

MIT 3201G: SEXUALITY & THE MEDIA

Lecture: W 9:30-12:30, FNB 2240

Instructor: Dr. Andie Shabbar

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Image by: Prentsa Aldundia

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) Group reading seminar	Jan. 23		10%
3) Media analysis essay I	Feb. 6	(4-5 pages)	20%
4) Group project	Mar. 6		30%
5) Media analysis essay II	Mar. 27	(7-8 pages)	30%

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.

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) Group reading seminar 10%

In groups of three, students will present (to their group) a brief summary on one reading from the syllabus and pose two critical questions for group discussion.

- a) Prepare a handout for you group that includes a summary and your questions
- b) Consider bringing in or sharing a media object (a music video, advertisement, news article, etc.) to exemplify the author's main points
- c) After all members in the group have presented their readings you will be asked to discuss the relationship between the readings.

More details will be made available in-class

3) Media analysis essay I 20%

In this essay assignment, students will choose a music video *or* advertisement *or* television show from a pre-determined list provided in the assignment handout and write a 4-5 page argumentative essay. Your essay will be graded based on written clarity and your ability to apply course concepts/readings to **your own argument** on the relationship between sexual representation 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 500-word statement and a visual-based concept media. More details including possible topics and approaches will be available in class. Presentations of projects are scheduled for March 8 and March 15. Presentations are informal and should not exceed 10 minutes. The presentations are meant to give groups the opportunity to share their hard work with the class and to demonstrate the concept media, if applicable.

Components:

- Concept media 10%
- Project statement 10%
- Presentation 10%

5) Media analysis II 30%

For the second media analysis assignment, students will select a media object of their choosing and write a 7-8 page essay in relation to course themes and topics. Your essay will be graded based on written clarity, the strength of your argument and how it contributes to the course.

Course Policies

Email

Email is **NOT** my preferred method of communication. 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. If you have a question about an assignment it would be wise to check the discussion board first before coming to see me. 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. You are expected to use either MLA or APA standards for documentation. All assignments must have your name, the course name, the professor's name, the TA's name, and the due date on the first page, preferably in the upper left-hand corner. Do not use cover pages.

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** before emailing 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 accommodations 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.

Turnitin.com

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

service is subject to the licencing agreement currently between the University and Turnitin.com (<http://www.turnitin.com>.)

Reading and Lecture Schedule

Date	Lecture topic	Assignments
Jan. 9	Introduction: An intersectional approach to media and sexuality	
Jan. 16	Thinking sex(uality) Rubin, G. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." <i>Pleasure and Danger: Exploring Female Sexuality</i> .	
Jan. 23	Selling sex or controlling images? Sexuality in advertising, music videos, and television Mulvey, L. "Visual Pleasure and Narrative Cinema." <i>Film Theory and Criticism: Introductory Readings</i> . (11 pages) hooks, b. "The Oppositional Gaze: Black Female Spectators." <i>Black Looks: Race and Representation</i> . (17 pages)	Group Reading Seminars
Jan. 30	#Me TOO, Gendered violence and social media Mendes K. and Ringrose J. "#MeToo and the promise and pitfalls of challenging rape culture through digital feminist activism" OR Rentschler, C. "Rape Culture and the Feminist Politics of Social Media." <i>Girlhood Studies</i> . <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> .	

Feb. 6	Media activism and culture jamming Barnett, Tully. "Monstrous Agents: Cyberfeminist Media and Activism." <i>ADA: A Journal of Gender, New Media, and Technology</i> . Braidotti, R. "Punk Feminism and Riot Grrrls"	Media Analysis I
Feb. 13	Representations of Race, Sexuality, Gender and Incarceration Symes, Katerina. "Orange is the New Black: The popularization of lesbian sexuality and heterosexual modes of viewing" Fisher, Mia. "#Free CeCe: The Material Convergence of Social Media Activism."	

Feb. 20 *Reading Week*

Feb. 27	Homonationalism and Pinkwashing Ng, E. A "Post-Gay" Era? Media Gaystreaming, Homonormativity, and the Politics of LGBT Integration <u>Recommended:</u> Puar, J. "Introduction: Homonationalism and Biopolitics"	
Mar. 6	Queer Appropriations Readings/Films: TBA	Group projects <i>Group presentations</i>
Mar. 13	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> . Mason, C. "Tinder and humanitarian hook-ups: the erotics of social media racism." <i>Feminist Media Studies</i> . <u>Recommended:</u> Noble, B. "Knowing Dick: Penetration and the Pleasures of Feminist Porn's Trans Men." <i>The Feminist Porn Book</i> .	<i>Group presentations</i>
Mar. 20	Digital Art, Intimacy, and disidentification Munoz, J. "Disidentifications" Russell, L. "Digital Dualism and the Glitch Feminism Manifesto"	

	<p>Recommended: Shabbar, A. "Queer-Alt-Delete: Glitch Art as Protest Against the Surveillance Cis-tem"</p>	
Mar. 27	<p>Sexuality in the Archives: Ephemera, performance and queer zines</p> <p>Munoz, J. "Gesture, Ephemera and Queer Feeling: Approaching Kevin Aviance." <i>Cruising Utopia: The Then and There of Queer Futurity</i>. (16 pages)</p> <p>OR</p> <p>Rosenberg and Garofalo. "Riot Grrrl: Revolutions from Within." <i>Signs</i>. (34 pages)</p> <p><u>Recommended:</u> Schilt, K. "A Little Too Ironic: The Appropriation and Packaging of Riot Grrrl Politics by Mainstream Female Musicians." <i>Popular Music and Society</i>.</p>	Media Analysis II
April. 3	<p>Course Wrap-up / Course work returned</p> <p>No readings</p>	

NOTES FROM THE FIMS DEAN'S OFFICE

Winter 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:

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

Medical Consideration

Students seeking academic consideration on medical grounds for any missed tests, exams, participation components and/or assignments worth **10% or more of their final grade** must apply to the Academic Counselling

office of their home Faculty and provide documentation in the form of a [Student Medical Certificate](#). It will be the Dean's Office that will determine if consideration is warranted.

For work worth **less than 10% of the final grade**, the instructor will consider requests for academic consideration on medical grounds made in a timely manner in writing or by appointment in office hours. Such requests need not be accompanied by documentation. The instructor may decide to require documentation be submitted to the appropriate Academic Counselling office.

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 must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on consideration for medical illness, see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf and for the Student Medical Certificate (SMC), see:

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

Compassionate Accommodation

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor. If you have been involved in a severe accident, fire or some other exceptional crisis, obtain a copy of the police report or be prepared to provide the necessary documentation upon request. Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation. For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation. Students seeking additional bereavement leave should contact their Academic Counsellors with valid documentation.

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](#).

FIMS Undergraduate Grading Policy

The MIT, MPI and MTP programs now have the following class average policy:

- 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/learning

Indigenous Services:

<http://indigenous.uwo.ca/>

International and Exchange Student Centre: www.sdc.uwo.ca/int

Career Centre at Western:

www.success.uwo.ca/careers/

Appendix A: Suggested Grade Ranges in MIT, MPI and MTP

Guidelines to the MIT Grade Range

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

Appendix B: Guidelines of Academic Appeals for FIMS Students

Grounds for Appeal:

The Faculty of Information and Media Studies does not view the appeals process as an opportunity for students to solicit a second opinion on a grade assigned to a particular piece of work. Appeals must pertain to the final grade in a course, and will only be entertained if sufficient grounds for appeal can be met, including: medical or compassionate circumstances, a defect in the evaluation process, bias, inaccuracy or unfairness.

Stages in the Appeals Process:

The first stage of the process is a discussion of the disputed grade with the appropriate Teaching Assistant (if applicable), and subsequently, the course Instructor. For grades assigned to individual assignments, essays, lab reports, projects and tests completed throughout the term, the student first must appeal to the Teaching Assistant or Instructor of the course, within three weeks of the date on which the Instructor or Teaching Assistant returned the assignments to the class. The Appeals Committee will not hear any further appeals about the final grade in any course unless this first step has been taken.

If completion of the first stage has not resolved the matter, the student may appeal the final grade in the course to the FIMS Appeals Committee. Appeals of final grades must be **within the time frame indicated in the Undergraduate Calendar**. It is the student's responsibility to ensure that the appeal is submitted within the deadline. The student shall submit a formal letter to the FIMS Appeals Committee outlining the grounds for the appeal, the remedy sought and relevant materials including the information about when and with whom (Teaching Assistant and/or Instructor) the student met, as described in Stage 1. If the appeal involves a request for work to be regraded, the original marked work and a clean copy (if possible) must be included. If the appeal is commenced once the deadline has passed, it will not be considered either by the Appeals Committee or by the Associate Dean.

The FIMS Appeals Committee has the discretion to determine whether the grounds for appeal have been met.

If the Committee deems that the reasons for the appeal are not legitimate, the Associate Dean will be informed. The appeal will be terminated and the student will be informed.

If the Committee decides that the grounds for appeal have been met, the following steps will be taken:

1. the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
2. if work is to be regraded, a reader will be appointed who is competent in the area in question and was not involved in the assignment of the original mark. The reader will consider the work in question and will arrive at an independent evaluation. If there is a large discrepancy between the original mark and the regraded mark, a second reader may be appointed by the Committee. **If the appointed reader(s) arrive at a grade within five marks of the original, the original grade will stand.**

The FIMS Appeals Committee will review the evidence and will make a recommendation on the case to the Associate Dean Undergraduate.

The Associate Dean Undergraduate will consider the recommendation from the Appeals Committee, and will make a decision. The student and the instructor will be notified promptly and in writing by the Associate Dean of the decision and of the change in grade, if any. Within the Faculty of Information and Media Studies, the Associate Dean's decision on the matter is final.

Further appeals are possible under certain circumstances to the Senate Review Board Academic (for Undergraduate students) or to the Faculty of Graduate Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.