J 395/WGS 393 Gender & the News/Graduate Students
School of Journalism
The University of Texas at Austin
Fall 2017 T/Th 11 to 12:30 p.m.

Instructor: Dr. Gina M. Chen
Classroom: CMA 3.116
Office: BMC 3.376
Office hours: 1 to 2 p.m. Tuesdays & Thursday
Additional Graduate Office Hours: 1 to 3 p.m. Wednesdays (by appointment ONLY).
Sign up here: http://bit.ly/2biF3jy

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Cell: 228.229.2783
Twitter: @ginamchen

Quickest way to reach me: Text 228.229.2783 – tell me who you are!

Don't expect an answer between 8 p.m. and 5 a.m. when I am sleeping.

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.

Required Reading Materials

All readings will be posted on Canvas. Reading are due by class time on Tuesday for the entire week, although obviously sometime we won't get to discuss a reading until Thursday. It is imperative that you do the readings so you can thoughtfully engage in class discussions.

Grading Policies

A	94-100
A-	90 to 93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	< 70
F	< 60

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.

Failure to turn in work = Zero.

Rounding: I do not round grades up or down. The numeric score is the score you get. (So if you final grade is a 93.9, that will be an A-, not an A.)

Changing grades: I do not change grades unless I have made a mathematical error or failed to include an assignment.

Twitter Chats: You must have a Twitter account. (If you don't, set one up.) It cannot be private. We will have three Twitter chats to review what we are learning in class. You will be divided into groups, and each group will lead one chat. Each group member will come up with 1 compelling questions to ask during your group's chat. Your group will organize the order of the questions and run the chat. Everyone should be participating in all chats by answering questions, retweeting, favoriting, etc. We use the hashtag **#genderchat. Twitter chats take place on Thursdays on dates noted on the schedule.**

Facebook: You are encouraged to join our Facebook group **UTGender&Media**. Members include other professors who teach this course, as well as students in other sections or who took the course previously. It's a spot to share news relevant to this course.

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. Absences are not counted as EXCUSED without proof (doctor's note; funeral announcement; evidence of school trip).

In-class conduct: Phones should be off or on vibrate except during Twitter chats. Laptops should be off or asleep. Take notes by hand—you'll remember more that way.

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/.

Overview of Course Assignments and Grading for <u>Undergraduate Students</u>
(Percentage indicates value toward final grade)
All assignments are due by class time on the date noted unless indicated

5% Discussion Questions from the Readings
      3 questions per person due for each week that we have readings.

5% Participation
      Leading Twitter Chat
      Overall In-Class Participation, including Attendance
      Virtual Class Module

20% Reaction Papers
      #1 Due 10/12
      #2 Due 11/16

20% Intensive Graduate Seminar Session (after Twitter chats)
      #1 9/14 – Dr. Chen leads.
      #2 10/12 – Kyser and Clare lead.
      #3 11/14 – Ever and Shelby lead.

50% Major Projects
      Midterm Examination on 10/19
      Research Paper on 12/11

Detailed instructions for each assignment are provided on Canvas. Here is an overview.

<u>Discussion Questions:</u> For every week that readings are due, you will be expected to come up with 3 questions about the readings. Questions should be substantive and demonstrate that you read the materials, but they can include genuine questions about information you did not understand from the readings. <u>They cannot be vague queries, such as "I didn't understand the whole chapter."</u> If multiple readings are due in a week, you only need to come up with 3 questions. But at least one of your questions should relate to each reading.

<u>Reaction Papers:</u> 1 page typed, double-spaced. You will be expected to respond concisely and thoughtfully to a question regarding the reading materials and lectures.

Social Media Chat: Students will work in small groups to lead a Twitter chat that is relevant to that week's readings or lectures. All chats will take place on Thursdays during regular class period and will last 30-45 minutes. The group leading the discussion will use the hashtag #genderchat and be responsible for coming up discussion questions for the chat (1 per group member). 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 leads 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. Participation in the virtual module.

Intensive Graduate Seminar Session: We will have three of these sessions, each lasting 45 minutes. Undergrads will be dismissed, and we will have a more graduate-level discussion of gender and the news. All graduate students must attend all three sessions, and you will each lead a discussion about a research paper related to our class topic at one of the sessions. When it is your turn, you will:

1) Select an academic paper related to gender in the news/media and distribute it (via Canvas) to me and your fellow grad students.
2) At your session, you will summarize the paper and main findings and lead us in a discussion of why it is relevant and important to this class.
3) I would strongly suggest you select a paper that is relevant to your research paper.
4) Two people will be assigned to each session, but you will each summarize your own paper independently. You will each have 10 to 15 minutes.
5) I will do the first session to show you how it should work. The other sessions were randomly assigned.

9/14: Dr. Chen (readings are posted on Canvas)
10/12: Kyser and Clare
11/14: Ever and Shelby

Research Project: Complete an original research pilot study. You must meet with me during the first two weeks of the semester to discuss your idea plan. You will turn in your paper to me in parts (as detailed below), and I will grade it and offer feedback. Deadlines are below. The final paper is due by 2 p.m. 12/11, reflecting all the suggestions I have made throughout the semester on your paper. **Depending on the**

type of paper you propose, there will be flexibility in the format – discuss this with me.

Research proposal (1 page, double-spaced) Due 9/14 5% of paper grade
- 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

Revised research proposal (1 page, double-spaced) Due 9/21 5% of paper grade
- Revise your original proposal, based on my suggestions.

Literature review (2 to 4 pages, double-spaced) Due 10/5 20% of paper grade

- Explain briefly what has been done before on your topic and cite relevant journal articles and books.
- Explain details of 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) Due 10/17 20% of paper grade

- 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.
- You will update this once you collect your data. Just leave XXXs for missing information.

Results/Discussion (Depends on method – 2 to 4 pages) Due 11/30 20% of paper grade
- Report pilot study date and how your results answer your research questions or hypotheses.
- Discuss the ramifications or impact of your findings.

Final Paper Due 2 p.m. 12/11 30% of paper grade
- Should be revised to reflect my suggestions on individual pieces of the paper.

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/

I take scholastic dishonestly very seriously. In this course, here are some examples that would constitute scholastic dishonesty. This list is not exhaustive. Please see me with any questions.

1) Downloading a full or partial paper from the Internet or any other source and submitting it as your own.
2) Submitting a paper you wrote for another class to this class without permission from me. (In some cases, I may allow you to expand on something you did previously, but both the previous professor and I must OK it.)
3) Submitting a paper in whole or in part that someone else wrote as your own.
4) Coping and pasting information from any source without attribution and without quotation marks around the exact words from another source. If you paraphrase, you must attribute it, and you must substantially rewrite the information, not just change a word or two.
5) Citing information in your paper that you have not read. If you read a paper that cites Author A, you must go get Author A's paper and then cite both papers.

Tentative Class Schedule – Subject to Change

	Topic for Class	What is due class time(unless noted)
Week 1: Overview of Class/Construction of Gender		
8/31	8/31 Welcome, intro, syllabus, what's this class about Define media, news, popular, culture, and gender How is gender constructed Performance of gender Hegemonic masculinity Emphasized femininity Stereotypes	**You should meet with me in the first two weeks of class to discuss your research paper idea. You can do this during office hours or my extended Graduate Student office hours.**
Week 2: Construction of Gender Continued; Privilege, intersectionality with race, sex orientation		
9/5 & 9/7	Continue discussion of gender construction Discuss your articles Begin discussion of social location, privilege, intersectionality.	By 9/5: ■ Upload 3 questions on the readings. ■ Read: "Introduction" in *Gender & Popular Culture* ■ Read: "A Night to His Day" ■ 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: ▪ "It choose this story because …" ▪ "I think this story is important because …" ▪ "I like/don't like how the story portrays …."
Week 3: Privilege; intersectionality with race, sexual orientation		
9/12, & 9/14	9/12 – virtual class: Complete online module about social location, privilege, intersectionality by the end of class. 9/14 Twitter Chat #1 (Dr. Chen	By 9/12 ■ Upload 3 questions on the readings ■ Read "Race and Sexuality: Whitewashing Representation" ■ Read "Framing the AIDS epidemic" By 9/14 ■ Upload research paper proposal ■ Readings for the Intensive Graduate

	leads) the Intensive Graduate Seminar #1.	Seminar • "Don't Call Me That: A Techno-Feminist Critique of the Term Mommy Blogger" • "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"
Week 4: Gender Stereotypes and Barriers in Contemporary Media		
9/19 & 9/21	Discuss stereotypes and double binds	By 9/19 ■ Upload 3 questions on the reading ■ "The Binds that Tie" (Chapter 1 in Jamieson's *Beyond the Double Bind)* By 9/21 ■ Upload revised research paper proposal
Week 5: Early History of Production of Gender in News		
9/26 & 9/28	Overview of the roots of the women's movement and how it changed through history – from the Colonial Era to the 1960s.	By 9/26 ■ Upload 3 questions on the reading. ■ Read "Overview" in "Taking Their Place" ■ Read "Slowing Momentum for the Women's Rights Movement"
Week 6: Pioneering Female Journalists in History		
10/3 & 10/5	Nelly Bly, Ida Wells Barnet, etc. 10/5 Virtual Class	By 10/3 ■ Upload 3 questions on the readings. ■ Read "Pioneer African-American Journalist" ■ Read "Amy Jacques-Garvey: Giving Voice to the Voiceless" By 10/5 ■ Upload literature review
Week 7: Where We Stand Today		
10/10 & 10/12	10/10 Status of women in journalism jobs, leadership positions	By 10/10 ■ Upload 3 questions on the reading. ■ Read "Status of the Women in Media, 2017" ■ Read "Latin@s: Underrepresented

	10/12 Twitter Chat #2 Intensive Graduate Seminar #2. (Kyser and Clare lead)	Majorities in the Digital Age" By 10/12 ■ Response paper #1 due ■ Read papers assigned by Kyser and Clare
Week 8: Midterm Exam/Danielson Award		
10/17 & 10/19	10/17 Midterm Examination 10/19 Attend lecture featuring Dr. Pam Shoemaker, who has won the Danielson Award.	By 10/19 ■ Upload method section
Week 9: Influence on News: Politics in the Past		
10/24 & 10/26	How has the media covered women in politics historically?	By 10/24 ■ Upload 3 questions on the readings. ■ Read "Do the Media Give Women a Fair Shake" ■ Read "Conclusion" in *Women for President*
Week 10: Influence on News: Politics Today		
10/31 & 11/2	How does the media cover women in politics today – has it changed?	By 10/31 ■ Upload 3 Questions on the readings. ■ Read "Media Coverage of the 2016 Election" ■ Read "How Unconscious Sexism Might Help Explain Trump's Win"
Week 11: No Class for Graduate Students		
11/7 & 11/9	Work on your papers	
Week 12: Influence on News: Political Scandals		
11/14 & 11/16	11/14 How do gendered notions play out in how we view politicians' sex scandals. 11/16 Twitter Chat #3	By 11/14 ■ Upload 3 questions on the reading. ■ Read "Over-Sharing in Political Sex Scandal" By 11/16 ■ Response Paper #2 is due

	Intensive Graduate Seminar #3. (Ever and Shelby lead)	■ Read papers assigned by Kyser and Clare
Week 13: Influence on News: Domestic Violence & Rape		
11/21	How do gendered notions play out in coverage of domestic violence, rape, etc. No Class 11/23 – Happy Thanksgiving	By 11/21 ■ Upload 3 questions on the reading. ■ Read "Evolution of a Modern Sports Scandal" ■ Read" Feminist Over-Sharing in the Wake of the Ray Rice Scandal"
Week 14: Influence on News: Is Social Media a Reclaiming Space?		
11/28 & 11/30	How have women used social media to reclaim a voice despite gendered media representations? Does it work?	By 11/28 ■ Upload 3 questions on the reading. ■ Read "Gender, US House Campaigns, and the Twitterverse" ■ Read "'Hashtag Feminsim': Activism or Slacktivism?" ■ Read "Hashtag Feminist, Digital Media, and New Dynamics of Social Change: A Case Study of #YesAllWomen" By 11/30 ■ Upload results and discussion
WEEK 15: Undergraduate Final Presentations		
12/5 & 12/7	Please attend on 12/5 but no class required for graduate student on 12/7 (work on your papers!)	By 2 p.m. 12/11 ■ Upload final version of your paper

Additional Course Policies and Resources

Flags: This course carries one flag.

- **Cultural Diversity in the United States Flag:** Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

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 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/