> Feminist approaches to media: A quick tour of the foundations and standpoint theory.</p> <p style="text-align: center;"><u>Readings (foundations old and new)</u></p> <p>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.)</p> <p>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.</p> <p>Durham, M. G. (2011). Body matters: Resuscitating the corporeal in a new media environment. <i>Feminist Media Studies</i>, 11(1), 53-60.</p> <p>Feminist standpoint theory. <i>Internet Encyclopedia of Philosophy</i>.</p> <p>Tynes, B., Schuschke, J., & Noble, S. U. (2016). Digital intersectionality theory and the #BlackLivesMatter movement. In S. U. Noble & B. N. Tynes (Eds.), <i>The intersectional internet: Race, sex, class, and culture online</i> (pp. 21-40). New York, NY: Peter Lang.</p> <p style="text-align: center;"><u>Optional Readings</u></p> <p>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.</p> <p>van Zoonen, L. (1994). <i>Feminist media studies</i>. London: Sage Publications. (Chapter 2: New themes & Chapter 3: A 'new' paradigm?)</p> <p style="text-align: center;">~~~~~</p> <p><u>10:30-11:45</u> Report on initial exploration of your areas: Foundations and your interests</p>
February 5	<p>Cultural contexts and conditions for understanding gendered violence portrayal: Victim’s rights, myths and narratives.</p> <p style="text-align: center;"><u>Readings</u></p> <p>Berns, N. (2001). Degendering the problem and gendering the blame: Political discourse on women and violence. <i>Gender & Society</i>, 15(2), 262-281.</p> <p>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.</p> <p>Cole, A. M. (2007). <i>The cult of true victimhood: From the war on welfare to the war on terror</i>. Stanford, CA: Stanford University Press. (Chapter 3: Victims on a pedestal: Anti-“victim feminism” and women’s oppression.)</p> <p>Li, J., Kim, S., & O’Boyle, J. (2017) “I believe what I see”: College students’ use of media, issue engagement, and perceived responsibility regarding campus sexual assault. <i>Journal of Health Communication</i>, 22(9), 772-782, DOI:10.1080/10810730.2017.1355419.</p> <p>Mardorossian, C. M. (2014). <i>Framing the rape victim</i>. New Brunswick, NJ: Rutgers University Press. (Chapter 1: Framing the victim and Chapter 2: Rape and victimology in feminist theory.)</p>

<p>February 12</p> <p>Due: 1-2 pages on possible research or project topic.</p>	<p>Writing a research/project proposal Discuss your tentative research/project ideas</p>
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<p>February 19</p>	<p>Constructing the gendered violence story: What's covered/ what's missing/activist response</p> <p style="text-align: center;"><u>Readings</u></p> <p>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.</p> <p>Lykke, L. C. (2016). Visibility and denial: Accounts of sexual violence in race-and-gender-specific magazines. <i>Feminist Media Studies</i>, 16(2), 239-260.</p> <p>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.</p> <p>Rentschler, C. A. (2014). Rape culture and the feminist politics of social media. <i>Girlhood Studies</i>, 7(1), 65-82.</p> <p>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> <p style="text-align: center;"><u>Optional Reading</u></p> <p>Berrington, E., & Jones, H. (2002). Reality vs. myth: Constructions of women's insecurity. <i>Feminist Media Studies</i>, 2(3), 307-323.</p>
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<p>February 26</p>	<p>Workshop and discussion on research/project proposals</p>
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<p>March 5</p> <p>DUE 9:05 a.m. Research or project proposals</p>	<p>Exploring (and changing) the narratives in domestic violence coverage.</p> <p style="text-align: center;"><u>Readings</u></p> <p>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.</p> <p>Droogsma, R. A. (2009). "I am the woman next door": The Clothesline Project as woman abuse survivors' societal critique. <i>Communication, Culture & Critique</i>, 2, 480-502. doi:10.1111/j.17539137.2009.01049.x</p> <p>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.</p> <p>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> <p>Rentschler, C. A. (2015). Distributed activism: Domestic violence and feminist media infrastructure in the fax age. <i>Communication, Culture & Critique</i>, 8, 182-198. doi:10.1111/cccr.12079</p> <p>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.</p> <p style="text-align: center;"><u>Optional Reading</u></p> <p>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>
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March 12	<i>Spring Break</i>
March 19	<p>Rape culture: Questioning our understanding and exposing the myths.</p> <p style="text-align: center;"><u>Readings</u></p> <p>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, 19</i>(4), 465-485.</p> <p>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, 14</i>(1), 5-21.</p> <p>Meyers, M. (2004). African American women and violence: Gender, race, and class in the news. <i>Critical Studies in Media Communication, 21</i>(2), 95-118.</p> <p>Moore, S. E. H. (2011). Tracing the life of a crime category: The shifting meaning of “date rape.” <i>Feminist Media Studies, 11</i>(4), 451-465.</p> <p>Rentschler, C. A. (2014). Rape culture and the feminist politics of social media. <i>Girlhood Studies, 7</i>(1), 65-82.</p> <p style="text-align: center;"><u>Optional Reading</u></p> <p>Worthington, N. (2008). Encoding and decoding rape news: How progressive reporting inverts textual orientations. <i>Women’s Studies in Communication, 31</i>, 344-367.</p>
March 26	Workshop and discussion on projects and research papers
April 2	<p>Global gender violence: An introduction to coverage and to activism</p> <p style="text-align: center;"><u>Readings</u></p> <p>Al-Rawi, A. (2014). Framing the online women’s movement in the Arab world. <i>Information, Communication & Society, 17</i>(9), 1147-1161.</p> <p>Halim, S., & Myers, M. (2010). News coverage of violence against Muslim women: A view from the Arabian Gulf. <i>Communication, Culture & Critique, 3</i>, 85-104.</p> <p>Montoya, C., & Agustín, L. R. (2013). The othering of domestic violence: The EU and cultural framings of violence against women. <i>Social Politics, 20</i>(4), 534-557.</p> <p>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.</p> <p>Wade, L. (2011). Journalism, advocacy and the social construction of consensus. <i>Media, Culture & Society, 33</i>(8), 1166-1184</p> <p style="text-align: center;"><u>Optional Readings</u></p> <p>Alat, Z. (2006). News coverage of violence against women: The Turkish case. <i>Feminist Media Studies, 6</i>(3), 295-314.</p> <p>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.</p> <p>Somolu, O. (2007). ‘Telling our own stories’: African women blogging for social change. <i>Gender & Development, 15</i>:3, 477-489, DOI: 10.1080/13552070701630640.</p>

April 9	<p>Gendered violence: Telling the story of sex trafficking.</p> <p style="text-align: center;"><u>Readings</u></p> <p>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).</p> <p>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>Johnston, A., Friedman, B., & Sobel, M. (2015). Framing an emerging issue: How U.S. print and broadcast news media covered sex trafficking, 2008-2012. <i>Journal of Human Trafficking, 1</i>, 235-254.</p> <p>Kempadoo, K. (2015). The modern white (wo)man's burden: Trends in anti-trafficking and anti-slavery campaigns. <i>Journal of Human Trafficking, 1</i>, 8-20.</p> <p>Sassen, S. (2000). Women's burden: Counter-geographies of globalization and the feminization of survival. <i>Journal of International Affairs, 53</i>(2), 503-524.</p> <p style="text-align: center;"><u>Optional Readings</u></p> <p>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, 15</i>(3), 387-398.</p> <p>Cheng, S. (2008). Muckraking and stories untold: Ethnography meets journalism on trafficked women and the U.S. military. <i>Sexuality Research & Social Policy, 5</i>(4), 6-18.</p>

April 16	Workshop and update on final papers
April 23	Presentations of research projects/papers
April 30	DUE 9 a.m. Final research papers or projects