

J 348D/ J 395 Gender & the News
School of Journalism
The University of Texas at Austin
Fall 2014 T/TH 11 a.m. to 12:30 p.m.

Instructor: Dr. Gina M. Chen

Classroom: CMA 6.175

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Office hours: 10 a.m. to noon Wednesdays,
12:30 to 2 p.m. Thursdays, or by appointment

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TENTATIVE SYLLABUS – SUBJECT TO CHANGE

Course Overview

This course explores how gender relates to news both historically and currently and the role of the news media in reinforcing and/or challenging prevailing stereotypes and attitudes about gender. We will focus on women both as producers of journalism and as subjects of media portrayals. We will place those topics in broader perspective by delving a bit into feminist theory, popular culture, and political communication. Ultimately, we aim to grapple with how gender matters in news today – a question that invites many kinds of answers.

By the end of the semester, students should be able to:

1. Describe the history of women’s relationship to U.S. news and describe the roles women play in producing and shaping news.
2. Understand and be able to apply key concepts and theories to analyze and evaluate the roles and representations of women in public life, the news, and popular culture.
3. Understand ethical questions surrounding how the media portray women/gender/sexuality, and understand competing arguments regarding those ethical questions.

Co-listed course

This course is open to both graduate and undergraduate students. All the guidelines for the class apply to everyone. Graduate students enrolled in this class are expected to complete all the **readings assigned for the course**, following the schedule at the end of the syllabus. They also must attend class and participate in discussions and exercises, such as the Twitter chats. However, graduate students will write a paper in lieu of the other assignments. Details are provided in the “Graduate Students Assignments” section of the syllabus.

Required Text and Reading Materials

Two books are required for this course. Both are available through the University bookstore and various online booksellers. You can get earlier versions of the textbook, but be sure that you are reading the proper chapter. (Chapter numbers may change from one edition to another.)

1. Beasley, M.H., & Gibbons, S.J. (2002). *Taking their place: A documentary history of women and journalism*. 2nd ed. Strata.
2. Goren, L.J. (2010). *You've come a long way baby: Women, politics, and popular culture*. Kentucky.

Additional reading materials will be posted on the Canvas site for this course.

Grading

A range= Superior work that goes substantially beyond fulfilling the assignment.

B range= Good work that fulfills the assignment but includes minor problems.

C range= Average work that includes more substantial problems.

D range= Work meets only bare minimum of requirements with substantial problems.

F= Failure to grasp any concepts or failure to turn in assignment.

Late work = 1 letter grade dropped for each day work is late. (An A paper becomes a B paper if it is 1 day late.) **No work accepted more than three days late without extreme extenuating circumstances approved by me in advance.**

Course Policies and Resources

Attendance: Students are expected to attend all classes, **having read all materials assigned for that day and be ready to discuss those materials with others.** More than 1 absence will hurt your participation grade and diminish your ability to learn the material in this course.

In-class conduct: Phones should be off or on vibrate except during Twitter chats. Surfing the web or playing games, music, or checking email is not allowed. If you are caught, you will lose the right to use a laptop in class.

Use of Canvas: I will use Canvas, a web-based course management system with password-protected access to distribute course materials, to make course announcements, to post grades, and for you to submit your assignments. You

can get help learning to use Canvas at the ITS Help Desk at <http://www.utexas.edu/its/helpdesk/>.

Email: I will be using email to communicate with you about this class, and I will use your official UT email address. All students should become familiar with the University's official email notification policy. It is the student's responsibility to keep the University informed of changes to his or her email address. Students should check email regularly (daily). The email policy can be found here: <http://www.utexas.edu/cio/policies/university-electronic-mail-student-notification-policy>

Students with disabilities: The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact Service for Students with Disabilities at 512-471-6259 (voice) or 512-232-2937 (video phone.)

University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

University policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, visit the Student Judicial Services website: <http://deanofstudents.utexas.edu/sjs/>

University policy on holy days: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete assigned work.

Q drop policy: The state of Texas has enacted a law that limits the number of course drops for academic reasons to six. The University may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice line to discuss by phone your concerns about another person's behavior. This service is provided through a partnership among the Office of the Dean of Students, the

Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD): Call 512-232-5050 to visit <http://www.utexas.edu/safety/bcal/>

Resources for Learning & Life at UT Austin: The University of Texas has numerous resources for students to provide assistance and support for your learning. You are particularly encouraged to use the Learning Skills Center on campus for help on writing assignments. Also, the PCL reference librarians can assist you with online news retrieval and other information finding tasks.

The UT Learning Center: <http://www.utexas.edu/student/utlc/>

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

Career Exploration Center: <http://www.utexas.edu/student/careercenter/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Safety issues: <http://www.utexas.edu/safety/terms/>

**Overview of Course Assignments and Grading for Undergraduates
(Percentage indicates value toward final grade)**

Assignment	Due Date	% of Final Grade
Short Response Paper #1	Tuesday, 9/23	10%
Short Response Paper #2	Tuesday, 10/7	10%
Short Response Paper #3	Thursday, 10/23	10%
Analysis of News Coverage of an Issue of Your Choice; you will briefly discuss your project in class on 11/11	Thursday, 11/11	25%
Group presentation on women in popular culture	Tuesday & Thursday, 12/2 and 4 (your group will be randomly assigned a date)	20%
Group social media chat	Thursdays throughout the semester (dates are on the course schedule)	15%
Class participation	Ongoing	10%
Total		100%

Undergraduate Assignments In Brief

Instructions for each major assignment will be provided on Canvas and discussed in class. Here is a brief idea of what to expect:

Short-response papers: 2 pages, typed, double-spaced. You will be expected to respond concisely and thoughtfully to a question regarding the reading material and lectures.

News analysis project: Each student will work independent to analyze news coverage of a woman or a women's issue in the news. This will involve carefully analyzing news coverage of the individual using simple quantitative or qualitative measures, and then writing a news analysis piece of op-ed piece about the topic.

Group Presentation: Students will work in small groups (4 students) to answer a set of questions about a popular culture "artifact." Groups will choose the artifact to analyze (e.g. a television show, an advertising campaign, a music video, a pop star, etc.) Each student will be expected to play a role in gathering material, analyzing it, and presenting it to the class. Group members will evaluate one another's contributions to the group effort.

Social Media Chat: Students will work in small groups (4 students) to lead a Twitter chat that is relevant to that week's readings or lectures. We will use the same groups as the group presentation, and the dates for the chats are on the course schedule. All chats will take place on Thursdays during regular class period and will last 30 minutes. The group leading the discussion will use the hashtag #genderchat and be responsible for coming up with 6 or 7 discussion questions for the chat. **Everyone in class will be expected to participate in the chat by answering the questions.** Your grade for the chat will reflect both your participation and how well your group lead its chat.

Participation: Our goal of having lively class discussions requires that students **have read the assigned material BEFORE class time.** Participation will include both attendance and your thoughtful and prepared contributions to the class discussions, the level of effort shown in your assigned work, and in your willingness to seek additional guidance as needed via email or office hours. More than one absence will hurt your grade and diminish your ability to learn the material in the course.

**Overview of Course Assignments and Grading for Graduate Students
(Percentage indicates value toward final grade)**

Graduate students will be expected to complete the assigned readings, attend class, and participate in discussions. However, rather than complete the assignments given to undergraduates, they will complete an original research pilot study of (for Pro track MA students), a long-form project or story. Graduate students should meet with me during the first two weeks of the semester to discuss their plan. **Please use my guide for writing a research paper (on Canvas)**

Assignment	Due Date	% of Final Grade
Research proposal	Tuesday, 9/23	0%
Revised proposal	Thursday, 10/2	10%
Intro/Literature Review & Research Questions/Hypotheses	Thursday, 10/23	20%
Method	Thursday, 11/11	20%
Analysis and Conclusion	Tuesday, 11/25	20%
Final Paper	Thursday, 12/10	20%
Participation	Ongoing	10%
Total		100%

Research proposal (1 page, double-spaced)

- Define the research questions and/or hypotheses
- Concisely discuss why this topic important, drawing on relevant literature
- Briefly explain how you will conduct this pilot study (if that option is chosen)

Revised research proposal (1 page, double-spaced)

- Revise your original proposal, based on my suggestions.

Literature review (2 to 4 pages, double-spaced)

- Explain briefly what has been done before on your topic and cite relevant journal articles and books.
- Explain some details on relevant studies and why they lead up to or suggest the research questions or hypotheses you are proposing.
- Summarize the theory that supports your idea(s)
- Explicitly state your formal research questions and/or hypotheses
- Be sure to explicate (or explain) all your main concepts. For example, if your topic is about blogging and social media use, you need a section about blogging literature and a section about social media literature
- Use subheads for any important concepts or sections to help the reader.

- Provide conceptual definitions for all the key variables that you will be studying. For example, if I want to measure aggression in an experiment, I need to provide a conceptual definition in my literature review. A conceptual definition is NOT how you will measure it. It is how the concept has been defined in previous literature. Simple concepts that the average person understands will not require a long definition.

Methods (1 to 2 pages, double-spaced)

- Provide a well-thought-out plan on how you will conduct your research
- Describe how you will pick your sample (of content of people) and why you will do things the way you plan, drawing on relevant literature.
- Provide operational definitions for all variables. Operational definitions explain how you measured a variable, so it includes the actual question asked (in surveys or interviews) or the coding guide for content analysis.

Analysis & Conclusion (Depends on method – 2 to 4 pages)

- Report pilot study date (for original research projects) or turn in completed paper (for Pro Track projects).
- Discuss what you expect to find in a full/completed study and how that would answer your research questions/hypotheses.

Tentative Class Schedule – Subject to Change

	Topic for Class	What is due BY CLASSTIME
SECTION 1: INTRODCUTION		
Week 1: Overview of Class		
8/28	Welcome, intro, syllabus, what's this class about	
Week 2: Why Study Gender and the News		
9/2	Women/gender/sexuality in the news today Define "media" and "news" as it relates to this course Discuss your articles	Bring to class a news story that touches on an issue about women, gender, and/or sexuality. Be prepared to share with a small group of classmates and to answer the following about it: <ul style="list-style-type: none"> ▪ "It choose this story because ..." ▪ "I think this story is important because ..." ▪ "I like/don't like how the story portrays"
9/4	Defining gender and understanding stereotypes Discuss results of implicit test	Readings: "Social Construction of Gender": http://moodle.chatham.edu/pluginfile.php/54058/mod_resource/content/1/Night_to_His_Day.pdf Take the "Gender/Career Implicit test": https://implicit.harvard.edu/implicit/ Graduate Students only: You should be scheduling meeting with me during office hours to discuss your research proposal this week or next week.
Week 3: Gender Stereotypes and Barriers in Contemporary Media		
9/9	Overview of how stereotypes influence the news and the media	Readings: "Silenced: Gender Gap in News Coverage of the 2012 Election" http://www.4thestate.net/female-voices-in-media-infographic/#.T-nsro5fGQo "Women Aren't Principal News Sources on Women's Issues" http://www.washingtonpost.com/lifestyle/sty

		le/women-arent-principal-news-sources-onwomens-issues-4th-estate-analysis-finds/2012/06/25/gJQADVbi2V_story.html
9/11	<p>What effect do these stereotypes have? Preview of news analysis project</p> <p>Last 30 minutes of class: Twitter Chat Lead by Group 1</p>	<p>Readings:</p> <p>“How does he do it? How one Annandale father balances work, family” http://m.washingtonpost.com/lifestyle/on-parenting/on-trading-a-higher-salary-for-more-time-with-kids/2014/07/09/7702c716-fe24-11e3-8176-f2c941cf35f1_story.html</p> <p>“You know what’s more sexist than Silicon Valley? It’s HBO version” http://qz.com/199337/you-know-whats-more-sexist-than-silicon-valley-its-hbo-version/</p> <p>Our love/hate relationship with the term “Mommy Blogger” http://www.the-broad-side.com/mommy-bloggers</p>
WEEK 4: Gender Stereotypes and Barriers in Contemporary Media Cont’d		
9/16	Female “Double Blinds”	<p>Readings:</p> <p>“The Binds that Tie” (Chapter 1 in Jamieson’s <i>Beyond the Double Bind</i>)</p> <p>“Femininity/Competence” (Chapter 4 in Jamieson’s <i>Beyond the Double Bind</i>)</p>
9/18	Synthesis of Section 1	No required readings!
SECTION 2: WOMEN AND AMERICAN JOURNALISM		
WEEK 5: Early American Press		
9/23	The Early American Press & the “Cult of True Womanhood”	<p>Undergraduates: Response paper #1 due: <u>Upload to Canvas by class time!</u></p> <p>Graduate students: Research Proposal Due (will meet individually with me at tail end of class to discuss your proposal.)</p> <p>Readings:</p>

		In <i>Taking Their Place</i> , read: <ul style="list-style-type: none"> ✓ Introduction ✓ Chapter 1 (Colonial Era) ✓ Chapter 2 (Early Political Journalism)
9/25	Virtual class on Canvas! You MUST participate during class time	Readings: In <i>Taking Their Place</i> , read: <ul style="list-style-type: none"> ✓ Chapter 3 (Reform Periodicals) ✓ Chapter 9 (Stunt Reporters and Sob Sisters)
WEEK 6: Creating Alternative Public Spheres		
9/30	Muckraking and the Suffrage Press	Readings: In <i>Taking Their Place</i> , read: <ul style="list-style-type: none"> ✓ Chapter 5 (Ladies' Periodicals) ✓ Chapter 6 (Suffrage Newspapers) ✓ Chapter 7 (Newspaper Correspondence)
10/2	Pioneering Women Journalists of Color Last 30 minutes of class: Twitter Chat Lead by Group 2	Graduate students: Revised Research Proposal Due. Upload to Canvas by class time! Readings: In <i>Taking Their Place</i> , read: <ul style="list-style-type: none"> ✓ Chapter 8 (Pioneer African-American Journalists) ✓ Chapter 22 (Women Journalists of Color) <p>“Feminist Black Nationalism” (Chapter 2 in Zackodnik’s <i>“We Must Be Up and Doing”: A Reader in Early African American Feminisms</i>)</p>
Week 7: Early Contemporary Women in the News		
10/7	Political and Metro Reporters	Undergraduates: Response paper #2 due: Upload to Canvas by class time! Readings: In <i>Taking Their Place</i> , read:

		<ul style="list-style-type: none"> ✓ Chapter 10 (Investigative Reporting) ✓ Chapter 11 (Metropolitan Journalists)
10/9	Politics, Social Justice, and Eleanor Roosevelt's "Ladies Only" News Conferences	<p>Readings:</p> <p>In <i>Taking Their Place</i>, read:</p> <ul style="list-style-type: none"> ✓ Chapter 12 (War Correspondents) ✓ Chapter 15 (Newspaper Families)
Week 8: Second-Wave Feminist Media		
10/14	Watch "Gloria: In Her Own Words"	<p>Readings:</p> <p>In <i>Taking Their Place</i>, read:</p> <ul style="list-style-type: none"> ✓ Chapter 17 (Women's Pages) ✓ Chapter 18 (Development of Alternative Media) ✓ Chapter 19 (Women's Magazines)
10/16	Moving Toward Equal Opportunity; preview news analysis project	<p>Readings:</p> <p>In <i>Taking Their Place</i>, read:</p> <ul style="list-style-type: none"> ✓ Chapter 20 (Challenge to Mass Media) ✓ Chapter 24 (Toward Nonstereotypical news coverage) <p>"The Emperor's Hall" (Chapter in Robertson's <i>The Girls in the Balcony</i>)</p>
Week 9: "Tokenism" in the News Industry		
10/21	Women in the news business today	<p>Readings:</p> <p>In <i>Taking Their Place</i>, read:</p> <ul style="list-style-type: none"> ✓ Chapter 23 (Women in Journalism Today) <p>"Token Responses to Gendered Newsrooms: Factors in the Career-Related Decisions of Females Newspaper Sports Journalists" by Hardin & Whiteside</p>
10/23	<p>Synthesis of Section 2; Check in on News Analysis project</p> <p>Last 30 minutes of class: Twitter Chat Lead by</p>	<p>Undergraduates: Response paper #3 due: <u>Upload to Canvas by class time!</u></p> <p>Graduate students: Intro/Lit Review with RQ or H. <u>Upload to Canvas by class time!</u></p> <p>No readings for today!</p>

	Group 3	
SECTION 3: WOMEN, POLITICS, AND MEDIA		
WEEK 10: Gender stereotypes in contemporary news		
10/28	Stereotypes in the news	Readings: In <i>You've Come a Long Way Baby</i> , read: ✓ Chapter 12 (The Money, Honey: The Rise of the Female Anchor, the Female Reporters, and Women in the News Business)
10/30	Media coverage of women in politics	Readings: "Do the Media Give Women Candidates a Fair Shake?" (Chapter 9 in Ridout's <i>News Directions in Media and Politics</i>)
Week 11: Gender Stereotypes in contemporary news cont'd		
11/4	Gender in presidential election news coverage	Readings: "The Media and the Path to the White House" (Chapter 3 in Lawrence and Rose's <i>Hillary Clinton's Race for the White House</i>) "Post-Feminist Role Model or Victim of Sexism" (Chapter 6 in Beall and Longworth's <i>Framing Sarah Palin</i>)
11/6	News and sexism	Readings: "Quantity Versus Quality of Media Coverage" (Chapter 5 in Lawrence and Rose's <i>Hillary Clinton's Race for the White House</i>)
Week 12: News Analysis Projects		
11/11	News Analysis Projects discussion	Undergraduates News Analysis Due: <u>Upload to Canvas by class time! You will briefly discuss what you found in class.</u> Graduate students: <u>Method section due. Upload to Canvas by class time!</u> No readings for today
SECTION 4: WOMEN IN POPULAR CULTURE		
11/13	Second- and Third-Wave Feminist Readings in Pop	Readings:

	Culture Last 30 minutes of class: Twitter Chat Lead by Group 4	In <i>You've Come a Long Way Baby</i> , read: ✓ Introduction ✓ Chapter 2 (Smart, Funny, & Romantic: Femininity and Feminist Gestures in Chick Flicks)
Week 13: Representations of Women & Girls in the Media Today		
11/18	Watch "Miss Representation"	Readings: In <i>You've Come a Long Way Baby</i> , read: Chapter 11 (The Personal is Political: Women's Magazines for the 'I'm-Not-A-Feminist-But' Generation)
11/20	Women's Relationship with Beauty	Readings: "Male Mammies: A Social-Comparison Perspective on How Exaggeratedly Overweight Media Portrayals of Madea, Rasputia, and Big Momma Affect How Black Women Feel About Themselves," by Chen, Williams, Hendrickson, and Chen "Exploring the Influence of Mediated Beauty" (Chapter 3 in Hundley and Billings' <i>Examining Identity in Sports Media</i>) "The Beauty Myth" (Chapter 1 in Wolf's <i>The Beauty Myth: How Images of Beauty are Used Against Women</i>)
Week 14: Hypersexualization of Women in Popular Culture		
11/25	Women in popular culture	Graduate students: Analysis and Conclusion Due. Upload to Canvas by <u>class time!</u> Readings: "Equal Opportunity Objectification? The Sexualization of Men and Women on the Cover of Rolling Stone" by Hatton and Trautner "Wait ... hip hop sexualities" (pp. 384-389) in Seidman, Fischer, and Weeks' <i>Introducing the New Sexuality Studies</i>

11/27	No Class: Happy Thanksgiving	
Week 15: Group Presentations		
12/2	Groups will be randomly assigned to present their project on women in popular culture	<p><u>Undergraduates Group Presentation Due today or 12/4:</u> Upload to Canvas by class time! You will briefly discuss what you found in class.</p> <p>No readings due today!</p>
12/4	Groups will be randomly assigned to present their project on women in popular culture	<p><u>Undergraduates Group Presentation Due today or 12/2:</u> Upload to Canvas by class time! You will briefly discuss what you found in class.</p> <p>No Readings due Today!</p>
12/10	Have a Great Break!	<p><u>Graduate students: Final Paper Due.</u> Upload to Canvas by class time!</p>