

Soci403.09 - Gender and Media	
<b>Pre/Co-Requisites</b>	Soci303, 313, 315, 331, 333
<b>Class Dates</b>	September 6 – December 7, 2022
<b>Lecture Days/Times</b>	MWF 10:00-10:50
<b>Lecture Location</b>	ST130 (Science Theaters)
<b>Instructor</b>	Dr. Annette Tézli (she/her)
<b>Email</b>	<a href="mailto:atezli@ucalgary.ca">atezli@ucalgary.ca</a>
<b>Phone</b>	403-220-6513
<b>Office</b>	SS950
<b>Office Hours</b>	<b>Tuesdays 9:00 – 11:00 via Zoom</b> , by appointment only Please book your appointment here: <a href="https://calendly.com/atezli">https://calendly.com/atezli</a> <b>Wednesdays 11:30 – 12:30 in SS950</b> , drop in – no appointment needed

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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 in person MWF from 10:00-10:50 in ST130. You should be prepared to attend seminars regularly as active participation in exercises and discussions will be essential to your success in this course. I will livestream lectures on Zoom for those unable to attend class in person. However, please note that lectures will not be recorded.

I view class meetings as an opportunity for us to interactively engage with course material. I will enter each class period assuming that everyone has read all 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 Resources

A textbook or course pack is not required for this course. Required course readings for each week are listed in the course schedule on the last page of the syllabus and can be accessed free of charge in electronic form through the Reading List tool 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.

	% Of final grade	Due
<b>Team Presentation</b>		
Presentation & Discussion	25	Wednesdays
Team Learning Reflection	15	7 days after grade received
Peer Feedback	10	7 days after presentation
<b>Research Project</b>		
Topic Proposal	10	October 17
Project Outline	10	November 21
Research Results	30	December 14

### 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-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.), a theoretical/analytic framework, 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 30-minute class discussion in a format of your choosing (exercises, 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 your presentation (by 10:00am on Tuesday). Presentations will take place on Wednesdays except for the final group, which will present on Monday, December 5.

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.

## Absence From a Mid-term Examination

It is your responsibility to complete all assessments listed in this course outline. That said, students might at times face exceptional challenges and are unable to complete a scheduled assessment on time. Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

**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/P22\\_deferral-of-term-work\\_lapseGrade.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.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](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

## Absence From a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements, and submission instructions can be found on the Enrolment Services website at: <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

## Grade Reappraisal

If you choose 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 Reappraisal of Graded Term Work, see Calendar I.2*

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

*For Reappraisal of Final Grade, see Calendar I.3*

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

## Academic Misconduct

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

## Plagiarism and Other Forms of Academic Misconduct

Academic misconduct in any form (e.g., cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension, or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

## Recording of Lectures

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

## Additional Course Information

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 your individual experiences or because it conflicts with your 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."

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 TAs) professionally and respectfully.

### Lecture Slides

I will post PowerPoint slides for each lecture on D2L in advance of the lecture during which they will be covered. The PowerPoint slides I post on D2L will provide a lecture outline, but not complete lecture content. It is your responsibility to complete each slide during lecture. To assist your notetaking, I provided helpful note-taking resources on D2L under “Course Resources.”

### Sharing of Lecture Notes and Assessments

Note that publicly sharing lectures notes and quiz questions on 3<sup>rd</sup> party sites such as OneClass, StudyBlue, Quizlet, Course Hero, Chegg, 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.

### 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 student hours.

### Student Hours

I will hold student hours via Zoom on Tuesdays from 9:00-11:00 (MST) and by appointment. You can access the meeting via the Zoom tab on D2L, or the direct link provided under Contact Information & Student Hours on D2L. Feel free to visit during student hours if you would like to review an assessment, ask questions/chat about course material, or chat about your education/well-being in general. Please note: I will not hold student hours during the midterm break and on statutory holidays. Please plan your visit accordingly.

If you would like to meet during regularly scheduled student 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 regular student hours generally do not work for your schedule, please email me your request for an appointment. We will then identify a timeslot that works for both of our schedules.

## **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. 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: <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

## **Research Ethics**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.



## **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. 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.

## **Freedom of Information and Protection of Privacy (FOIP) Act**

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

## **Copyright Legislation**

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. 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.

## **Evacuation Assembly Points**

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

## **Faculty of Arts Program Advising and Student Information Resources**

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

## **Important Contact Information**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)



Graduate Students' Association  
Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman  
Phone: 403-220-6420  
Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

### Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student 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 supports 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 the following resources:

*SU Wellness Centre:* <http://www.ucalgary.ca/wellnesscentre/>

*Student Wellness Services:*

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

*Campus Mental Health Strategy website:* <https://www.ucalgary.ca/mentalhealth/>.

### 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>.

### Important Dates

September 6	First day of classes
September 15	Last day to drop a class without financial penalty
September 16	Last day to add/swap a course
September 30	National Day for Truth and Reconciliation – no classes, university closed
October 10	Thanksgiving – non classes, university closed
November 7-11	Term break – no classes
December 7	Last day of classes, last day to withdraw from a course
December 10-21	Final exam period

For further information, please check:

<http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

## Schedule of Lectures and Readings

This schedule is subject to change. All changes will be discussed in class and posted on D2L.

### Module 1 (September 7-9): Welcome & Introduction

#### Assigned Material:

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

Krijnen, Tonny, and Sofie van Bauwel. 2021. *Gender and Media: Representing, Producing, Consuming*. 2<sup>nd</sup> edition. New York: Routledge. Chapter 1 & 2

### Module 2 (September 12-16): 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 19-23): 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 26-30): 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.

### September 30: National Day for Truth and Reconciliation – No Class Watch: Reel Injun (on D2L)

### Module 5 (October 3-7): 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.

<b>October 10-14: Wellness Week – No Class Meetings</b>
<b>Module 6 (October 17-21): Gender and Age</b>
<p><i>Assigned Readings:</i></p> <p>Markov, Čedomir and Youngmin Yoon. 2020. "Diversity and Age Stereotypes in Portrayals of Older Adults in Popular American Primetime Television Series." <i>Ageing and Society</i>:1-21.</p> <p>Crawford Mondé, Geniece. 2018. "#Blackdontcrack: A Content Analysis of the Aging Black Woman in Social Media." <i>Feminist Media Studies</i> 18(1):47-60.</p>
<b>Module 7 (October 24-28): Gender and Race/Ethnicity/Religion</b>
<p><i>Assigned Readings:</i></p> <p>Luisi, Tim. 2021. "'But, He's So Serious': Framing of Masculinity among Western Hemisphere Indigenous Peoples in Disney Animated Films." <i>The Journal of Men's Studies</i> 0(0):1-18.</p> <p>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." <i>Journal of Black Psychology</i> 43(2):159-91.</p>
<b>Module 8 (October 31-November 4): Gender and Race/Ethnicity/Religion, cont'd.</b>
<p><i>Assigned Readings:</i></p> <p>Rajiva, Mythili. 2021. "It's Caramel Princess Time! Reading Contemporary South Asian Femininity through the Celebritization of Mindy Kaling and Priyanka Chopra." Pp. 161-73 in <i>Routledge Handbook of Asian Diaspora and Development</i> edited by A. K. Sahoo. London: Routledge.</p> <p>Kim, Ju Oak. 2021. "Intersectionality in Quality Feminist Television: Rethinking Women's Solidarity in the Handmaid's Tale and Big Little Lies." <i>Feminist Media Studies</i>:1-15.</p>
<b>November 7-11: Midterm Break - No Class Meetings</b>
<b>Module 9 (November 14-18): Gender and Social Class</b>
<p><i>Assigned Readings:</i></p> <p>Butsch, Richard. 2017. "Class and Gender through Seven Decades of American Television Sitcoms." Pp. 38-52 in <i>Media and Class</i>, edited by J. Deery and A. Press. New York, NY: Routledge.</p> <p>Gibbings, Sheri and Jessica Taylor. 2010. "From Rags to Riches, the Policing of Fashion and Identity: Governmentality and "What Not to Wear"." <i>Explorations in Anthropology</i> 10(1):31-47.</p>
<b>Module 10 (November 21-25): Gender Diversity</b>
<p><i>Assigned Readings:</i></p> <p>Thomas, Victoria E. 2019. "Gazing at "It": An Intersectional Analysis of Transnormativity and Black Womanhood in Orange Is the New Black." <i>Communication, Culture and Critique</i> 13(4):519-35.</p> <p>Cavalcante, Andre. 2017. "Breaking into Transgender Life: Transgender Audiences' Experiences with "First of Its Kind" Visibility in Popular Media." <i>Communication, Culture and Critique</i> 10(3):538-55.</p>

### **Module 11 (November 28-December 2): Gender and Sexual Orientation**

#### *Assigned Readings:*

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

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.

### **Module 12 (December 5-7): 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.