

**Utah State University**  
**JCOM 4410, JCOM 6410, WGS 4410**  
**Gender and Media**  
**Spring 2014**  
**Monday/Friday 11:30 a.m.-12:45 p.m.**

Dr. Candi Carter Olson  
Office: Ag 322  
Phone: 303-408-1445 (cell)

E-mail: [candi.carterolson@usu.edu](mailto:candi.carterolson@usu.edu) or  
[ccartero@gmail.com](mailto:ccartero@gmail.com)  
Office hours: Tuesday/Thursday 1:30-  
3:30 p.m. and by appointment

**Course Description:**

Should women “lean in” or just check out of social pressure to do it all? Are men really violent creatures who care only about sports? Are there only two genders, and if there aren’t, how can we normalize public participation of people who live outside of normal gender lines in a society that is polarized on strict male/female lines? If it’s true that the media influences our perceptions of what is correct and “normal,” then this class argues that using the media to directly intervene in conversations surrounding gender can substantially change the public conversation. To explore this argument, we will discuss the history of women diversifying newsrooms and the changes they made to news coverage, we will use the Olympics as a case study for examining masculinity and femininity in pop culture conversation, and we will use the *Half the Sky* campaign to critique western interventions into transnational conversations surrounding gender. Through this conversation, students will read a range of perspectives on gender and the media, and while students are not expected to agree with their professor on every issue presented, they are expected to think critically about the issues and interrogate the messages being presented as truth in the media.

**Course Objectives**

1. You will *learn fundamental principles, generalizations, or theories* about gender, gendered media participation, and the media.
2. You will *apply course material* to analyze contemporary issues in the media and to create your own educational media product surrounding an issue dealing with gender and the media.
3. You will *learn to analyze and critically evaluate ideas, arguments, and points of view* being presented as facts to the viewing public.
4. You will *develop creative capacities* in developing media products.

**Required Readings:**

1. Beasley, M and Sheila Gibbons. (2003). *Taking Their Place: A Documentary History of Women and Journalism*. NY: W.W. Norton & Co.
2. Kristof, N. and Sheryl WuDunn (2010). *Half the Sky: Turning oppression into opportunity for women worldwide*. New York, NY: Vintage
3. Other readings on course website.

### Costs/Fees

Beyond tuition, there are no extra requirements for this course that will cost you money, unless you should choose to purchase equipment for the final course project. You should think about whether you need a camera or other technology to do your job.

### Assignments and Grading:

#### Percentage Scale for Final Grades

93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
59 and below	F

### *Assignments and Points Available*

Class Participation	100 points (includes final presentation, in-class and online participation)
Olympics project:	100 points
Person or issue write-up:	100 points
Final multimedia project:	200 points
Blogs:	250 points (One intro, 50 points, two full blog posts,
	100 points each)
-----	
Total possible:	750 points

### **Class participation (100 percent):**

Class participation includes your attendance, timeliness, participation in class discussion both online and in class, and your presentation at the end of the term. (The presentation is worth 25 of the 100 points.) If there need to be any class quizzes, class quizzes will also go on this grade.

### **Olympics project (100 points):**

There will be several readings on gender, sports, and the Olympics in this class. For this project, you will choose either Olympics coverage (which can be accessed online) of a particular sport that includes men and women or you can choose to analyze media coverage of a particular issue relating to gender and sexuality and the Olympics (including LGBTQ equality issues in Russia).

**Person or issue profile (100 points):**

This project will be a foundation for your final project. Your final project will be a multimedia project explaining and interrogating an issue surrounding gender and the media. For this profile, you must write a 5-7 page paper exploring either a person whose work or voice has been instrumental in bringing the issue to the attention of the media or in shaping the issue in the media (whether that shaping is positive or negative) or a explore media coverage of a particular incident that raised several ideas about how the media framed the issue.

**Multimedia project (200 points):**

Your final project will be a full multimedia project that explores, explains, analyzes, and changes the media message surrounding an issue dealing with gender and the media. Your multimedia project can be a full length video/tv show, a magazine, or an integrated web site and social media campaign.

**Blogs (250 points):**

I fully believe that class should be student-centered, and this is one way that I ensure that students are leading class conversation and getting involved with the material. Each student will post a minimum of three times on the class blog this term. The first post will be an introduction. The second post will be a response to the class readings. The student who does that week's class reading post will lead class discussion on the day he or she posts. Finally, students will be required to attend a campus event or an event somewhere in town that somehow relates to class content and write a blog post about the event and apply course material to that event. These final posts will also be used for class conversation.

## Course Policies

**Class participation:** I expect every student to help keep class interesting by adding his or her own perspective and research to class time. All students must do their homework and be prepared to contribute during class time. I enjoy hearing what you have to say, and I'm sure your fellow students will appreciate your participation also, since it means hearing less of your instructor's voice.

**Ground Rules for Class Discussion and Participation:** Class discussion relies on students feeling comfortable expressing a variety of viewpoints, and sometimes those viewpoints may be controversial. Therefore, in order to build a supportive class environment that encourages student participation and camaraderie, please observe these ground rules:

1. Please show respect to both me and your fellow classmates by avoiding offensive language.
2. Please offer your input for class discussions when it is appropriate. This will help the class to see different viewpoints.
3. Be an active listener and respectfully listen to viewpoints that you both agree with and disagree with.
4. Remember that we do not need to agree at all points in time. Sometimes we can agree to disagree.
5. You may question your fellow students in a respectful manner if you want to understand their standpoint better.
6. You do not need to answer any question if it makes you uncomfortable.
7. If you feel uncomfortable speaking in class, it is your responsibility to speak with me outside of class time.

**Attendance and tardiness:** Because this class hinges on your involvement, attendance is mandatory. You are allowed four absences without penalty, with no questions asked. After the fourth absence, your final grade will begin to go down by ½ letter grade for each additional absence (i.e. A- to B+, B-to C+, etc.). Absences that are excused per university policies require written notice from an activity/athletics advisor in advance of the absence. More than four absences (the equivalent of two weeks of class) could be grounds for automatically failing the course. Please also be considerate and show up for class on time. **If you miss a day of class, it is your responsibility to get notes from another member of the class. Please find a class partner whom you can contact in the event that you must miss a class period.**

**Plagiarism and Academic Integrity:** We conform to the SPJ Code of Ethics and the USU Student Code. Plagiarism includes knowingly “representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (*USU Code of Policies and Procedures for Students*, Article V, Section 3A.1). The university’s penalties for plagiarism may be severe. They include “#1) warning or reprimand and #2) grade adjustment” (see: Article VI, Section 1A). Other penalties may also be imposed at the Dean’s discretion. These include probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, referral to psychological counseling, and other appropriate disciplinary actions. Because public trust and personal credibility are essential to journalists and other professional communicators, the JCOM department observes a zero-tolerance policy regarding academic dishonesty: Any documented form of academic dishonesty—including plagiarism—**will result in an automatic F in the course** and expulsion from the major, plus a report to the dean of the college and the USU vice president for student services. Also, “double-dipping” is not permitted: Students who hand in work from other classes for this course will receive an “F.” If you have any questions about what’s acceptable work under strict codes of academic and professional

honesty, see the *USU Code of Policies and Procedures for Students*, or consult your professor. Any suspicious work may be submitted to databases that compare student papers to other student and published work.

**This class has a no-tolerance policy on plagiarism. The first time a student is caught in either plagiarism or academic dishonesty, he or she will receive an automatic F in the course. If you have questions about anything you think might be a grey area, please talk to me immediately. I'm happy to discuss anything you think is unclear before it becomes a problem for your grade.**

If you'd like more information on the university's policies on plagiarism and academic dishonesty, please refer to <http://catalog.usu.edu/content.php?catoid=2&navoid=96>.

**My disclaimer:** Please be aware that I want you to follow simple rules. Deadlines and specifications are part of my grading system. If I ask for a five-page paper, I expect to see five pages. You all are purportedly seeking jobs that run on deadlines. Since I believe in punctuality and deadlines, late papers will not be accepted. Please refer to your assignment sheets for information on what I expect and feel free to contact me about anything that is unclear.

**Late Work:** All work is due at the beginning of the class period on the day for which it is assigned, and presentations must be delivered on the day you are scheduled. No late assignments will be accepted for any reason except documented illness or family emergency.

It is your responsibility to get homework assignments for any class you miss. An excused absence does not excuse a late homework assignment. Also, all homework must be in a format that I can accept. I cannot accept your laptop computer because your printer died an hour before class (Yes, this has actually been tried.), nor will I accept jump drives.

**Homework:** Handwritten homework is not acceptable. Please submit all homework in 12-point Times New Roman font, and remember that double spacing is important for written work. Homework will not be accepted via e-mail. It must be submitted in hard copy during class, and all assignments must also be submitted in the dropbox on our course web site.

**Grade Grievances:** If you would like to dispute a grade, please allow at least 24 hours after receiving the grade sheet. All disputes must be addressed in person during my office hours or at another time that we arrange.

**Please note that you need to give me a minimum of two weeks after a project has been turned in to return your grades. While I may get your grades back sooner, I will not respond to queries about grades sooner.**

**Cell phones and laptops:** As you enter the class, please turn off your phone as a courtesy to your fellow classmates. A student whose phone rings during class will have to endure either myself or a fellow class member answering the phone and taking a message. If you don't know how to turn your cell phone off, please either leave it at home or read the owner's manual.

Please remember that having a laptop in class is a privilege. Laptops can be a useful educational tool, but they're often misused. On an average day, you should not need a laptop in this class. If you find that you need one on a particular day, you're welcome to use it. However, I will feel free to frequently check that you are not surfing the net, doing homework for other classes, e-mailing, or IMing friends. If I catch anyone doing any of these activities, I will take away your computer during class. If it becomes a

consistent problem, I will revoke the privilege of laptops on average class days for everyone. (Laptops will still be allowed for presentations.)

**Students with Disabilities:** The Americans with Disabilities act states: “Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program.” If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the USU Disability Resource Center (797-2444), preferably by the end of the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette or Braille.

**Office hours:** Please think of my office hours as your time to discuss your concerns with me. My office hours are free and no appointment is required. Please feel free to drop by. I’d love to speak with each of you. Remember, it’s easier to discuss something before it becomes a crisis than it is to troubleshoot a problem after it has become a major issue.

**E-mail policy:** Please allow me 24-48 hours to respond to your e-mail. I will usually get back to you before that time. If I have not responded within that time, assume that I have *not* received your e-mail and resend it.

**Final notes:** Have fun! I want this class to be a place where you learn to write fantastic speeches, wow an audience, and enjoy yourself all at once. If you’re having fun and contributing, I guarantee we’ll have a great class.

## Campus Resources

**The Writing Center:** Offers writing consultation services for undergraduates, graduates and faculty. Papers in all stages, from brainstorming to “final” product, are welcome.

Ray B. West, Room 104

[usuwritingcenter@usu.edu](mailto:usuwritingcenter@usu.edu)

435-797-2712

<http://writing.usu.edu>

**Disability Resources Center:** Offers assistance to students who need documentation of and accommodations for disabilities of any kind.

Room 101 of the University Inn

435-797-3434

<http://www.usu.edu/drc>

## Writing and Citation Resources

**The Utah State University Department of English Writing Center:** The Writing Center has several online resources, including citation guides and videos about writing, which students can access anytime. <http://writing.usu.edu>. The Writing Center also offers both in-person and online tutoring sessions.

**The Merrill-Cazier Library Research Guides:** The USU library offers discipline- and class-specific research guides. <http://libguides.usu.edu>. The main library page also has a live librarian chat feature, which is useful if you have a research question and cannot make it to campus.

**The Purdue University OWL:** The Purdue OWL is one of the most comprehensive citation and writing resources available on the web. <http://owl.english.purdue.edu/>.

**Duke University Library Citation site:** This is my favorite citation website because it puts five citation styles side by side. <http://library.duke.edu/research/citing/>.

## **Class Schedule:**

### **Gender and the Media, Spring 2014**

\*Please note that this schedule is subject to change depending on class needs.

#### **Week 1: Introduction to class**

**Monday, January 6, 2014**

Introduction to class

**Friday, January 10, 2014: Why gender diversity matter and how advocacy changes gender balance**

All readings are online today.

Geena Davis Institute on Gender in the Media, "Impact Study":

<http://www.seejane.org/downloads/geena-davis-institute-gender-in-media-impact-study-2013.pdf>

Geena Davis Institute on Gender in the Media, "Gender Disparity on Screen and Behind the Camera in Family Films: Executive Summary": <http://www.seejane.org/downloads/key-findings-gender-disparity-family-films-2013.pdf>

Martha M. Lauzen, "Boxed In: Employment of Behind-the-Scenes and On-Screen Women in 2012-2013 Prime-Time Television": [http://womenintvfilm.sdsu.edu/files/2012-13\\_Boxed\\_In\\_Report.pdf](http://womenintvfilm.sdsu.edu/files/2012-13_Boxed_In_Report.pdf).

Dave Itzkoff, "Study of 2012 movies finds few gay characters on big screen":

[http://artsbeat.blogs.nytimes.com/2013/08/21/glaad-study-of-2012-movies-finds-few-gay-characters-on-screen/?ref=movies&\\_r=1](http://artsbeat.blogs.nytimes.com/2013/08/21/glaad-study-of-2012-movies-finds-few-gay-characters-on-screen/?ref=movies&_r=1).

GLAAD, "Where we are on TV": <http://www.glaad.org/publications/whereweareontv13>

"The IWMF Global Report on the Status of Women in the News Media": <http://www.iwmf.org/wp-content/uploads/2013/09/IWMF-Global-Report-Summary.pdf>.

#### **Week 2: Colonial era and the beginnings of "women's" journalism**

**Monday, January 13, 2014:**

Beasley and Gibbons, Introduction and Part I: Reading a Young Nation, pages 1-30.

**Friday, January 17, 2014:**

Beasley and Gibbons, Part II: Voicing Women's Experience, page 31-50

#### **Week 3:**

**Monday, January 20, 2014**

Beasley and Gibbons, Part III, chapters 8-11, pages 53-86.

**Friday, January 24, 2014**

Beasley and Gibbons, Part III: chapters 12-14, pages 87-109.

#### **Week 4:**

**Monday, January 27, 2014**

Beasley and Gibbons, Part IV: Chapters 15-17 and 19, pages 117-147 and 168-182.



**Friday, January 31, 2014:**

Beasley and Gibbons, Part IV: Chapters 18 and 19, pages 150-167 and 183-210.

## **Week 5: Sports, Masculinity, and Femininity**

**Monday, February 3, 2014**

Michael A. Messner, "Chapter 4: Center of Attention: The Gender of Sports Media," in *Taking the Field: Women, Men and Sports* (Minneapolis: University of Minnesota Press, 2002).

ONLINE:

Amy K. Nelson, "Women in Sports: Fight the Power Outage": <http://thehairpin.com/2013/11/women-in-sports-fight-the-power-outage/>.

Richard Dietsch, "Debating the Role of Women in Sports Media; Marino's Balancing Act; More." <http://sportsillustrated.cnn.com/more/news/2013/11/24/media-circus-women-in-sports-media-espn-nfl-network/>.

***Introduce Project 1***

**Friday, February 7, 2014:**

Michael A. Messner, "Playing Center: The Triad of Violence in Men's Sports," in *Taking the Field: Women, Men and Sports* (Minneapolis: University of Minnesota Press, 2002).

ONLINE:

Children Now, "Boys to Men: Sports Media Messages About Masculinity": <http://library.la84.org/9arr/ResearchReports/boystomen.pdf>.

## **Week 6: The Olympics and Gender**

**Monday, February 10, 2014:**

James R. Angelini, Paul J. McArthur, Andrew C. Billings, "What's the Gendered Story?: Vancouver's Prime Time Olympic Glory on NBC."

Megan Tady, "The Year of the Woman?"

Maura B. Rosenthal and R. Samantha Lewenberg, "How Lindsey Vonn, her Vonntourage, and NBC Influenced Newspaper Coverage of the 2010 Vancouver Olympic Games."

**Friday, February 14, 2014**

Shan Kohl, "London 2012: IOC's New Rules for Transgender Athletes are Sexist":

<http://sportslawyer.in/london-2012-ioc%E2%80%99s-new-rules-for-transgender-athletes-are-sexist/>.

Jon Bardin, "Is sex testing in the Olympics a fool's errand?":

<http://articles.latimes.com/2012/jul/30/science/la-sci-sn-sex-testing-in-the-olympics-a-fools-errand-20120730>

Georgiann Davis, "Olympics' New Hormone Regulations: Judged by how you look":

<http://msmagazine.com/blog/2012/07/30/olympics-new-hormone-regulations-judged-by-how-you-look/>

Elizabeth Chuck, "Hopeful Future for Trans Athletes,"

<http://www.transgenderlaw.org/resources/MSNBCChuck.pdf>.

Jessica Luther, "The Olympics' Schizophrenic Gender Politics,"

[http://www.salon.com/2012/08/11/the\\_olympics\\_delicate\\_gender\\_politics/](http://www.salon.com/2012/08/11/the_olympics_delicate_gender_politics/)

International Olympic Committee, "IOC Regulations on Female Hyperandrogenism":

[http://www.olympic.org/Documents/Commissions\\_PDFfiles/Medical\\_commission/2012-06-22-IOC-Regulations-on-Female-Hyperandrogenism-eng.pdf](http://www.olympic.org/Documents/Commissions_PDFfiles/Medical_commission/2012-06-22-IOC-Regulations-on-Female-Hyperandrogenism-eng.pdf).

## **Week 7: Olympics and Gender cont.**

**MONDAY CLASSES MOVED TO Tuesday, February 18, 2014:**

David M. Herszenhorn, "On Holding Hands and Fake Marriage: Stories of Being Gay in Russia":  
<http://www.nytimes.com/2013/11/07/world/europe/stories-of-being-gay-in-russia.html?partner=rss&emc=rss>.

Jill Lawless, "Openly gay athletes still scarce at Olympic games":

[http://www.salon.com/2012/08/09/openly\\_gay\\_athletes\\_still\\_scarce\\_at\\_olympic\\_games/](http://www.salon.com/2012/08/09/openly_gay_athletes_still_scarce_at_olympic_games/).

The White House, "President Obama Announces Presidential Delegations to the Opening and Closing Ceremonies of the 2014 Games": <http://www.whitehouse.gov/the-press-office/2013/12/17/president-obama-announces-presidential-delegations-opening-and-closing-c>.

Jocelyn Kiley, "Obama had strong support from LGBT adults even before stance on Sochi Olympics":  
<http://www.pewresearch.org/fact-tank/2013/12/26/obama-had-strong-support-from-lgbt-adults-before-stance-on-sochi-olympics/>.

Stuart Elliot, "Merchandise uses Olympics principle against Russian anti-gay laws":

<http://www.nytimes.com/2013/12/02/business/media/merchandise-uses-olympics-principles-against-russian-anti-gay-laws.html>.

Connor Adams Sheets, "Russia Moves Against Anti-Gay Discrimination at 2014 Sochi Winter Olympics": <http://www.ibtimes.com/russia-moves-against-anti-gay-discrimination-2014-sochi-winter-olympics-1405888>.

Masha Gessen, "Putin, Snubbed: The Russian Leader may release Mikhail Khodorkovsky to distract attention from Western Leaders' decision to skip his Olympics":

[http://www.slate.com/articles/news\\_and\\_politics/foreigners/2013/12/mikhail\\_khodorkovsky\\_how\\_obama\\_s\\_snub\\_of\\_putin\\_s\\_sochi\\_olympics\\_may\\_lead.html](http://www.slate.com/articles/news_and_politics/foreigners/2013/12/mikhail_khodorkovsky_how_obama_s_snub_of_putin_s_sochi_olympics_may_lead.html).

**Friday, February 21, 2014:**

**IN CLASS WORK DAY: I WILL BE IN MY OFFICE FOR CONFERENCING AND QUESTIONS ON YOUR FIRST PROJECT.**

**Week 8: Women covering war**

**Monday, February 24, 2014:**

Beasley and Gibbons, Part V: Envisioning Greater Opportunity, chapter 21, "Modern Diplomatic and War Correspondence," Pages 211-230.

**Friday, February 28, 2014:**

"Part IV: Women in International Journalism," in *The Edge of Change: Women in the Twenty-First-Century Press*, June O. Nicholson, et. al. (Urbana, IL: University of Illinois Press, 2009), pages 143-170.

**Week 9:**

**Monday, March 3, 2014:**

Peer review time in class

**Introduce project 2 and final project together**

**Friday, March 5, 2014:**

**\*Olympics project due. Please turn in a copy online and a hard copy to me in my office by the end of class time.**

**Week 10: SPRING BREAK!**

**March 11-13: Take a breather and have some fun.**

## **Week 11:**

### **Monday, March 17, 2014:**

Beasley and Gibbons, Part V, chapter 22: "Women Journalists of Color," 231-246.

Marian Meyers, "The Missing Black Woman in the News: An Introduction" and "Finding African American Women in the News: A Conclusion," pages 1-13 and 137-145.

### **Friday, March 21, 2014:**

Beasley and Gibbons, Part V, chapters 23 and 24, 247-273.

## **Week 12:**

### **Monday, March 24, 2014: Body Positivity and the Media**

A. Poorani, "Who Determines the Ideal Body? A Summary of Research Finding on Body Image," *New Media and Mass Communication*, v. 2 (2012).

**Fair warning:** Jes, aka the Militant Baker, is a well-known body-positivity activist and blogger. She has a foul mouth, but she has also spear-headed two of the more influential body-image culture jams in the last year. Here are three links for you on those culture jams. The first two links are for a culture jam that started with Google fill-ins on searches related to fat people. Then she turned it around for skinny people. The third link is for a more recent pseudo-advertising campaign that she has done called "Lustworthy" that features a variety of body types, races, and abilities in traditional advertising poses. I have also included a link to the photographer's reflections on smiling and power for women.

Fat shaming and autocomplete: <http://www.themilitantbaker.com/2013/12/what-autocomplete-will-tell-you-about.html>

Skinny shaming and autocomplete: [http://www.themilitantbaker.com/2013/12/what-autocomplete-will-tell-you-about\\_8.html](http://www.themilitantbaker.com/2013/12/what-autocomplete-will-tell-you-about_8.html)

The Lustworthy campaign: <http://www.themilitantbaker.com/2013/12/lustworthy-statement-for-visible-woman.html>

On smiling and feminine power: <http://www.liorakphotography.com/2013/12/20/lustworthy/>.

### **Friday, March 28, 2014**

Rough drafts of project 2 due in class for peer review

## **Week 13:**

### **Monday, March 30, 2014**

Kristoff and WuDunn, Introduction and Chapters 1-3

### **Friday, April 4, 2014:**

#### **Project 2 due.**

Kristoff and WuDunn, chapters 4-8

## **Week 14:**

### **Monday, April 7, 2014:**

Kristoff and WuDunn, chapters 9-11

**Friday, April 11, 2014:**  
Kristoff and WuDunn, chapters 12-14

**Week 15:**

**Monday, April 14, 2014**  
IN CLASS: WATCH *HALF THE SKY*

**Friday, April 18, 2014**  
IN CLASS: WATCH *HALF THE SKY*

**Week 16:**

**Monday, April 21, 2014**  
*Presentations*

**Friday, April 25 2014**  
*Presentations*

**FRIDAY, April 25, 2014: LAST DAY OF REGULAR CLASS**

**Week 17: FINALS WEEK.**  
**FINALS TIME TBA.**