

MIT 3201F: SEXUALITY & THE MEDIA

Lecture: W 12:30-3:30, AHB 1B06

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Course Description

This course investigates how human sexuality and sexual identity are represented through various media (film, advertising, television, print and electronic media). We will look at how media sources both reinforce and challenge dominant understandings of concepts commonly associated with sexuality, including masculinity and femininity, and heterosexuality and homosexuality.

Methods of Evaluation

1) Participation	ongoing		10%
2) 4 short reading responses		(250-300 words)	20%
3) Media analysis I	Oct. 2	(4-5 pages)	15%
4) Group project	Nov. 13		30%
5) Media analysis II	Dec. 4	(7-8 pages)	25%

Course Materials:

All readings available on OWL

Learning Objectives

This course aims to:

- Introduce students to concepts and theories surrounding sexuality and the media;
- Consider the relationship between embodiment, technology, and ideology;
- Deepen critical thinking about the self and one's relationship to the political economy of media.

Students who take this course will:

- Learn how to critically assess media representations of sexuality and their political implications on social life and identity;
- Develop a critical awareness of interdisciplinary approaches to media studies;
- Work collaboratively to develop a focused group project;
- Articulate, both orally and in writing, theories and concepts relating to sexuality and the media.

Assignment Outlines

A detailed handout with further instructions for each assignment will be provided in class and on OWL.

1) Participation 10%

Teaching methods used in this course incorporate a significant amount of student activity and group discussion. Students may be asked to complete various in-class activities such as creating an avatar, writing two-minute responses on required readings, playing video games in class, and submitting critical questions that are relevant to the week's lecture/readings. In addition to these activities, students are expected to attend lectures and make thoughtful contributions toward class discussion. You will be evaluated based on the quality (not quantity) of your speaking contributions.

2) 4 weekly responses 20% (5% each)

You will submit four short critical responses (approx. 250-300 words) on the assigned text/s to our course website (OWL), due no later than midnight the day before class. Responses should **1)** note the strengths and/or weaknesses of the texts, **2)** discuss how they relate to each other *or* previously covered readings and/or class discussions, and **3)** pose two *critical* (open-ended) questions for class discussion. **TIP:** Avoid lengthy summaries (no more than 1/3 of the response). *The point of the assignment is to respond not summarize.* Although it is not required, you are encouraged to read and respond to your classmates' postings. You should come to class with your written response on-hand as I may call on students to share their responses with the class.

3) Media analysis essay I 15%

In this essay assignment, students will choose a music video *or* advertisement *or* television show from a list provided and write a 4-5 page argumentative essay. Your essay will be graded based on written clarity and your ability to draw on course concepts/readings to support **your own argument** on the relationship between sexuality and the media.

4) Group Project 30%

Working in groups of 4-5 students will develop an activist media project that relates to one of the course's weekly topics. The project will include a 5 page write-up and concept media. More details including possible topics and approaches will be made available in class. Presentations of the projects are scheduled for Nov.13 and Nov. 20.

Components:

- Concept media 10%
- Project statement 10%

- Presentation 10%

5) Media Analysis II 25%

For the final analysis, you will critically analyze a cultural production/media object of your choice. The essay will demonstrate your proficiency in applying concepts relevant to race, disability, gender, and sexual identity. You will be graded based on written clarity, organization of ideas, and the strength and originality of your argument.

Course Policies

Email

Email should only be used as a tool to schedule one-on-one meetings with me if my office hours conflict with your schedule. **Always use your UWO email account and include in the subject line the course number: MIT 3201.** Questions about assignments should be asked in lecture or posted to OWL on the “assignment questions” discussion board and will be answered within 48 hours excluding weekends. For more in-depth discussions, such as guidance on assignments, please plan to meet with me in person. In-person conversations help to foster a more collegial learning environment and will give us a chance to get to know each other better!

Late assignments

I do not accept late assignments unless academic accommodations have been provided.

Assignments/Assignment Format

All essays are to be typed, double-spaced, and stapled, using Times New Roman 12-point font. References and citations should be formatted using MLA citation style. For a comprehensive MLA guide see:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_a_formatting_and_style_guide.html

All assignments must have your name, the course name, the professor’s name, and date of submission on the upper left-hand corner of the first page. **Do not use cover pages.**

Assignment Submissions

All written assignments must be printed off and handed in during class AND submitted to Turnitin via OWL. **Assignments not uploaded to Turnitin will receive a grade of zero.**

Grade concerns

Please review the FIMS grading criteria posted to OWL to assess your grade *before* requesting to meet with me. If, after reviewing the criteria, you still have questions about your grade and would like to discuss your mark further, please wait **24-hours** after you receive your paper to email me to schedule a meeting.

Attendance

Low attendance will result in low participation grades. **If you are absent for three consecutive**

lectures without receiving academic accommodation you will forfeit your participation grade entirely.

Statement on electronic devices

Use of mobile phones are not permitted during lecture at any time. You may use your laptop during lecture and group presentations to take notes/share media relevant to the class. If, at any time, the use of laptops is becoming a distraction, I will ask that they be put away. For this reason, it is important to bring a pen and paper to class.

Reading and Lecture Schedule

Date	Lecture topic	Assignments
Sept. 11	Introduction: An intersectional approach to media and sexuality	
Sept. 18	Selling Sex or Controlling Images? Sexuality in Advertising, Music Videos, and Television Jean Kilbourne, "'The More You Subtract, The More You Add': Cutting Girls Down to Size." bell hooks, "Selling Hot Pussy" Susan Bordo, "The Body and the Reproduction of Femininity" and "Never Just Pictures"	
Sept. 15	Oppositional Spectatorship bell hooks, "The Oppositional Gaze: Black Female Spectators." <i>Black Looks: Race and Representation</i> Stuart Hall, "The Whites of Their Eyes: Racist Ideologies and Media." Patricia Hill Collins, "Mammies, Matriarchs, and Other Controlling Images," <i>Black Feminist Thought: Knowledge, consciousness, and the politics of empowerment.</i>	Reading response 1
Sept. 25	#MeToo, Sexual Violence and Social Media Mendes K. and Ringrose J. "#MeToo and the promise and pitfalls of challenging rape culture through digital feminist activism"	Reading response 2

	<p>Rentschler, C. "Rape Culture and the Feminist Politics of Social Media." <i>Girlhood Studies</i>.</p> <p>Sarah J. Jackson, Moya Bailey, Brook Foucault Welles, "Women Tweet on Violence: From #YesAll Women to #MeToo," <i>Ada: A journal of New Media and Technology</i></p>	
Oct. 2	<p>Making Men: Masculinity and the Media</p> <p>John Fiske, "Some television, some topics, and some terminology"</p> <p>Jackson Katz, "Advertising & violent white masculinity."</p> <p>Emma Gret Ellis, "Wired takes a good hard look at dick pics." <i>Wired</i>.</p>	Media Analysis I
Oct. 9	<p>Media Framings of Missing and Murdered Indigenous Women</p> <p>Kristen Gilchrist. "'Newsworthy' victims? Exploring differences in Canadian local press coverage of missing/murdered Aboriginal and white women," <i>Feminist Media Studies</i>.</p> <p>Katherine Morton, "Hitchhiking and Missing and Murdered Indigenous Women: A critical discourse analysis of billboards on the highway of tears." <i>The Canadian Journal of Sociology</i></p>	Reading response 3
Oct. 16	<p>Representations of Race and Sexuality in the Carceral State</p> <p>O'Sullivan, S. "Who is Always Already Criminalized? An Intersectional Analysis of Criminality on <i>Orange is the New Black</i>"</p> <p>Fisher, Mia. "#Free CeCe: The Material Convergence of Social Media Activism."</p> <p><u>Recommended</u></p> <p>Symes, K. "Orange is the New Black: The popularization of lesbian sexuality and heterosexual modes of viewing"</p>	Reading response 4

Oct. 23	<p>Muslim Sexuality, Politics, and the Construction of Terror MacDonald, M. "Muslim Women and the Veil: problems of image and voice in media representations." <i>Feminist Media Studies</i>.</p> <p>TBA</p> <p><u>Recommended:</u> Puar, J. "Introduction: Homonationalism and Biopolitics" .</p>	
Oct. 30	<p>Media Activism and Culture Jamming Barnett, Tully. "Monstrous Agents: Cyberfeminist Media and Activism." <i>ADA: A Journal of Gender, New Media, and Technology</i>.</p> <p>Maggie MacAulay and Marcos Daniel Moldes, "Queen don't compute: Reading and casting shade on Facebook's real names policy." <i>Critical Studies in Media Communication</i>.</p> <p><u>Recommended:</u> Anonymous. "Feminist Phone Intervention. The Voice on the Line: A Reflection on Creating the Feminist Phone Intervention." <i>Ada: A Journal of Gender, New Media, and Technology</i></p>	
Nov. 6	Reading Week	
Nov. 13	<p>Virtual Sex and Porn studies Miller-Young, M. "Interventions: The Deviant and Defiant Art of Black Women Porn Directors." <i>The Feminist Porn Book</i>.</p> <p>Mason, C. "Tinder and humanitarian hook-ups: the erotics of social media racism." <i>Feminist Media Studies</i>.</p> <p>O'Connor, L. "'Weird' Sex: Identity, Censorship, and China's Women Sex Bloggers." <i>ADA: A Journal of Gender, New Media and Technology</i></p> <p><u>Recommended:</u> Noble, B. "Knowing Dick: Penetration and the Pleasures of Feminist Porn's Trans Men." <i>The Feminist Porn Book</i>.</p>	Group Project due Presentations
Nov. 20	<p>Sashay Away: From Drag to Disidentification Hunter Hargraves, "You Better 'Work': The Commodification of HIV in RuPaul's Drag Race." <i>Spectator</i></p>	Presentations

	Jae Basiliere, "Staging Dissents: Drag Kings, Resistance, and Feminist Masculinities." <i>Signs</i>	
	Jose Munoz. "Performing Disidentify." <i>Disidentifications</i> .	
Nov. 27	<p>Surveillance, Sexuality, and Race</p> <p>Shaka McGlotten, "Black Data," <i>No Tea, No Shade: New writings in Black Queer Studies</i>, 262-286, 2016</p> <p>Safiya Umoja Noble, "Google search: Hyper-visibility as a means of rendering black women and girls invisible," <i>InVisible Culture</i> 19 (2013)</p> <p>Recommended: Andie Shabbar, "Queer-Alt-Delete: Glitch Art as Protest Against the Surveillance Cis-tem." <i>WSQ: Women's Studies Quarterly</i></p>	
Dec. 4	<p>Sexuality in the Archives: Ephemera, performance and queer zines</p> <p>Jose Munoz, "Gesture, Ephemera and Queer Feeling: Approaching Kevin Aviance." <i>Cruising Utopia: The Then and There of Queer Futurity</i>.</p> <p>Dayna McLeod, Jasmine Rault, T.L. Cowan, "Speculative Praxis Towards a Queer Feminist Digital Archive: A Collaborative Research-Creation Project"</p>	Media Analysis II

NOTES FROM THE FIMS DEAN'S OFFICE Fall 2019

Rights and Responsibilities

The conditions governing a student's ability to pursue their undergraduate education at Western are ratified by Senate and can be found on the Academic Policies section of the University Secretariat:

http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software Turnitin under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

Accommodation Policies

Students with disabilities work with Services for Students with Disabilities (SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#)

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the

semester, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence. Students are not able to use the self-reporting option in the following circumstances:

- during exam periods,
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are NOT met, students will need to provide a Student Medical Certificate, if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact the FIMS Undergraduate Student Services Office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration For Student Absences - Undergraduate Students in First Entry Programs](#) and for the Student Medical Certificate (SMC), see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Academic Calendar](#).

Grading at FIMS

- Normally, first year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.
- Normally, second year required courses (MIT 2000, 2100, 2200, 2500) are expected to have a course average between 70 and 75%.
- Normally, third year required courses (MIT 3000, 3100) are expected to have a course average between 72 and 77%.

Elective courses and 4th year seminars have no recommended course averages.

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help.

<http://www.uwo.ca/uwocom/mentalhealth/>

SUPPORT SERVICES – LINKS

Office of the Registrar:

www.registrar.uwo.ca

Student Development Centre:

www.sdc.uwo.ca

Psychological Services:

www.sdc.uwo.ca/psych

Services for Students with Disabilities:

www.sdc.uwo.ca/ssd

Accessibility

Information:

www.accessibility.uwo.ca

/ Writing Support

Centre:

www.sdc.uwo.ca/writing

Learning Skills Services:

www.sdc.uwo.ca/learnin

g Indigenous Services:

<http://indigenous.uwo.c>

a/

International and Exchange

Student

Centre:

www.sdc.uwo.ca/int

Career

Centre at Western:

www.success.uwo.ca/careers/