This course explores media and gender from a feminist perspective. It begins with an overview of how gender is socially constructed and traces the various ways in which the media affirm heteronormativity by reinforcing normative or stereotypical representations of masculinity and femininity. Audience interpretations and interventions are examined in terms of how they disrupt and challenge dominant notions of gendered identities and subjectivities. In relation to gender, the course includes an examination of intersecting identities as we think through some of the interlocking influences of gender and race, class, age, sexuality, etc.

Each week there will be at least one required reading, as well as a screening on the topic for that week. From time to time you will be given the opportunity to bring in examples of media representations of gender for class discussion.

**Required Readings**
Course Pack – available at Loyola Bookstore.
Other readings available online through electronic databases.
Film and media screenings – in class each week.

**Assignments and Evaluation**
1. Your Gender Identity 20%
2. Media & Gender Workbook 30%
3. Media Research paper 40%
4. Participation and Engagement 10%

**Evaluation of Participation and Engagement**
Your level of engagement with the course materials will be evaluated based on the following criteria: whether you have read the course readings prior to coming to class and demonstrate this through comments in class; your spirit of generosity in class – how much you share your ideas, work with others and demonstrate a good relationship with others based on respect, etc. Students who miss three (3) or more classes will receive an automatic 0.

**Format for all Written Work**
All written assignments must be typed and double-spaced, 12 point, Times or Times New Roman with MLA style, parenthetical citation, and numbered pages. For MLA style, please refer to the MLA Handbook online at: [http://library.concordia.ca/help/howto/mla.html](http://library.concordia.ca/help/howto/mla.html).
⭐ Assignments can be completed in French or English.
⭐ Assignments must be submitted in hard copy. Email submissions will not be accepted.
Weekly Readings and Screenings  
(may be subject to change) 

Jan 4. Introduction 

Jan 11. feminist media approaches  

Jan 18. media, phones and girls’ gender identity  
2. screening: *TBA* 

Jan 25. gender & sexuality  
2. screening: *TBA* 

Feb 1. media representations of (white adult) masculinity  
2. screening: *Tough Guise* 

Feb 8. media and boys’ masculinity  
1. “The Monsters Next Door: Media Constructions of Boys and Masculinity” (online) [http://dx.doi.org/10.1080/1468077032000080112](http://dx.doi.org/10.1080/1468077032000080112)  
2. screening: *Boys to Men* 

Feb 15. gendered violence  
2. screening: *TBA* 

Feb 22 – Spring Break
Gendered types

March 1. the new Hollywood masculinity: “The Bromance”
3. screening: TBA

March 8. transgender film and media debates: “The Trans Person”
2. screening: Boys Don’t Cry

March 22. destabilizing hegemonic masculinity: “The Metrosexual”
2. screening: Queer Eye

March 15. intersections of race & gender in the media post-9/11: “The Terrorist”
2. screening: Being Osama

March 29. intersections of gender with race, sexuality, and beauty: “The Cheerleader”
2. screening – But I’m a Cheerleader

April 12. wrap-up

Please note: “In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.”
**Grading and Evaluation Criteria**

You will be evaluated on the quality and depth of your engagement with reading materials, lectures, screenings, and class discussions. Excellent work will be grammatically and typographically error-free, have correct citations and Works Cited, and will fully engage the exercise in a rigorous, in-depth manner.

Grades will be calculated according to the Communication Studies official grading scheme shown here. Percentages are indicated to help you understand how your grades have been calculated, but only letter grades are given on assignments. Final grades are converted into the official 4-point grade scheme on your transcript.

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A = Superior work in both content and presentation, with a range from excellent to exceptional. This is a student who appears, even at an early stage, to be a potential honours student. The work responds to all components of a question. *It demonstrates clear and persuasive argument, a well-structured text that features solid introductory and concluding arguments, and examples to illustrate the argument.* Few, if any, presentation errors appear.

B = Better than average in both content and presentation. This is very good work. This student has the potential for honours, though it is less evident than for the A student. Student's work is clear and well structured. Minor components of an answer might be missing, and there may be fewer (or less persuasive) illustrations for the argument. Some minor but noticeable errors in presentation may have interfered with the general quality of the work.

C = Student demonstrates a satisfactory understanding of the material. Ideas are presented in a style that is at least somewhat coherent and orderly. Occasional examples are provided to support arguments. Presentation errors that affect the quality of the work are more apparent than in B work. Some components of a question may have been omitted in the response.

D = Student has only a basic grasp of the material. Sense of organization and development is often not demonstrated. Few, if any, examples are provided to illustrate argument. Major components of a question might have been neglected; and major presentation errors hamper the work.

F = Shows an inadequate grasp of the material. Work has major errors of style; and provides no supporting illustration for argument. Ideas are not clear to the reader. Work lacks a sense of structure.
RIGHTS AND RESPONSIBILITIES

*Mutual Respect*
The university expects you to treat your fellow students and instructors with mutual respect and fairness in conformity with principles of natural justice. Differences of opinion are what fuel interesting debate in a classroom, which I strongly encourage. However, oppressive statements or behaviour based on race, class, gender, sexual orientation, or (dis)ability are clearly not appropriate or acceptable. Disruptive or aggressive behaviour is inappropriate and will be dealt with accordingly.

*Late Policy*
All papers are due at the beginning of class on the date assigned. Grades will be deducted at a rate of 2% per day. Medical issues are an exception to this rule. Concordia’s new policy is to accept your email regarding a medical absence in lieu of a doctor’s note.

*Laptops, cell phones, and other electronic devices*
Communication Studies policy is: laptops are not to be used in class; nor are cell phones, iPods or other MP3 players, Blackberries or other PDAs, or any other electronic devices. Presentations are an obvious exception to this rule. We may, from time to time, do in-class research using laptops.

*Blog: http://media4gender.wordpress.com*
The blog for this course will be used to post handouts, assignments, and links to websites for supplementary material. I will also use the blog to post any changes to the syllabus, cancelled classes, etc. As a general policy, lectures will not be posted to the blog.

*Mutual Accountability – to be completed during the first class*

a) Responsibilities of the Instructor

b) Responsibilities of the Student

c) Other house rules
Avoiding Plagiarism


See the Concordia Code of Conduct (Academic) for more information on what constitutes plagiarism and other forms of cheating, as well as the consequences for such offenses.

When you write a research paper, you have to explain where you got your information. Some of the ideas you use will be your own, but many will have come from information you have read and people you have interviewed about the topic. To explain where the information comes from, you have to give (cite) the source.

Why cite your sources?

• To give your writing credibility. You show that you have gathered ideas from worthwhile places.
• To help the reader. You enable the reader to go and check and read those sources if he/she so wishes.
• To protect yourself from plagiarism. When you cite all your sources, no one can say that you stole or copied ideas from someone else.

What is plagiarism?

Concordia University defines plagiarism as:
"The presentation of the work of another person as one’s own or without proper acknowledgment"
(Concordia Undergraduate Calendar 2006-2007, page 66)

While many people might think this means outright cheating by stealing or copying another student's work, it could just as easily refer to copying of anyone else's ideas without saying where they came from. So you are responsible to respect this rule by citing all your sources.

What counts as "other people's ideas"?

• All words quoted directly from another source.
• All ideas paraphrased from a source
• All ideas borrowed from another source: statistics, graphs, charts.
• All ideas or materials taken from the Internet

What doesn’t count?

• You do not have to cite sources for knowledge that is generally known, like the dates of famous events in history or the names of past Prime Ministers. Similarly, phrases like "9/11" or "the generation gap" indicate concepts generally understood by the public.
• Also, within your field, there may be terms which are "common knowledge" because they are part of the knowledge shared by people in that field, like the "language experience approach" for educators, or the term "Impressionism" for art enthusiasts.
• Knowing what to cite /not to cite is also affected by culture. In North America, readers expect to be told where ideas come from. In other cultures there may be more shared and collective understanding of certain ideas or even of memorized texts. For example, a student may have had to memorize a text as part of his learning in a particular subject. If he were to reproduce that text in his own country he may feel he need not give a source, since everyone who studied there (including the professor) would know who wrote it. In North America, however, this is not the case and a North American reader would expect to be told that author’s name.
Direct quotations:

When you are using someone else's exact words, you need to place quotations marks (" . . .") around the words to show this. You also need to be careful not to rephrase or reorganize these words; otherwise you would be guilty of misrepresenting that author. If you want to leave out part of the author's sentence you can use three ellipsis points (...) to show that words have been omitted. Directly after the quotation, you should indicate where the information comes from, using one of the standard methods (the most used ones are MLA and APA) to document your sources. (For more specifics, refer to our on-line handouts on MLA/APA documentation (http://learning.concordia.ca/Help/Write.html.), pick up a hard copy in H-662, or go to the Concordia University Libraries’ Citation Guides (http://library.concordia.ca/help/howto/citations.html))

Paraphrasing (must also be cited)

Many students are unclear about what it means to paraphrase. It is not acceptable to take the original phrasing and just rearrange a few of the original words in order to produce a paraphrase; neither is it acceptable to use the same sentence structure but just substitute a few key words.

Example:

a. Original: 

*Students frequently overuse direct quotation in taking notes, and as a result they overuse quotation in the final research paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.*

Lester, J. D. *Writing Research Papers*. 2nd ed. (1976) 46-47

b. Acceptable paraphrase:

In research papers, students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester, 1976).

c. A plagiarized version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes (Lester, 1976).

When you paraphrase, make sure to understand what the original is saying, then close the book and write the passage in your own words. **Also, note that you need to cite a source for a paraphrase even though you did not quote from the source directly.** In the example above, the source, Lester, is given after the paraphrase. When you are paraphrasing rather than using exact words, mentioning the page number in the source parentheses is preferable but not mandatory.

This example of paraphrasing was taken from the handout "Paraphrase - Write it in your own words." OWL Purdue University Writing Lab. Available: http://owl.english.purdue.edu/handouts/research/r_paraphr.html. Accessed April 11, 2006.

*Student Learning Services, Concordia University*