

MDIA306
media, gender and sexuality
2008
24 Points (Trimester 1)

Course Information

Course Description

MDIA 306 provides an introduction to theories of subjectivity, gender and sexuality, and examines the representations of gender and sexuality in the media and in popular culture.

Lecturer

Anita Brady
42-44 KP
Room 209
Direct Phone: 463 6853
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Tutor

Matt McGregor
Contact details to be advised

Postal Address

Media Studies
School of English, Film and Theatre
Victoria University of Wellington
PO Box 600
Wellington

Consultation

Tuesday 1-3pm (Anita)
Matt's consultation times to be advised.

Lectures

Friday 11-2pm
EA206

Tutorials

Tutorials will be held once a week and will be of 50 minutes duration. Details of times and rooms will be announced in week one.

Please note: tutorials are an integral part of this course. You should turn up to them having done your readings, and prepared to engage in discussion.

Screenings

The final hour of lectures each week is set aside for screenings. You will be required to discuss screenings in your take-home exam, and you should therefore consider the screenings as a compulsory part of the course. Screenings begin in Week 2. PLEASE NOTE: Not all of the material screened is available in the AV section of the library.

Set Text

MDIA 306 Reader (available through Student Notes).

In order to successfully complete this course you must do the required readings, and attend the screenings. All lectures and tutorials will be conducted on the assumption that you have done the readings, and viewed any relevant screenings. Each lecture will also include a list of recommended additional readings. You are strongly advised to utilise relevant additional readings in your research essay.

Course Objectives

(a) To enable students to develop and refine their techniques of scholarship and textual analysis. This objective will be introduced and dealt with in lectures, workshopped in tutorials, and assessed in all three pieces of assessment.

(b) To enable students to develop independent research skills. This objective will be introduced and dealt with in tutorials, and assessed in assessments 1 and 2.

(c) To enable students to become familiar with, and acquire literacy with regard to, theories of gender and sexuality. This objective will be introduced and dealt with in lectures, workshopped in tutorials, and assessed in all three pieces of assessment.

(d) To enable students to theorise and analyse the relation between categories of gender and sexual identity, and media texts and industries. This objective will be introduced and dealt with in lectures, workshopped in tutorials, and assessed in all three pieces of assessment.

(e) To enable students to analyse and articulate the relation between categories of gender and sexuality and wider socio-cultural and historical contexts. This objective will be introduced and dealt with in lectures, workshopped in tutorials, and assessed in all three pieces of assessment.

Expected Workload

This course is worth 24 points, & expectations are that one point equates to 10 hours of work, spread over the 12-week trimester.

Mandatory Course Requirements

It is *not possible* to gain course completion for 306 without submitting all three pieces of assessment. It is the responsibility of the student (rather than of the tutor) to ensure that coursework is completed and submitted on time.

Additional Information

All additional information regarding readings, screenings, useful media texts etc will be announced in lectures and made available on the MDIA306 Blackboard site. You are encouraged to check the site noticeboard regularly.

WEEKLY PROGRAM

Legend: L (Lecture) R (Readings)

Week	Lecture Date	Lecture Topics & Readings (page numbers refer to Reader)
1	29 Feb	L1: Introduction: Subjectivity R1: David Buchbinder. "Fabulous Monsters" 1-17 R2: Griselda Pollock. "What's Wrong with 'Images of Women'?" 18-23.
2	7 March	L2: Theorising Gender R1: Nick Mansfield. "Femininity: From female imaginary to performativity" 24-30. R2: Judith Butler. "Introduction: Acting in Concert" 31-40.
3	14 March	L3: Theorising Sexual Subjectivity R1: Michel Foucault. "The Repressive Hypothesis" 42-47. R2: Annamarie Jagose. "Theorising Same-Sex Desire" 48-55 and "Queer" 56-72.
4	21 March	GOOD FRIDAY (no lecture)
5	28 March	L4: Cross-Identifications R1: Usha Zacharias et.al. Selections from <i>Feminist Media Studies</i> on Celebrity Big Brother (2007) 73-81 R2: Jan Martin & Gust Yep. "Eminem in Mainstream Public Discourse" 82-89. R3: Dwight McBride. "Why I Hate That I Loved <i>Brokeback Mountain</i> " 90-92.
6	4 April	L5: Gender and Spectatorship R1: Liesbet Van Zoonen. "Spectatorship and the Gaze" 93-102. R2: Caroline Evans & Lorraine Gamman. "The Gaze Revisited, or Reviewing Queer Viewing" 103-125.
7	11 April	L6: Contemporary Femininities R1: Rosalind Gill "Advertising and Postfeminism" 126-146. R2: Jeffrey Brown "Gender, Sexuality and Toughness" 147-161. R3: Helen Woods & Beverley Skeggs. "Notes on Ethical Scenarios of Self on British Reality TV" 162-165.
		MID-TRIMESTER BREAK
8	2 May	L7: Contemporary Masculinities R1: Anita Brady. "All Blacks, Eyeliner, and <i>Queer Eye</i> " 166-175. R2: Garry Whannel. "Sporting Masculinities" 176

Week	Lecture Date	Lecture Topics & Readings (page numbers refer to Reader)
9	9 May	<p>L8: Transgendered Bodies</p> <p>R1: Susan Stryker. "(De)Subjugated Knowledges" 186-202.</p> <p>R2: Joshua Gamson "I Want to Be Miss Understood" 203-220.</p>
10	16 May	<p>L9: Heteronormativity and Anxieties of Representation</p> <p>R1: Alison Bechdel. "An On-again Off-again Affair" 221.</p> <p>R2: Jennifer Reed. "Ellen DeGeneres: Public lesbian number one" 222-235</p> <p>R3: Susan Wolfe & Lee Ann Roripaugh. "The (In)visible Lesbian" 236-242.</p>
11	23 May	<p>L10: Porn cultures</p> <p>R1: Brian McNair. "Porno-Chic, or the Pornographication of the Mainstream" 243-256.</p> <p>R2: Catherine Lumby. "Why Feminists Need Porn" 257-268.</p>
12	30 May	<p>L11: New Technologies/New Subjectivities?</p> <p>R1: Rosanne Stone. "Reinvention and Encounter" 269-278.</p>

ASSESSMENT

Assignment 1: Research Proposal & Annotated Bibliography
(1100-1300 words)

Worth 20% of final grade

Due 4pm Wednesday April 9 in MS drop box (MS office, 42-44
Kelburn Pde)

Assignment 2: Research Essay (2500 words)

Worth 40% of final grade

Due 4pm Wednesday 7 May in MS drop box

Assignment 3: Take Home Exam (2000 words)

Worth 40% of final grade

Due 4pm Wednesday 11 June in MS drop box

Reminder: It is *not possible* to gain course completion for
306 without submitting all three pieces of assessment.

Students who do not submit all three assignments will fail
the course.

**Assignment 1: Research Proposal and Annotated Bibliography
Due: 4pm Wednesday April 9**

Your research proposal and essay will require you to undertake a research project that you define. That project will utilise theories of media, gender and sexuality discussed in the course, and relate those theories to a media text (or texts) of your choosing. You cannot use any of the class screenings as your text (a list of screenings will be provided at the first screening in week two).

Your research proposal must include the following:

1. A research question specific to the text(s) you are discussing.
2. A clearly identified thesis statement that tells the reader what your essay will argue in response to your research question.
3. Research plan and methodology (approx. 500 words). This should give the reader a clear indication of how you will undertake your research, and organise your research essay. You should consider the following:
 - a. How will you conduct this research?
 - b. What critical and theoretical framework(s) will you be using?
 - c. What key terms will you be using? How are you defining them?
 - d. How many sections do you anticipate, what is their purpose, and what will happen in them? (you

should keep your thesis in mind when articulating this)

Remember: Your final research essay will only be 2500 words. You need to ensure your plan can be executed within that word length.

4. An annotated bibliography.

This must consist of 4 academic* sources/readings. These must include either two from the course reader, **or** one from the reader and one from the lists of additional recommended readings provided at each lecture. You may use more from either the reader or the reading lists, but least one citation must not be from either the reader or the reading lists.

Each citation is to be accompanied by a brief summary of the text's key argument(s), and a clearly thought-out discussion of how it is relevant to your essay (150-200 words per annotation).

Important: Your bibliography MUST adhere to a recognised style. You will lose marks if it does not. You must clearly indicate which style you are using.

*Please note: Wikipedia is not an academic source, and many other websites are also of questionable academic merit. Please read the notes on internet sources in the Essay Guidelines available under "Additional Resources" on Blackboard.

YOU DO NOT WRITE THE ESSAY AT THIS STAGE

This assignment will be assessed on the following:

- your ability to define a clear research problem
- your ability to construct a strong thesis statement that gives a clear indication of what your essay will argue
- your ability to formulate and structure a clearly defined and manageable research project
- the quality of your written expression
- your ability to summarise reading material and demonstrate its relevance
- your ability to integrate lecture material and course readings with what you are viewing/reading in the media
- your ability to accurately follow an academic bibliographic style.

There will be tutorial time set aside to discuss this assignment, and to give guidelines. Your tutor will not define your project for you - you are expected to come to those tutorials with your own ideas of what you might do (including possible texts, theoretical perspectives, and research questions).

<p>Assignment 2: Research Essay Due: 4pm Wednesday 7 May</p>
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For this assignment you are to write the essay that you planned in assignment one. Your essay does not need to adhere strictly to that outline, and, in fact, I would expect it to have undergone some modifications in response to feedback from the first assignment, and your own learning as the course progresses. You must utilise at least 4 reputable academic sources, including one that is not from the course reader. They do not have to be the same ones you summarised in your annotated bibliography. You must attach a copy of the marking schedule from your first assignment (with tutor's written feedback) to your essay when you submit it.

This assignment will be assessed on the following:

- your ability to produce a clearly thought out introduction and conclusion
- your ability to construct an academic argument, and utilise good supporting evidence
- the quality of your written expression
- your ability to integrate theory and textual analysis
- your ability to accurately follow an academic bibliographic style.
- clear evidence that you have responded to the feedback given on assignment one

There are extensive essay writing guidelines available under "Additional Resources" on Blackboard. I strongly recommend you consult them.

There will be tutorial time set aside to discuss this assignment.

Assignment 3: Take-Home Exam

Due: 4pm Wednesday 11 June

The take-home exam will be essay format (2 x 1000 words). It will be distributed at the final lecture. You will be given clear guidelines as to what is expected of you for this piece of assessment.

Extensions and Late Assignments

Extensions can be given by the course co-ordinator, but only in exceptional circumstances. If you feel you may need an extension, contact the course co-ordinator as soon as possible, providing relevant documentation where appropriate (eg. a doctor's certificate, a note from a counsellor, etc.). Late assignments without an extension will be penalised at the rate of 5 marks for the first day, and 2 marks for each subsequent day. Assignments submitted over a week after the due date without an extension will not be marked.

Presentation of Written Work

Please type your essays in 12pt with 1.5 or double spacing and leave a reasonable margin for comments from the person marking it. Proofread essays carefully so as to eliminate typing, grammatical and punctuation errors. Students operating at 300-level are expected to be able to write with technical accuracy. It is STRONGLY recommended that if your essay writing skills have pulled your grades down in the past, you seek help from the Student Learning Service.

Student work provided for assessment in this course will be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Assignment instruction sheets will detail how to hand in your work electronically. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

We recognise that plagiarism often arises through misunderstandings and not knowing how to reference material you have used. The Student Learning Centre runs workshops on how to avoid plagiarism. You should also read the material about Plagiarism below, and on the University's website. SEE YOUR TUTOR if you have any doubts about the work that you are submitting.

As well as submitting work electronically, you need to hand in a hard copy (into the MDIA essay box in 42-44 KP). You are required to attach a cover sheet which you need to sign, indicating that you are aware of the University's policy on plagiarism, and that the assignment is all your own work. Your assignment will not be marked until this cover sheet is signed. It is your responsibility to ensure that you understand what plagiarism is, and what the University's policy on plagiarism is (see "Academic Integrity" pp10-11 of this outline). Please do NOT sign the cover sheet if you do not understand these.

Assessment Criteria

A+ (85-100%)

Excellent work showing sophisticated and independent thought. Superior analysis, comprehensive research, good theoretical or methodological understanding and impeccable presentation.

A (80- 84%)

Work is distinguished by their clarity of thought and argument. Question is answered skilfully, is meticulously structured and the argument is convincing. Demonstrates sophisticated comprehension of the topic, a familiarity with scholarship & research in the area, and a clear understanding of related theoretical issues. A high standard of critical analysis. Presentation and organization are excellent with correct use of citation conventions when required.

A- (75- 79%)

Work of a high standard: ideas could be of 'A' quality material but the overall effect was undermined by limitation or inconsistency in one area. It could also be 'A' material that was flawed by the quality or consistency of its technical presentation, research support, or theoretical understandings. Demonstrates independent thought, good writing skills, effective selection/structuring of material, and a general clarity and sense of purpose.

B+ (70% - 74%)

Work which exhibits a good standard of research and of writing. Contains some perceptive analysis, and effective research, preparation and planning. This work may demonstrate insight and perception but this standard is not maintained through the whole work. The argument, technical quality, and other elements may be inconsistent in quality. May require greater integration of theoretical or empirical analysis. Demonstrates some independence of thought.

B (65% - 69%)

Consistently good work and still above average. May demonstrate strong analysis, theoretical reading or contextual knowledge, but without integrating these elements into a balanced argument. May be well researched and documented but in the 'B' range there could well be a deficiency in some aspect of research or understanding. May have problems with technical presentation, structure, argument and/or research.

B- (60% - 64%)

Good work but may not be consistent and thus falls short of 'B' quality in one or more respects. In this grade area the work will have exceeded the standard expected for passes at this level. Question is satisfactorily answered and has been appropriately informed by research, but there is less attention to the detail and complexity of issues. There may be problems with the essay structure, the writing style, the selection of material or the argument. There may also be problems with presentation, expression, and grammar.

C+ (55% - 59%)

The essay is limited in achievement due to an overall incapacity for independent research or thought - hence it will tend to demonstrate a reliance on lecture material. Work in the C range will have paid insufficient attention to critical sources and not be widely researched. Work in this category may have deficiencies in structure and organization, the quality of argument, and/or the writing style.

C (50% - 54%)

Satisfactory completion of set tasks only. Basic engagement with the subject matter, and lacking in critical analysis or a considered conceptual approach. May be poorly planned and constructed, with serious problems of clarity and expression. May not have used or have acknowledged an appropriate range of sources. May be purely descriptive. There may be some significant problems with writing, research or organization.

D (40% - 49%)

Misses the point of the exercise or has failed to respond adequately to it. The work is deficient in important respects to the extent that it cannot be regarded satisfactory at this level. A 'D' grade essay may contain some elements of attaining a pass grade.

E (0% - 39%)

This category implies that the essay is well below the achievement minimum (in a range of respects) for work at this level. An E essay will demonstrate not one, but several of the 'D' essay's deficiencies.

IMPORTANT INFORMATION YOU SHOULD KNOW

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support

Media Studies Liason Staff

The Disability Liaison Person for the Media Studies programme is: Dr Joost de Bruin, joost.debruin@vuw.ac.nz, ph. 463 6846.

The Maori and Pacific Liaison Person for the Media Studies Programme is: Dr Sue Abel. sue.abel@vuw.ac.nz ph. 463 6848

The International Students Liaison Person for the Media Studies programme is: Dr Anita Brady anita.brady@vuw.ac.nz ph. 463 6853