

J 395 Gender & the News Graduate Course
School of Journalism
The University of Texas at Austin
Spring 2016 M/W/F 1:30 to 3 p.m.

Instructor: Dr. Gina M. Chen

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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.

Required Text and Reading Materials

Milestone, K., & Meyer, A. (2012). *Gender & popular culture*. Malden, MA: Polity.

Additional reading materials will be posted on the Canvas site for this course or handed out during class.

Readings: All readings are due by class time on Tuesdays 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. All readings that are not in the textbook will be posted on Canvas.

Extra Credit: I am giving a speech about the Gendered Digital Sphere. If you attend – and sign the sign up sheet at the speech -- you'll get 5 extra credit points. They will be added to your lowest assignment (not quizzes) grade. The speech is at 4 p.m. Feb. 24 in the Glickman Center, CLA 1.302E

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 your 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.

Quizzes: Most Mondays you will have a short online quiz (on Canvas) on the readings. These are listed later in the syllabus and will be announced on Canvas. All quizzes are open-book, open note, and open Internet. Your lowest quiz grade will be dropped. You can do the quiz whenever you want before the deadline, but once you start, you must finish in 20 minutes or the **quiz will automatically shut down. I strongly recommend you read the required material BEFORE you start the quiz because you will have trouble finding all the answers if you are NOT familiar with the reading.** I will not re-open quizzes except for extenuating, documented circumstances.

Twitter Chats: You must have a Twitter account. (If you don't, set one up.) We will have monthly Twitter chats on what we are learning in class. You will be divided into groups, and each group will lead one chat. Leading a chat includes coming up with 6 compelling questions (as a group) to ask during the chat, and organizing the order in which you will 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 Fridays.**

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 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. 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/>.

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

10% Quizzes

11 quizzes on the readings taken on Canvas

20% Participation

Leading Twitter Chat
Overall In-class participation

70% Research Project

Research Paper (**Final Version due 2 p.m. 5/11**) See below for deadlines for specific parts of the paper.

Detailed instructions for each assignment are provided on Canvas.

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 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.

Research Project: Graduate students will complete an original research pilot study or, 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)**. 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. 5/11, reflecting all the suggestions I have made throughout the semester on your paper. Turn the parts of your paper and your final paper in by emailing it to me at gina.chen@austin.utexas.edu. **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 2/15 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 (if that option is chosen)

Revised research proposal (1 page, double-spaced) Due 2/22 5% of paper grade

- Revise your original proposal, based on my suggestions.

Literature review (2 to 4 pages, double-spaced) Due 3/21 20% of paper grade

- 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) Due 4/11 10% 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.

Analysis & Conclusion (Depends on method – 2 to 4 pages) Due 4/25 10% of paper grade

- 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.

Final Paper Due 2 p.m. 5/11 20% of paper grade

- Should be revised to reflect my suggestions on individual pieces of the paper.

Tentative Class Schedule – Subject to Change

	Topic for Class	What is due BY CLASSTIME
Week 1: Overview of Class/Construction of Gender		
1/20 & 1/22	1/20 Welcome, intro, syllabus, what’s this class about 1/22 Define media, news, popular, culture, and gender How is gender constructed Performance of gender Hegemonic masculinity Emphasized femininity Stereotypes	
Week 2: Construction of Gender Continued; Privilege, intersectionality with race, sex orientation		
1/25, 1/27, & 1/29	Continue discussion of gender construction Discuss your articles Begin discussion of social location, privilege, intersectionality.	<ul style="list-style-type: none"> ■ Quiz #1 – due by class time Monday ■ Read: “Gender & Popular Culture” – pages 2-15 and 19-22. ■ 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”
Week 3: Privilege; intersectionality with race, sexual orientation		
2/1, 2/3 & 2/5	Continue discussion social location, privilege, intersectionality Discuss experiences with the IAT Read “Invisible Knapsack” in class Discuss the L-Word article in class. (Show a clip) Twitter Chat on Friday led by Group 1.	<ul style="list-style-type: none"> ■ Take the “Gender/Career Implicit test before class Monday: https://implicit.harvard.edu/implicit/
Week 4: Gender Stereotypes and Barriers in Contemporary Media		
2/8, 2/10, & 2/12	Discuss stereotypes and double binds	<ul style="list-style-type: none"> ■ Quiz #2 due by class time Monday ■ Read: “Our Love/Hate Relationship with the Term ‘Mommy Blogger’”: http://www.the-broad-side.com/mommy-bloggers ■ Read: “You know what’s more sexist than

		<p>Silicon Valley? It's HBO version" http://qz.com/199337/you-know-whats-more-sexist-than-silicon-valley-its-hbo-version/</p> <ul style="list-style-type: none"> ■ "The Binds that Tie" (Chapter 1 in Jamieson's <i>Beyond the Double Bind</i>) (Canvas)
Week 5: Early History of Production of Gender in News		
2/15, 2/17, & 2/19	<p>Overview of the roots of the women's movement and how it changed through history Tension between women's movement and media Overview of Colonial Era & early political journalism</p>	<ul style="list-style-type: none"> ■ Quiz #3 due by class time Monday ■ Read pages 1 to 40 "Overview" in "Taking Their Place" (on Canvas) ■ Research Proposal Due Monday.
Week 6: Reform & Suffrage Newspapers, Stunt Reporters & Sob Sisters		
2/22, 2/24, & 2/26	<p>Impact of early female journalists? Why did they do what they did? How does it affect us now? Watch Nellie Bly video</p>	<ul style="list-style-type: none"> ■ Quiz #4 due by class time Monday ■ Read "Suffrage Newspapers: The Revolution and The Woman's Journal (on Canvas) ■ Read "Women in the Newsroom: Status and Stasis" (on Canvas) ■ Read: "Where Are the Women?": http://niemanreports.org/articles/where-are-the-women/ ■ Revised Research Proposal Due Monday
Week 7: Pioneering Female Journalists of Color		
2/29, 3/2 & 3/4	<p>Women of color in the media and news Examine issue historically and today</p> <p>Twitter Chat on Friday led by Group 2.</p>	<ul style="list-style-type: none"> ■ Quiz #5 due by class time Monday ■ Read "Pioneer African-American Journalists: Ida Wells Barnett" (on Canvas) ■ Read "The Status of Women In US Media in 2014": http://wmc.3cdn.net/6dd3de8ca65852dbd4fjm6yck9o.pdf
Week 8: Gender & the News From WW II until the 1970s		
3/7, 3/9, & 3/11	<p>First, Second, Third Wave Feminism What's happening in the news at this time</p>	<ul style="list-style-type: none"> ■ Quiz #6 due by class time Monday ■ Read: "Post Feminist Role Model or Victim of Sexism?" (on Canvas)
No Classes – Have a Great Spring Break		
3/14, 3/16, & 3/18		
Week 9: Gender & the News from WWII until the 1970s continued		
3/21,	Gloria Steinem & MS Magazine	<ul style="list-style-type: none"> ■ Quiz #7 due by class time Monday

3/23, & 3/25	The Women's Movement launches	<ul style="list-style-type: none"> ■ Read "Development of Alternative Media" in "Taking Their Place" (on Canvas) ■ Literature Review Due Monday
Week 10: News Analysis Projects		
3/28, 3/30, & 4/1	<p>Monday is a workshop day where each group will meet individually with me about their project in lieu of class.</p> <p>Students present their group news analysis projects in class Wednesday (and Friday if we run out of time.)</p>	<ul style="list-style-type: none"> ■ Quiz #8 due by class time Monday ■ Read "Gender & Popular Culture" pages 39 to 58.
Week 11: Cultural Production		
4/4, 4/6, & 4/8	<p>Cultural production, cultural work</p> <p><i>Mad Men</i></p> <p>Gender & pop music</p> <p>Gender & film</p> <p>Gender & advertising</p> <p>Gender & music</p> <p>Gender & new media</p> <p>Has new media leveled the playing field?</p> <p>Twitter Chat on Friday led by Group 3.</p>	<ul style="list-style-type: none"> ■ Quiz #9 due by class time Monday ■ Read "Gender & Popular Culture" pages 67 to 81. ■ Read "Austin Music Census shows local industry lacks female musicians": http://www.dailytexanonline.com/2015/06/14/austin-music-census-shows-local-industry-lacks-female-musicians?utm_campaign=6.15.2015-7:00:00&utm_source=t.co&utm_medium=d-tweet&utm_content=6/15/2015-13:03:19
Week 12: Gender & Politics		
4/11, 4/13, & 4/15	<p>Coverage of women candidates</p> <p>Hillary Clinton today and in the past</p> <p>Sarah Palin</p>	<ul style="list-style-type: none"> ■ Quiz #10 due by class time Monday ■ Read "Do the Media Give Women a Fair Shake" (On Canvas) ■ Read "Steinem on Palin" (on Canvas) ■ Method Section Due Monday
Week 13: Representation and Body Image		
4/18, 4/20, & 4/22	<p>Representing gender in the media part 1 (female)</p> <p>Representing gender in the media part 2 (male; transgender)</p> <p>Caitlyn Jenner</p>	<ul style="list-style-type: none"> ■ Quiz #11 due by class time Monday ■ Read "Gender & Popular Culture" pages 93 to 145
WEEK 14: Representation Continued		

4/25, 4/27, & 4/29	Individual meetings with me all week to discuss how to revise your rough drafts – Sign up for a time slot on Google Docs: https://docs.google.com/spreadsheets/d/1ZyjI6guBk0bgmcdy4E2qvcmt8Gguqu8P3DtyaU1fSI/edit?usp=sharing	■ Analysis/Conclusion Due Monday
WEEK 15: Final Project/Course Evaluations		
5/2, 5/4, & 5/6	Workshop day for project Monday. Come to me with your final questions about your paper. Wrap up of course. Course Evaluations. Twitter Chat on Friday led by Group 4.	■ Final Draft Due 2 p.m. 5/11

Additional Course Policies and Resources

Flags: This course carries two flags.

- **Writing Flag:** Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.
- **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 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/>