

MIT 3201G: SEXUALITY & THE MEDIA

Lecture: R 5:00-6:30

Instructor: Dr. Andie Shabbar

Office hours: T 11:30-12:30

Email: ahabba@uwo.ca



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) Forum Questions		(2 x 5%)	10%
a. 1 st series of questions	Due on or before Feb. 4		
b. 2 nd series of questions	Due on or before Mar. 11		
3) Media analysis essay I	Feb. 11	(4-5 pages)	20%
4) Group project	Mar. 18		30%
5) Media analysis essay II	April 1	(7-8 pages)	30%

Course Materials:

All readings available on OWL

Learning Objectives

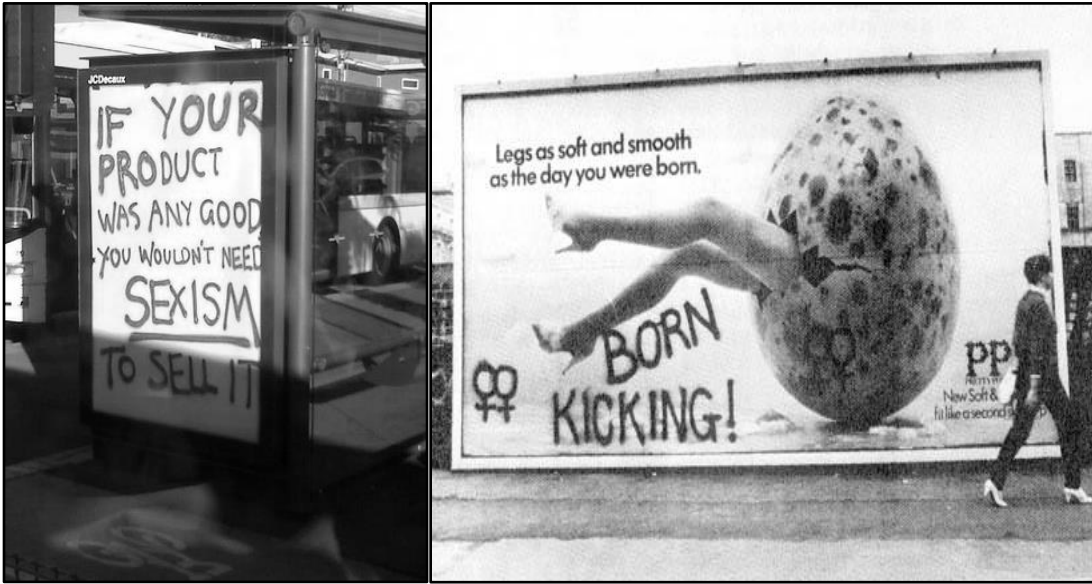
This course aims to:

- 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 on OWL

1) Participation 10%

Participation for this course includes regular attendance and active engagement during live zoom discussions. In addition, students will have the opportunity to evaluate their fellow group members upon completion of the group project. This evaluation will be factored into your final participation grade. A participation rubric will be posted on OWL.

2) Forum Questions 10% (2 x 5%)

Twice throughout the term, students will post three critical questions related to the required reading (this means that for two different weeks you will pose three questions). Questions must be contextualized and refer directly to the reading. That said, a summary of the article is not necessary---you can assume the reader has also read the article. An example will be made available to you on OWL. I will draw on these questions during our live discussions so be prepared to expand on your ideas. **Your first series of questions must be posted on or before Feb. 4. Your second series of questions must be posted on or before March 11.**

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 formulate **your own argument** on the relationship between sexual representation and the media.

4) Group Project 30%

Working in groups of 3-4, students will develop an activist media project that relates to one of the course's weekly topics. The project will include a 500-1000 word statement and a visual-based concept media. More details including possible topics and approaches will be discussed on zoom. Presentations of projects are TBA. Presentations are informal and should not exceed 10 minutes. They are meant to give groups the opportunity to share their hard work with the class and to demonstrate the concept media, if applicable. The presentation is not the main component of the project. Keep in mind that it is only worth 5% of the final project grade.

*Presentations given during live zoom meetings will be recorded for grading purposes.

Components:

- Concept media 15%
- Project statement 10%
- Presentation 5%

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 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. General questions about assignments should be 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 emailing me. For more in-depth discussions, such as guidance on assignments, please plan to meet with me on zoom. Live conversations help to foster a more collegial learning environment and will give us a chance to get to know each other better!

Late assignments and self-reported absences

I do not accept late assignments unless academic accommodations have been provided. Following a self-reported absence, students have 48 hours to hand in their assignment.

Assignments/Assignment Format

All essays are to be typed, double-spaced, using Times New Roman 12-point font. My citation preference is MLA. All assignments must have your first and last name, the course name, the professor'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 zoom meetings without receiving academic accommodations you will forfeit your participation grade entirely.**

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. 14	Intersections: media and sexuality	
Jan. 21	Virtual sex and the pandemic: Sexting and surveilling sex on social media	
Jan. 16	Selling sex or controlling images? Sex and advertising	
Jan. 28	Selling sex or controlling images? Race, Gender, and Sexuality and music videos	
Feb. 4	Adolescent sexuality in the media	Last day to post 1 st forum questions
Feb. 11	Media, body, technology: Cyborg sex, robots, and VR porn	Media Analysis I
Feb. 18	Reading week	

Mar. 4	Cyber misogyny: Deep fakes, revenge porn, incels and trolls	
Mar. 11	Media activism and culture jamming	Last day to post 2 nd forum questions
Mar. 18	Masculinities and gaystream media	Group Project
Mar. 25	Queer resistance and the politics of disidentification	
Apr. 1	Sexuality in the archives: Ephemera, performance and queer zines	Media Analysis II
Apr. 8	Course Wrap-up / Course work returned No readings	

*Readings posted on OWL

NOTES FROM THE FIMS DEAN'S OFFICE

Winter 2021

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, including take-home exams, 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 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 Accessible Education (formerly 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 two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, 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, unless noted on the syllabus. 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 or equivalent documentation, 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

In the event of a Covid-19 resurgence, it is possible that different procedures may need to be put in place on short notice.

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

Mental Health Support:

<https://www.uwo.ca/health/psych/index.html>

Accessible Education:

http://academicsupport.uwo.ca/accessible_education/index.html

Accessibility Information:

www.accessibility.uwo.ca/

Writing Support Centre:

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

Learning Skills Services:

<https://www.uwo.ca/sdc/learning/>

Academic Learning and Support for Online Learning:

<https://www.uwo.ca/se/digital/types/academic-and-learning-support.html>

Indigenous Services:

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

Western International:

<https://international.uwo.ca/>

Career Centre:

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

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.