

Women & Media: An International Perspective

Fall 2020

Class Details:

Instructor: Dr. Manoucheke Celeste

Teaching Assistant:

Class Location: Web [log-into your Canvas]

Class Time: T 4:05-6:00/ Th 5:10-6

Office hours: Office hours will be held by appointment this semester to preserve student privacy. Link for scheduling will be posted in Canvas- (me 24 hours in advance)

Physical Office Location: Ustler 206 (near Buckman Hall)

Email: celeste@ufl.edu

Course Description

As we spend increasingly more time with various forms of media, there remains a need increased media literacy, for gaining tools to analyze and make sense of our personal relationship to media and broader implications for societies. Similarly, there remains a need to complicate how we see and understand gender, which is simultaneously racialized, classed, and nationalized, and functions differently across different cultures.

This course brings together media studies with women's and gender studies to examine, comprehend, and articulate how images, specifically media images, of gender and women are shaped by their contexts. Students will also examine how articulations and interpretations of such images vary throughout the world and across time. Students will analyze media images from different angles and perspectives by reading scholars from multiple countries and using media texts from multiple countries. In so doing students will gain a better understanding of how various societies position women and how this impacts all of our everyday lives. Students will work and think through their current conceptualizations of gender, race, class, and culture.

Learning Objectives

By the end of this course, students will be able to:

- Describe and explain key concepts in relation to international media, gender, and womanhood.
- Demonstrate awareness of the how cultures and societies are structured, specifically as related to gender, womanhood, and social location.
- Create images and media products that demonstrate cultural awareness.
- Apply relevant theories and principals to create images and media products.
- Strengthen intercultural communication skills and gain cultural awareness through interactions (including interviews) with students and media professionals from various countries and/or cultures.

Class Structure

Class sessions include a combination of lectures, discussions, and activities. Our class meetings are designed to be active and participatory. Your willingness to share your stories, perspectives, or questions is essential to a lively, fun course!

Diversity of backgrounds, learning styles, gender, race, culture, sexuality, life circumstances, etc. is *deeply appreciated and celebrated* in this class.

Required readings:

- ALL READINGS will be posted on Canvas and/or provided digitally
- No textbook assigned

Course Requirements:

You will meet the course objectives by fulfilling the following requirements:

- Submit all work in **THIS** format and adhere to assignment requirements: **Times New Roman, 12pt, 1-inch margins, double-space. Use APA for citations. 10% of total points will be deducted otherwise.**
- Submit all assignments and projects on time
- Fully participating in class discussions and activities (including with unannounced graded in-class activities)
- Demonstrating your understanding of the material through exams and final exam/project.
- Use appropriate sources and citations (academic books and journals, newspapers, magazines as discussed in class—not wiki, blogs, etc.). Citation styles: APA

GRADED ACTIVITIES AND ASSIGNMENTS: 1200 POSSIBLE POINTS

Activity/Assignment	Points	Date
2 mini-Exams (200 each)	400	TBA
Final Exam/project (Proposal=50)	350	TBA
Quizzes & Participation Activities	300	Various
3 mini research/analysis (50 each)	150	Various
Total	1200	TOTAL

GRADE/POINT SCALE

94-100A	90-93 A-
87-89 B+	84-86 B
80-83 B-	77-79 C+
74-76 C	70-73 C-
67-69 D+	64-66 D
60-63 D-	Below 60 E

EXPECTATIONS OF YOU

- Come to class prepared, fully participate and be respectful of the learning community we will build.
 - Being prepared involves: completing readings or assignments in advanced, and having necessary supplies.
 - Fully participating involves being a part of the discussions, actively listening and/or taking notes and contributing to the general experience.
- We are all here to learn, myself included. Together we will discuss and critically engage with the course material. In order to be successful, we need to respect each other's opinions, practice active listening and avoid any behavior that disrupts the learning of others.
- Leave your technology in your bag. Checking cell phones, text messages, Facebook, Twitter, etc., is **NEVER** okay in this class. Limit your computer use to note taking (see me re: computers).
- Please refrain from disruptive activities. I reserve the right to ask you to leave if your behavior is disruptive.
- Complete and submit assignments on time or ahead of time. Come to class on time. "To be early is to be on time, to be on time is to be late, to be late is unacceptable," -C. Berry.
- Manage crisis by planning ahead and asking for help when appropriate.
- Ask questions when you have them. This is a great way to learn.
- Trust that you have something to offer the class (your perspective and experience are important)
- Be responsible for your own learning and grades. Do not count on others to take notes or to send you reminders.
- Communicate with me: email, come to my office.
- Have fun!!

You can expect me to:

- Be on time and prepared for class.
- Be structured, but flexible when needed.
- Prioritize fairness to ALL students. I will not do for one person what I cannot do for ALL.
- Respond to your questions in a timely manner. Please allow 24-48 hours during the week. I do not check work emails during the weekend, so plan ahead. Emails sent on the weekend will be answered the next Monday or Tuesday. Again, manage your crisis by being prepared—do not email the night before a deadline as you probably will not get an answer. If you email me the morning of class, you will not get a reply until later that day or the next day.
- Be committed to your learning and available outside of class to assist you.
- *Not be attached to your grades or points. I don't get a bonus for lower or higher grades, so trust that I will be as fair as possible.
- Actively engage in class and have fun!!

COURSE POLICIES: *In addition to Expectations (see above) here are some more specifics:*

Statement regarding oppression:

The classroom is a place for learning and only works when everyone is respected and treated justly. Language and gestures that are oppressive (ex: hate speech, shutting people down, 'name-calling') will not be tolerated in this space. Additionally, due to the nature of this course, we may encounter texts and examples that are oppressive in nature or that you do not agree with. In order to have this be a meaningful learning experience, it is necessary to not only to acknowledge, but also to respect difference in identities, points of view, life experiences, etc. Further, since we are all in this space, we are ALL responsible to address behavior that is oppressive in nature in a respectful, non-judgmental manner. If you cannot adhere to this, please make arrangements to be in a different class.

Attendance, Assignments, Tardiness, and Make-up assignments

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- Only you can determine your success in this class. You will get out of it only what you put into it—this requires attending class.
- Attendance is required and is taken in a few ways including: roll call, sign-up sheets, quizzes, and in class activities. You are responsible for making sure your presence is counted, especially with quizzes, and in class assignments—and if you are tardy. In the rare instance that you attend late, see me after class to make sure you are not marked as absent. Once grades are submitted, attendance issues will not be considered, so please check this regularly.
- You are responsible for getting the information and material you miss in class from a classmate. “What did I miss” questions will not be answered.
- A sizeable percentage of the points for this class come from in-class participation activities. Due to the nature of these activities, make-ups will not be available.
- A student with 5 unexcused absences will be dropped a letter grade. **More than 8 absences will result in automatic failure of the course.** Arriving at class late or leaving early (tardies) count ½ (half) of an absence each. [Fall 2020:
- Class will begin and end on time each day. Please be considerate of your classmates and avoid disrupting their learning. In the rare occasion that you are late, sit in the back as to not disturb class in progress. You are responsible for verifying that you are not marked as absent. [FALL 2020: this does not apply]
- Assignments are due at the beginning of class on the due date, turned in by you. To be fair to all students who meet the expectations of this course, late assignments are not usually accepted without losing considerable points, unless there is proper documentation for the absence or tardiness.
- Anything turned in after the due date will go down **1 letter grade per 24-hour** period after the deadline. For example, your grade is a B, but it is turned in after class the same day. Your final grade will be a C. You get the same grade for turning in an assignment late (middle of class, an hour after class, 23 hours after class).
- In order for assignments to be accepted without losing points, please contact me as soon as possible and provide documentation of illness or other university-approved absences. Dated documentation can include, but are not limited to: dated doctor’s note, documentation of jury duty, obituary, etc. I reserve the right to contact the appropriate sources to confirm the documentation.
- **Assignments are NOT accepted via email. Follow submission instructions for each assignment.**
- If your involvement in a university-sponsored activity requires that you miss a certain class period, you must provide me with documentation in advanced. Under some pre-approved circumstance (university-sponsored absence), assignments can be turned in early with advanced notice and proper documentation.
- Exam make ups will be discussed on a 1:1 basis for certifiable/documented medical and/or family emergencies, or university-sponsored activity.
- Students who wish to observe religious holidays that conflict with class dates should inform me in writing of their intention to do so in the **first two weeks of the semester.**

UF Reasonable Accommodations for Students with Disabilities

UF is committed to providing reasonable support for students with disabilities. Students with disabilities are responsible for registering with Disability Resource Center/Dean of Students Office in order to

receive academic accommodations. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Students are encouraged to contact *Disability Resource Center*:

<https://www.dso.ufl.edu/drc/students/accommodations>

*I ask that students meet with me as soon as possible so that we can work together to ensure that accommodation requests are met.

Academic Dishonesty and Plagiarism (adapted from syllabus of J.C. Hamm)

Academic dishonesty undermines the educational process and learning community. Using someone else's words or ideas as your own is dishonest and lazy. Cases of suspected plagiarism and/or cheating will be pursued diligently and rigorously. The range of possible penalties includes a failing grade and dismissal from the university. You are responsible for knowing the university's standards. See Honor Code:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

***Only original work will receive a grade.** A zero will be assigned to any work with unoriginal work until the situation is resolved.

Ongoing feedback: I encourage you to share your feedback and concerns about this course as they arise. Please do not wait until the end of the semester. This includes grading errors or issues (within 2 weeks). I cannot fix what I do not know is broken. I am open and responsive to constructive feedback and questions. If I make a mistake (which will happen), I will fix it and so I encourage you to engage with me professionally, respectfully and regularly.

Notification: Periodically, I will make course announcements via email notification. You are responsible for this information, so check your email every 24 hours. If you do not use your UF email account, you must forward your UF account to one you check daily. If you ask questions that may benefit the class, I may send the notification to the entire class in lieu of only emailing you. Announcements will also be posted on Blackboard

Writing help:

The University provides numerous opportunities for students to get work on their writing. We can all improve our writing. When you turn in papers for this course, I will assume that it has been thoroughly edited. Visit: <https://writing.ufl.edu/writing-studio/>

University counseling services and mental health service:

392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>

Recording:

*Class sessions will not be recorded (unless arranged with instructor through Disabilities Resource Center). Class notes may not be sold.

Technical support: for resolving technical issues ([visit the helpdesk website](#) or call 352-392-4357).

Critical Reading of Texts (adapted from R. L. Joseph)

You will soon find out that your reading materials for the class are a mixture of descriptive (i.e., easier reading) and densely theoretical (i.e., more challenging) pieces. Please give yourself sufficient time to

read and digest the works for the week. Critical readers of the assigned texts should be able to provide the following: a summary of the primary and supplementary points of the author's argument, a discussion of methodology, a mention of contribution of this work to its field(s), an analysis of strengths and weaknesses (of the style of the writing, the content provided, as well as the argument), and a link of the readings to the week's and course's concerns. For additional background, investigate the authors further, by, for example uncovering a short author biography and select bibliography. Critical readers have a conversation with the text. To do this, be sure to write a minimum of three questions for the class to discuss.

Additional Information: Use APA citation style.

If you are not familiar with citation styles, please familiarize yourself.

<http://guides.uflib.ufl.edu/c.php?g=350552&p=2458374>

Current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

University Statement of Course Feedback:

“Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.”