Journ 320: Gender, Media, and Diversity
T/Th, Fall 2011, 2-3:20 PM
Lillis 282
CRN: 13639

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Course Description

This course will help students to understand how gender shapes media texts and institutions as well as how media structure our understandings of gender and our everyday practices. Because gender (which refers to both femininity and masculinity) is a concept that needs to be understood not in isolation from, but in relationship to other aspects of identity – including race, class, and sexuality – our investigations will focus on these kinds of relationships. During this quarter, students will study gender within the context of a variety of media and media institutions, including advertising, print media, television, film, and the internet.

Readings

Assigned readings for this course appear either as links under the assignment section below. They also appear as links or attachments on the Coursekit site (Coursekit.com). You will need to input 66BKER to access the materials for the course.

Assignments

1. Media Analyses (30%): For this course, you will write two short (500 word, 12-font, times roman) media analyses that discuss and apply concepts from lectures and readings to assigned media texts. These analyses must demonstrate your understanding of the concepts as well as your ability to apply those concepts to the media about which you’re writing.

There is no reason for spelling or other mechanical errors – these will cost you points on your grade, just as they will cost you in the future when you make errors on job applications or job-related communications. So please use your word
processing program’s spelling and grammar check and proofread your papers carefully.

Your media analyses will be graded according to a standard grid, which will be posted on Coursekit along with the assignment so you can better understand our expectations. Although we will not provide extensive written comments on your papers, we will be happy to meet with you during office hours to talk about your paper and your grade.

Media analyses are due on Tuesday, October 18 and Tuesday, November 22, 2010. An instruction sheet listing the requirements for these analyses will be distributed two weeks before the analyses are due. Media analyses will be turned in at the beginning of class.

2. **Quizzes (50%)**: A total of six quizzes on the lectures and readings will be administered in class. The goal of these quizzes is to reward you for keeping up with lectures and readings and asking questions when you don’t understand something. The quizzes will be open note, but not open laptop, so laptop users will need to print out notes for class. We will drop your lowest quiz score for the quarter.

3. **Final Project (20%)**: For the final project, you will take seriously Sut Jhally’s assertion that we need to be able to use visual images as a way to fight back against the kinds of ideologies promoted by what he describes as “image-based culture.” For this final project, you will do just this. Using any of the readings we have discussed over the course of the quarter, you will put together an ad and a one-paragraph analysis of how the ad works and what ideologies it is intended to criticize. More elaborate guidelines for this assignment are posted on the course website.

**Policies, Rules, Etc.**

1. **Attendance and Participation**: This course is designed for motivated, respectful students who do all the readings and attend classes. You are responsible for asking questions of the professor or TF if you don’t understand something. If you do miss class, it is your responsibility to get materials covered during that session from a classmate and to make sure you understand what was discussed in your absence. Our experience has demonstrated that students who fail to meet these very basic expectations perform poorly in this class.

2. **Getting to Class Late and Leaving Early**: Late arrivals and early departures distract and disrupt class. Your professor and TFs find them especially annoying. If you know that you have to leave early, let us know before class and please leave the classroom quietly. If you are more than 10 minutes late, do not bother coming to class. Here again, our experience demonstrates a simple truth: students who do not attend class perform poorly.

3. **Noise-Making Devices**: Cell phones, beepers, and other technologies are not welcome in the classroom. Laptops are fine, provided they are being used for note taking and not recreation. **If you will be using a laptop, please sit in one of the first three rows of the class.** If you wish to check Facebook or watch videos, out of courtesy to teaching staff and other students, please do so outside of lecture. If we
notice you doing this during class, we will ask you to leave. As an additional courtesy to other students, please turn off and stow your cell phone for the duration of class.

4. **Seating and Discussion:** Please sit toward the front and center during lecture, so that you can hear the lecture and be heard when you ask questions. Despite the fact that this is a large class, we love discussion and encourage you to raise your hand during lecture and ask questions, make comments, or ask for clarification of points you may not have understood. When you do so, please speak up – even if the professor can hear you, your classmates need to be able to as well.

5. **Assignments and Extensions:** All assignments are listed on the syllabus and will be announced well before they are due. If you know ahead of time that you can’t turn an assignment in on time, please talk to the TF assigned to grade you about this before the due date. Requests for extensions after a due date will be given only in exceptional circumstances and must include (a) one typed, double-spaced page explaining the reason for missing the deadline, and (b) supporting documentation (e.g. an official doctor’s note). Any such written request must be received by us no later than one week after the missed due date. In addition, any assignments that are accepted after the due date may suffer a significant grade penalty.

6. **Missed Quizzes:** It is difficult and time-consuming to allow students to make up quizzes in a class this size. In order to be fair to all students, we have devised the following policy: your first missed quiz will be dropped from your final grade as your lowest scoring quiz. After that, quizzes can only be excused in highly exceptional circumstances for which you provide appropriate documentation in a timely manner (see #5 for details).

7. **Missed In-Class Screenings:** If you miss an in-class screening, it is your responsibility to track down the materials. When possible, we will post links to materials on the Coursekit site.

8. **Grading Policies:** Your professor and TFs for this class work together throughout the semester to ensure that grading is consistent. We use a grading grid for written papers so that we are all applying the same standards for evaluation when reading these papers. We meet on a regular basis to discuss papers and quizzes and review comments and grades to make sure that grades reflect similar standards of evaluation.

We grade assignments and quizzes on performance, not effort, which is near impossible to assess in a class this size. We really want you to do well on quizzes and other assignments. The best advice we can give for doing well on assignments is to visit us during office hours to ask us questions when you are working on an assignment or reviewing material. If you have questions about a grade, please see the person who has evaluated your paper as soon as you have received the grade to get further feedback.

These are the circumstances under which we would change a grade: (a) if we have made an error, or (b) if we have failed to hold you to the same standard as everyone
else. If you believe that you have received an undeserved grade, you should make your case in writing to the professor within two weeks of receiving the grade.

9. Grading Scale:

\[ A = 93-100\%;\ A- = 90-92\%;\ B+ = 87-89\%;\ B = 83-86\%;\ B- = 80-82\%;\ C+ = 77-79\%;\ C = 73-76\%;\ C- = 70-72\%;\ D+ = 67-69\%;\ D = 63-66\%;\ D- = 60-62\%;\ F = 59\% \text{ and below.}\]

10. Incompletes: A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of the quarter but who, because of illness or other unusual and substantiated causes beyond the student’s control, has been unable to take or complete some limited amount of term work.

11. Students with disabilities: If you will need accommodations in order to meet any of the requirements of this course, please let your professor know as soon as possible.

12. Academic Misconduct: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. The UO website has additional information about a common form of academic misconduct, plagiarism.

13. Discriminatory conduct (such as sexual harassment): The University will not tolerate discriminatory conduct. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well being of students, faculty, and staff. Such behavior will not be allowed in this classroom.

14. Counseling Resources: In this class, we will discuss potentially disturbing images and issues. The UO Counseling Center is available if you need someone with whom to discuss these. They can also be reached by phone at: 541.346.3227. Sexual Assault Services also offers crisis support and peer counseling for those who have experienced sexual assault.

15. Announcements: Any changes to the syllabus, class cancellations, or other matters pertaining to the class will be posted on Coursekit. You should check this site at the beginning of each week.

For further information about university policies, please see the UO Student Conduct Code.
Resources

1. **Yourself**: Listen carefully. Take plenty of notes. Ask questions if you aren’t sure about something. Participate. Take advantage of the professor and TFs’ office hours: we are there to help you do well in this class.

2. **Your Classmates**: It always helps to discuss material with other students enrolled in your class. Also, in the event of an absence, you will need to rely on a classmate to help you get notes on what you missed.

3. **Your Prof and TFs**: We love to field questions. Our office hours are devoted to helping you better understand the course and course material, so please stop by.

4. **Email**: Although our preference is to deal with more complicated questions face to face, we are available via email to field questions as well. Please allow at least 24 hours for a response to your email and note that we may not answer emails on weekends and holidays.

5. **Teaching and Learning Center**: TLC offers resources for students ranging from workshops on improving your writing to help taking quizzes and exams. You can find their hours and make appointments at their website.

ASSIGNMENTS

**Media and Ideology**

**Tuesday, 27 September**: Introduction to Course

*In Class Screening*: “Girls Just Want to Have Sums” (2006) *The Simpsons*

“Queer 101: The Downlow on Gender, Sex, and Sexuality,” *Rooster Tails*

Tami Winfrey Harris, “What the Racist ‘Psychology Today’ Post Means for Feminism”

“Lisa Simpson: Feminist Hero,” *Jezebel*

**Thursday, 29 September**:

S. Hall, “The Whites of Their Eyes,” *The Media Reader*, Ed. M. Alvarado and J.O. Thompson, 7-23 (Coursekit)

B. Poinsett, “My Mother and Grandmother were The Help”

*In Class Screening*: Marlon Riggs (1986) *Ethnic Notions*

**Tuesday, 4 October**: Quiz #1

S. Jhally, “Image-Based Culture: Advertising and Popular Culture,” *Gender, Race, and Class in Media* (Coursekit)
“This is How Your Jennifer Aniston Sausage Gets Made,” Jezebel

Thursday, 6 October:

G. Steinem, “Sex, Lies, and Advertising”

“J.C. Penney’s ‘Too Pretty for Homework’ Shirt a Steal at $9.99,” Jezebel

“The Bechdel Test for Women in the Movies”

Tuesday, 11 October:

J. Kilbourne, “The More You Subtract, the More You Add: Cutting Girls Down to Size”

“April Flores, American Apparel, and the Plus-Size ‘Demographic,’” Jezebel

Lesley Kinzel, “Radical Suggestion: Let’s Not Body-Police Famous People Anymore”

In Class Screening: Huge (2010)

Thursday, 13 October: Quiz #2

J. Katz, “The Price Women Pay for Boys Being Boys”

J. Katz, “Ten Things Men Can Do to Prevent Gender Violence,”

“What if the Tea Party Was Black?”

In Class Screening: Tough Guise (1999)

Tuesday, 18 October: Media Analysis #1 Due


In Class Screening: Class Dismissed (2006) Media Education Foundation

Thursday, 20 October:


In Class Screening: Glee (2010)

Tuesday, 25 October:

“Ten Black Women Making Moves in Film”

In Class Screening: *In Living Color*

**Thursday, 27 October: Quiz #3**


K.B. Zook, “Has Reality TV Become Black Women’s Enemy?”

**Tuesday, 1 November:**


“Ads Still Push Asians into the ‘Tech Guy’ Stereotype,” *Jezebel*

**Thursday, 3 November: Quiz #4**

“Bodyshapers Give You ‘Latino Curves,’” *Sociological Images*

P.P. Ovalle, “Jennifer Lopez, Racial Mobility, and the New Urban/Latina Commodity” (Coursekit)

“Latina’s Tribute to Hollywood Maids Hurts more than ‘Helps,’” *Racialicious*

**Tuesday, 8 November:**

J. Gamson, “Sitting Ducks and Forbidden Fruit,” *Freaks Talk Back: Tabloid Talk Shows and Sexual Nonconformity*, 553-574 (Coursekit)

**In Class Screening:** “Camping Out” (1990) *Pee-Wee’s Playhouse*

**Thursday, 10 November: Quiz #5**

N. Wilson, “Civilized Vampires Versus Savage Werewolves: Race and Ethnicity in the Twilight Series,” 55-70 (Coursekit)

**Tuesday, 15 November:**


“Rihanna Shoots Her Rapist in Her New Video,” *Jezebel*

**Thursday, 17 November:**
H. Jenkins, “Interactive Audiences”

“No Girls Allowed: File Sharing Culture and BitTorrent,” Bitch Magazine

“Male Geeks Reclaim Masculinity at the Expense of Female Geeks”

**Tuesday, 22 November: Media Analysis #2 Due**


J. Blakley, “Social Media and the End of Gender”

**Thursday, 24 November:**

D. Apollon, “Don’t Call them Postracial. Millennials Say Race Matters to Them.”


**Tuesday, 29 November: Quiz #6**

N. Huntemann, “Irreconcilable Differences: Gender and Labor in the Video Game Workplace.”

“Shocker: Warcraft Not Just for Dudes,” Jezebel

Elizabeth Lameman, “Native Representations in Videogames”

**Thursday, 1 December: Final Project Due in Class**

“In Which We Betray Our Gender,” Gabby’s Playhouse

C. Stabile (2009) “Sweetheart, This Ain’t Gender Studies’: Sexism and Superheroes” (Coursekit)