



The University of Western Ontario
SOCIOLOGY 4406F - 001
Media and Gender
Fall 2022

Wednesdays 9:30-12:30
Room: SSC 5230

In Person

Instructor: Dr Kaitlynn Mendes, Associate Professor
Office Hours: Wednesday 1-2 (virtual or face to face) or by appointment
Department of Sociology, Office: SSC 5415
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Course Description:

Media and Gender will address key issues and concerns around how women, men, non-binary and gender non-conforming individuals are represented, experience, and engage with various media forms. Drawing insights feminist, queer, post-colonial, and intersectional theories, this course will engage with current topics such as #MeToo and the rising wave of digital feminist activism, pornography, music, the news, advertising, and speech. The module encourages learning outside the classroom and a 'hands on' approach to through crafts and activism. Overall, the module aims to give students the critical tools to assess and critique what they see, read, and hear about gendered bodies through the media in their everyday lives

Prerequisite(s): Third or fourth year standing in any module.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Anti-requisite(s): [MIT 3210F/G](#), [Sociology 4485F/G](#) taken in 2021/2022.

Course Objectives and Learning Outcomes:

On successful completion of the module, students should be able to:

- Demonstrate understanding of key theoretical and critical concepts and debates around gender, media, representation, ideology, and critical theories.

- Apply relevant theoretical concepts to analyse the ways in which gender is represented in the media.
- Be aware of ways in which scholars and activists have attempted to challenge, resist, and improve narrow gender representations
- Critically analyse the ways gender has been represented in the media through academic essays, reflective writing, and oral presentations.
- Develop well-structured and supported arguments using appropriate academic conventions and scholarly practices.
- Contribute to class discussions about gender and media, drawing both from key theoretical concepts and where relevant, personal experiences and observations.

Course Material:

There is no core book for this class. Weekly readings are assigned via OWL.

Communication:

Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) and student email on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

The best way to contact me is by email: Kaitlynn.mendes@uwo.ca

Method of Evaluation:

The evaluation methods described in the course outline are essential requirements for the course.

Class Presentations	Assigned in Week 1	30%
Academic Essay Plan	25 Oct 2022	15%
Reflective Portfolio	29 November 2022	25%
Academic Essay	8 December 2022	30%

Evaluation Breakdown:

Class Presentation: Students will select a topic and individually or in a small group (2-3 people) will deliver a presentation in class (10 minutes per person) assigned in Week 1. Students are expected to ground their presentation in academic theory and apply it to contemporary issues or media forms. Students will also be required to present a one-page summary of their presentation with full bibliography of all sources used. Students should draw from a minimum of **five academic sources** for this assignment. Students are particularly encouraged to take a de-colonized approach to the assignment, think about issues of power and privilege, and draw from a wide range of ideas and scholarship, such as that produced by Indigenous scholars and those from the Global South.

Due: Assigned in Week 1 – ongoing throughout the semester

Weight 30%

Academic Essay Plan: Students will submit an essay plan, outlining their chosen topic relating to gender and media. Students can choose from pre-set questions, or negotiate their own essay with Dr Mendes. They will begin with brief introduction, outlining up to three key arguments, and identify a minimum of **four academic sources** they will draw from to support these arguments. The assignment should be double-spaced and no longer than 2 pages.

Due: 25 October 2022

Weight 15%

Reflective Portfolio: Students are required to submit a short, written reflection on a minimum of one topic addressed in this course. Students have freedom to be creative in their presentation (e.g. as a diary, a blog, a report, a letter, a video, a collage with commentary). Students are encouraged to draw from personal experiences in these reflections and comment on how information, theories, or ideas discussed in the course resonate (or not) with their lives. Students are given flexibility on what they reflect on, including lectures, required or further readings, or seminar presentations. In the assignment, students can focus on aspects they found particularly interesting, problematic, enlightening, or challenging. Although it is not as formal as an academic essay, students should still draw from a minimum of **two academic sources**. Here, students could address the usefulness/drawbacks/failings of a particular theory or discuss how these theories (do not) relate to their life experiences. Students are particularly encouraged to take a de-colonized approach to the assignment, think about issues of power and privilege, and draw from diverse sources, examples and experiences beyond Europe or the Global North. Recommended length 5-8 pages.

Due: 29 November 2022

Weight 25%

Academic Essay: Students should build from the essay plan in Assignment 2, conducting an in-depth exploration of one of the topics addressed in this course. In doing so, students should incorporate feedback from the original essay plan, building on these arguments drawing from academic literature. Students are also encouraged to draw from personal experiences or observations where relevant, and take a de-colonized approach to the assignment, thinking about issues of power and privilege. This includes drawing from diverse sources, media texts, or experiences such as those produced by Indigenous scholars, and those from the Global South. The paper should support its conclusions with secondary evidence. The paper should include a minimum of **eight academic sources**. Students must cite all relevant sources and include a full bibliography of works cited. The suggested page length is 8-9 pages

Due: 8 December 2022

Weight 30%

Contingency plan for an in-person class pivoting to 100% online learning:

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Student Absences:

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

Assessments worth 10% or more of the overall course grade:

For work totaling 10% or more of the final course grade, students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible.

Depending on the circumstances, accommodations might be made by providing an extension or re-weighting

Course Schedule and Readings:

Date	Week	Topic
Sept 13, 2022	1	Intro: Why media and gender?
Sept 20, 2022	2	Masculinity and the Media
Sept 27, 2022	3	Trans and Queer Identities in the Media
Oct 4, 2022	4	Intimacy Coordination: The Art of Making Safe Spaces (Guest lecture from Dr. Tanya Horeck)
Oct 11, 2022	5	Student Choice #1
Oct 18, 2022	6	The Gendered Politics of Anger and Voice in Contemporary Media
Oct 25, 2022	7	Student Choice #2
Nov 1, 2022	Reading Week – No Classes	
Nov 8, 2022	8	Student Choice #3

Nov 15, 2022	9	#MeToo and Digital Feminist Activism
Nov 22, 2022	10	Gender, Activism, and Media Production – Creative Session
Nov 29, 2022	11	1-1 Meeting to Discuss Assignments
Dec 6, 2022	12	Course Wrap Up

Week 1: Sept 13, 2022 Introduction – Why Media and Gender?

- Introduction to the course, content, assignments and expectations
- Explore what ‘gender’ is and how it differs from ‘sex’
- Introduction to feminist and critical scholarship relevant to the course

Key Reading:

Harvey, Alison (2019) *Feminist Media Studies*. Polity Press. (Chapter 3: Representing Gender)

Adichie, Chimamanda Ngozi (2015) *We Should All Be Feminists*. New York: Penguin. Also see her TED talk:

https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?language=en

Further Reading:

Ahmed, Sara (2017) *Living a Feminist Life*. Durham: Duke University Press.

Baxter, Helen (2014) Everything that’s wrong with women in the media. TED Talk.

<https://www.youtube.com/watch?v=VcpBFFClymY>

Friedan, Betty (1963[2002]) *The Feminine Mystique*. New York: W. Norton. Chapter 2 “The Happy Housewife Heroine”

Gallagher, Margaret (2014) ‘Feminist Scholarship and the Debates on Gender and Communication’ In *Media and Gender: A Scholarly Agenda for the Global Alliance on Media and Gender*, edited by A. Vega Montiel (Paris: UNESCO): 11-13.

Gill R. (2007) *Gender and the media* (Cambridge: Polity), Chapter 1 & Chapter 2.

hooks, bell (1994) *Feminist Theory: From Margin to Centre*. Boston: South End Press. CHAPTER: 1

hooks, bell (2006) Cultural Criticism and Transformation. Part 1. Available at:

https://www.youtube.com/watch?v=KLMVqnyTo_0

Key Media’s Portrayal of Gender Roles (2010) YouTube

<https://www.youtube.com/watch?v=w2bYinZ6RX0>

Krijnen, Toni and van Bauwel, Sofie (2015) *Gender and Media: Representing, Producing, Consuming*. London & New York: Routledge. Chapter 1 “Representing”

Lazaroiu G. (2014) ‘Changing gender representation in the media’, *Journal of Research in Gender Studies*, 4(1): 875-80.

McKay, Finn (2021) *Female Masculinities and the Gender Wars: The Politics of Sex*. London: IB Taurus (Chapter 1: Let’s talk about sex and babies: What’s logical about biological sex?)

Miss Representation (2011) Available on Netflix.

Week 2: Sept 20, 2022 Masculinity and the Media

- What is (hegemonic) masculinity?
- How are masculinities represented in the media?
- How can representations of men and masculinity be harmful?

Key Reading:

Connell, RW, Messerschmidt James W. (2005) ‘Hegemonic Masculinity: Rethinking the Concept’, *Gender & Society*. 19(6):829-859.

Tough Guise 2: violence, manhood and American culture (2016) https://ocul-uwu.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991044671620405163&context=L&vid=01OCUL_UWO:UWO_DEFAULT&lang=en&search_scope=OCULDiscoveryNetwork&adaptor=Local%20Search%20Engine&tab=OCULDiscoveryNetwork&query=any,contains,tough%20guise

Further Reading:

Burrill, D. A. (2014). *The other guy: media masculinity within the margins*. New York: Peter Lang.

Craig, S. (1992). *Men, masculinity, and the media*. Newbury Park: SAGE.

Fosbraey, Glenn, & Puckey, Nicola (2021). *Misogyny, toxic masculinity, and heteronormativity in post-2000 popular music*. Cham, Switzerland: Palgrave Macmillan.

Ging, D. (2019). Alphas, Betas, and Incels: Theorizing the Masculinities of the Manosphere. *Men and Masculinities*, 22(4), 638–657.

Hopton, K., & Langer, S. (2021). “Kick the XX out of your life”: An analysis of the manosphere’s discursive constructions of gender on Twitter. *Feminism & Psychology*, 95935352110334–. <https://doi.org/10.1177/09593535211033461>

Jane, E. A. (2018). Systemic misogyny exposed: Translating Rapeglish from the Manosphere with a Random Rape Threat Generator. *International Journal of Cultural Studies*, 21(6), 661–680.

Johanssen, J. (2022). *Fantasy, Online Misogyny and the Manosphere: Male Bodies of Dis/Inhibition*. Abingdon, Oxon: Routledge.

Jones, C., Trott, V., & Wright, S. (2020). Sluts and soyboys: MGTOW and the production of misogynistic online harassment. *New Media & Society*, 22(10), 1903–1921.
<https://doi.org/10.1177/1461444819887141>

Nagle, A. (2017). *Kill all normies: the online culture wars from Tumblr and 4chan to the alt-right and Trump*. Winchester, UK: Zero Books.

Salter, Michael (2018). From geek masculinity to Gamergate: the technological rationality of online abuse. *Crime, Media, Culture*, 14(2), 247–264

Van Valkenburgh, S. P. (2021). Digesting the Red Pill: Masculinity and Neoliberalism in the Manosphere. *Men and Masculinities*, 24(1), 84–103.

Venäläinen, S. (2021). Nobody cares for men anymore: Affective-discursive practices around men's victimisation across online and offline contexts. *European Journal of Cultural Studies*, 136754942110210–. <https://doi.org/10.1177/13675494211021097>

Watson, E. (2009). *Pimps, wimps, studs, thugs and gentlemen: essays on media images of masculinity*. Jefferson, N.C: McFarland & Co

Wannamaker, A. (2011). *Mediated boyhoods : boys, teens, and young men in popular media and culture*. New York: Peter Lang.

Week 3: Sept 27, 2022 Trans and Queer Identities in the Media

- How are 2SLGBTQ+ communities represented in the media?
- How might media be used to 'talk back' to harmful representations?
- What role do digital technologies and dating apps play amongst 2SLGBTQ+ communities?

Key Reading:

Jackson Sara J, Bailey, Moya, and Foucault Welles, Brooke (2018) '#GirlsLikeUs: Trans advocacy and community building online'. *New Media & Society*, 20(5):1868-1888

Further Reading:

Åkerlund, Mathilda (2019) 'Representations of Trans People in Swedish Newspapers', *Journalism Studies*, 20:9, 1319-1338

Bao, H. (2021). *Queer media in China*. Abingdon, Oxon: Routledge.

Barker-Plummer, Bernadette (2013) 'Fixing Gwen', *Feminist Media Studies*, 13:4, 710-724,

Fink Marty and Miller, Quinn (2014) 'Trans Media Moments: Tumblr, 2011–2013'. *Television & New Media*. 15(7): 611-626.

Fox, Jesse and Ralston, R. (2016) 'Queer identity online: Informal learning and teaching experiences of LGBTQ individuals on social media,' *Computers in Human Behavior*, 65: 635-642

Gray, M. L. (2009). *Out in the country: youth, media, and queer visibility in rural America*. New York: New York University Press.

Li, Minjie (2021) 'Transitioning Together: Negotiating Transgender Subjectivity with Family and Other Trans People on Reality Television', *Journal of Homosexuality*, 68:3, 496-521

Martin, A. L. (2018). Queer (in)frequencies: SiriusXM's OutQ and the limits of queer listening publics. *Feminist Media Studies*, 18(2), 249–263.

McDermott, M. (2021). The (broken) promise of queerbaiting: Happiness and futurity in politics of queer representation. *International Journal of Cultural Studies*, 24(5), 844–859.

McKay, Finn (2021) *Female Masculinities and the Gender Wars: The Politics of Sex*. London: IB Taurus (Introduction: Dispatches from the Wrong Sides of History)

Mwangi, E. (2014). Queer Agency in Kenya's Digital Media. *African Studies Review*, 57(2), 93–113.

Pullen, C. (2014). *Queer Youth and Media Cultures* (1st ed. 2014.). London: Palgrave Macmillan UK.

Roy, O. (2012). The colour of gayness: Representations of queers of colour in Québec's gay media. *Sexualities*, 15(2), 175–190.

van den Berg, Mariecke, and Marinus, Mir (2017) 'The representation of transgender people in the media in the Netherlands (1991-2016)', *Trans Scripts*. 20(4): 379 – 397. DOI: <https://doi.org/10.5117/TVGN2017.4.BERG>

Young, Rachel, Chen, Li, Zhu, Ge, and Subramanian, Roma. (2021) [Cautionary Tales: Social Representation of Risk in U.S. Newspaper Coverage of Cyberbullying Exemplars](#). *Journalism Studies* 0:0, pages 1-21.

Week 4: Oct 4, 2022

Intimacy Coordination: The Art of Making Safe Spaces

- We will have a special guest lecturer Dr Tanya Horeck from Anglia Ruskin University, UK speak about the way sex and intimacy is shown in the media, and the impact intimacy coordinators has had on the TV and film industries
- When British creative sensation Michaela Coel won the 2021 BAFTA for Best Leading Actress for the HBO/BBC drama, *I May Destroy You*, she singled out one individual for special thanks: intimacy coordinator, Ita O'Brien. In her acceptance speech, Coel highlighted the importance of intimacy coordination for the film and television industry and thanked O'Brien 'for making the space safe for creating physical, emotional, and professional boundaries so that we can make work about exploitation, loss of respect, about abuse of power, without being exploited or abused in the process.' With this

statement, Coel articulates the significant - and complex – relationship between the off-screen work of the intimacy coordinator and the on-screen portrayal of sex, sexual violence and themes of consent. In this talk, Tanya Horeck discusses the initial findings of her research study (with colleague Susan Berridge) on the role of intimacy coordinators in the UK film and television industry. Exploring common themes around care and consent that emerged in their interviews with intimacy coordinators and those who have worked with them (including, for example, actors, union workers, and agents), Horeck proffers an understanding of ICs as a community of artistic practitioners who are developing a set of ethical protocols for choreographing intimacy and keeping actors safe. Situating intimacy coordination in relation to wider shifting cultural norms and attitudes around sex and consent, Horeck asks how the art of making safe spaces on film and TV sets might reframe understandings of intimacy and interpersonal relations in a post #MeToo, post COVID-19 world?

Key Readings:

Berridge, Susan and Tanya Horeck (2021). 'How to Solve the Problem of Sexual Misconduct in Film and TV.' *The Independent*, 17 May, <https://www.independent.co.uk/life-style/women/sexual-misconduct-film-tv-intimacy-coordinator-b1847485.html>

Sørensen, Inge Ejbye (2021). 'Sex and safety on set: Intimacy Coordinators in television drama and film in the VOD and post-Weinstein era.' *Feminist Media Studies*, DOI: 10.1080/14680777.2021.1886141

Week 5: Oct 11, 2022 *Student Choice #1*

This week, students will have a choice of topic for this lecture:

- Porn and Power
- Gender and Advertising
- Gender, Media, and Sexual Violence
- Murdered and Missing Indigenous Women
- Exploring the Manosphere
- Feminism in the Media
- Feminist Media Production
- Menstruation, Puberty and Menopause in the media
- Dating and Safety Apps

Week 6: Feb 16, 2022 **The Gendered Politics of Anger and Voice in Contemporary Media**

- This week we have a special guest lecture from Dr. Jilly Kay (University of Leicester). We will explore the ways female anger seems to be registering in ways that it has seldom

done in recent decades - and how social media platforms have played a central role in the circulation of this rage. In many ways this seems to be an astonishing development, because women's anger - and especially Black women's anger - has for so long been construed as deviant, monstrous or taboo.

- In this lecture we will explore debates within feminism about the value of anger - for example, whether rage is important for political justice, or detrimental to it. consider claims that the digital media environment is contributing to a more angry, hostile and populist culture - and how we might understand this in relation to gender politics
- Features guest speaker Dr. Jilly Boyce Kay, University of Leicester.

Key Readings:

Boyce Kay, Jilly & Banet-Weiser, Sarah (2019) Feminist anger and feminist repair, *Feminist Media Studies*, 19:4, 603-609

Lorde, Audre. [1997] 1981. "The Uses of Anger." *Women's Studies Quarterly* 25 (1/2): 278–285.

Further Readings:

Ahmed, Sara. 2017. *Living a Feminist Life*. Durham: Duke University Press.

Banet-Weiser, Sarah. 2018. *Empowered: Popular Feminism and Popular Misogyny*. Durham: Duke University Press.

Banet-Weiser, Sarah. 2018. "Popular Feminism: Feminist Flashpoints." *Los Angeles Review of Books* (blog).

Berlant, Lauren. 2008. *The Female Complaint: The Unfinished Business of Sentimentality in American Culture*. Durham: Duke University Press.

Cooper, Brittney. 2018. *Eloquent Rage: A Black Feminist Discovers Her Superpower*. New York: St Martins Press.

Davies, Will. 2018. 'Anger, fast and slow'. Annual Lecture of the Queen Mary Centre for the History of the Emotions. Available at: http://www.perc.org.uk/project_posts/anger-fast-slow/

Dobson, Amy Shields, and Akane Kanai. 2018. "From 'Can-Do' Girls to Insecure and Angry: Affective Dissonances in Young Women's Post-Recessional Media." *Feminist Media Studies*.

Gill, Rosalind. 2011. "Sexism Reloaded, or, it's Time to get Angry Again!" *Feminist Media Studies* 11 (1): 61–71.

Kay, Jilly Boyce. Forthcoming. "Celebritised Anger: Theorising Women's Rage, Voice and Affective Injustice through Hannah Gadsby's Nanette." In *Gender and Australian Celebrity Culture*, edited by Anthea Taylor and Joanna McIntyre. London: Routledge.

Klorman-Eraqi, Na'ama. 2017. "Underneath We're Angry: Feminism and Media Politics in Britain in the Late 1970s and Early 1980s." *Feminist Media Studies* 17 (2): 231–247.

Orgad, Shani and Gill, Rosalind (2019) Safety valves for mediated female rage in the #MeToo era. *Feminist Media Studies*, 19 (4). pp. 596-603

Srinivasan, Amia. 2018. "The Aptness of Anger." *The Journal of Political Philosophy* 26 (2): 123–144.

Traister, Rebecca. 2018. *Good and Mad: The Revolutionary Power of Women's Anger*. London: Simon & Schuster.

White, Rosie. 2013. "Women are Angry!" *Feminist Media Studies* 13 (3): 415–426.

Wood, Helen (2019) Fuck the patriarchy: towards an intersectional politics of irreverent rage, *Feminist Media Studies*, 19:4,609-615

Week 7: Oct 25, 2022 Student Choice #2 -

This week, students will have a choice of topic for this lecture:

- Porn and Power
- Gender and Advertising
- Gender, Media, and Sexual Violence
- Murdered and Missing Indigenous Women
- Exploring the Manosphere
- Feminism in the Media
- Feminist Media Production
- Menstruation, Puberty and Menopause in the media
- Dating and Safety Apps

Reading Week: 1 Nov 2022 - No Classes

Week 8: Nov 8, 2022 Student Choice #3

This week, students will have a choice of topic for this lecture:

- Porn and Power
- Gender and Advertising
- Gender, Media, and Sexual Violence
- Murdered and Missing Indigenous Women
- Exploring the Manosphere
- Feminism in the Media
- Feminist Media Production
- Menstruation, Puberty and Menopause in the media

- Dating and Safety Apps

Week 9: Nov 15, 2022 ***#MeToo and Digital Feminist Activism***

- Look at the prevalence of sexual violence, misogyny and rape culture in society
- Explore the creative ways feminists have harnessed digital technologies to challenge sexist oppression
- Explore the potential, promises, and pitfalls of digital feminist activism

Key Readings:

Mendes, K., Ringrose, J. and Keller, J. (2018) ‘#MeToo and the Promise and Pitfalls of challenging rape culture through Digital Feminist Activism’, *European Journal of Women’s Studies*, 25(2): 236-246

Phipps, Alison (2020) *Me, Not You: The Trouble with Mainstream Feminism*. Manchester: Manchester University Press. (Chapter 2: Me, Not You)

Further Readings:

Al-Rawi, A. (2014) Framing the online women's movements in the Arab world, *Information Communication and Society*, 17(9), 1147-1161.

Brimacombe, T, Romitesh, K., Glenn, F., Jope, T. & Titifanue, J (2018) A new frontier in digital activism: An exploration of digital feminism in Fiji, *Asia & the Pacific Policy Studies*, September 2018, Vol.5(3): 508-521

Boyle, K. (2019) *#MeToo, Weinstein, and Feminism*. Basingstoke: Palgrave Macmillan.

Clark, R. (2016) “‘Hope in a hashtag’: the discursive activism of #WhyIStayed”, *Feminist Media Studies*, 16(5): 788-804.

Dey, Adrija (2018) *Nirbhaya, New Media and Digital Gender Activism*. Bingley, Emerald Press.

Dey, A. and Mendes, K. (2021) “‘It started with this one post’: #MeToo, India and Higher Education’, *Journal of Gender Studies*. 10.1080/09589236.2021.1907552

Fotopoulou, A. (2017) *Feminist Activism and Digital Networks: Between Empowerment and Vulnerability*. Basingstoke: Palgrave Macmillan

Fileborn, B. and Loney-Howes, R. (eds) (2019) *#MeToo and the Politics of Social Change*. Basingstoke: Palgrave Macmillan.

Guha, P. (2015) ‘Hash tagging but not trending: The success and failure of the news media to engage with online feminist activism in India’, *Feminist Media Studies*, 15(1): 155-157.

- Han, X. (2018) Searching for an online space for feminism? The Chinese feminist group Gender Watch Women's Voice and its changing approaches to online misogyny, *Feminist Media Studies*, 18:4, 734-749, DOI: 10.1080/14680777.2018.1447430
- Jeong, Euisol & Lee, Jieun (2018) We take the red pill, we confront the DickTrix: online feminist activism and the augmentation of gendered realities in South Korea, *Feminist Media Studies*, 18(4); 705-717.
- Kangere, M., Kemitare, J. & Michau, L. (2017) Hashtag activism: popularizing feminist analysis of violence against women in the Horn, East and Southern Africa, *Feminist Media Studies* 17(5), 899-902.
- Keller, J.M., Mendes, K., & Ringrose, J. (2016) 'Speaking "unspeakable" things: Documenting Digital Feminist Responses to Rape Culture', *Journal of Gender Studies*, 27(1): 22-36.
- Kim, J. (2017). #iamafeminist as the "mother tag": feminist identification and activism against misogyny on Twitter in South Korea. *Feminist Media Studies*, 17(5), 804.
- Loney-Howes, R., Mendes, K., Fernández Romero, D., Fileborn, B., & Núñez Puente, S. (2021) 'Digital Footprints of #MeToo', *Feminist Media Studies*. DOI [10.1080/14680777.2021.1886142](https://doi.org/10.1080/14680777.2021.1886142)
- Mahali, A. (2017). 'Without community, there is no liberation': #BlackGirlMagic and the rise of Black woman-centred collectives in South Africa. *Agenda: Empowering Women for Gender Equity*, 31(1), 28.
- Mendes, K., Ringrose, J., and Keller, J. (2019) *Digital Feminist Activism: Girls and Women Fight Back Against Rape Culture*. Oxford: Oxford University Press.
- Mendes, K. & Ringrose, J. (2019) 'Digital Feminist Activism: #MeToo and the everyday experiences of challenging rape culture' in Bianca Fileborn and Rachel Loney-Howes (eds.) *#MeToo & the politics of social change*. Basingstoke: Palgrave Macmillan.
- Mendes, K., Belisário, K., and Ringrose, J. (2019) 'Digitized Narratives of Rape: Disclosing Sexual Violence Through Pain Memes' In Ulrika Andersson, Monika Edgren, Lena Karlsson and Gabriella Nilsson (eds.) *Rape Narratives in Motion*. Basingstoke: Palgrave Macmillan.
- Mendes, K., Keller, J., and Ringrose, J. (2018) 'Digitized Narratives of Sexual Violence: A case study of #BeenRapedNeverReported and Who Needs Feminism?' *New Media & Society*. 21(6): 1290-1310.
- Puente, S.N., D'Antonio Maceiras, S. and Fernández Romero, D. (2019). Twitter Activism and Ethical Witnessing: Possibilities and Challenges of Feminist Politics Against Gender-Based Violence. *Social Science Computer Review*. <https://journals.sagepub.com/doi/full/10.1177/0894439319864898>
- Olson, C.C. (2016) '#BringBackOurGirls: digital communities supporting real-world change and influencing mainstream media agendas', *Feminist Media Studies*, 16(5): 772-87.
- Puente, S.N. (2011) 'Feminist cyberactivism: Violence against women, internet politics and Spanish feminist praxis online', *Continuum: Journal of Media and Cultural Studies*, 25(3): 333-346

Rapp, L., Button, D.M., Fleufy-Steiner, B. & Fleury-Steiner, R. (2010) 'The Internet as a Tool for Black Feminist Activism: Lessons From an Online Antirape Protest', *Feminist Criminology*, 5(3): 244-262.

Rentschler, C. (2015) '#Safetytipsforladies: Feminist Twitter Takedowns of Victim Blaming', *Feminist Media Studies*, 15(2): 353-56.

Rentschler, C.A. (2014) 'Rape Culture and the Feminist Politics of Social Media', *Girlhood Studies*, 7(1), 65– 82.

Ringrose, J. & Lawrence, E. (2018) Remixing misandry, manspreading, and dick pics: networked feminist humour on Tumblr, *Feminist Media Studies*, 18:4, 686-704, DOI: 10.1080/14680777.2018.1450351

Skalli, L. H. (2014) Young women and social media against sexual harassment in North Africa, *The Journal of North African Studies*. 19(2), 244-258.

Tambe, A. (2018). Reckoning with the Silences of# MeToo. *Feminist Studies*, 44(1), 197-203

Villesèche, F., Muhr, S. L., & Śliwa, M. (2018). From radical black feminism to postfeminist hashtags: Re-claiming intersectionality. *Ephemera: Theory & Politics in Organization*, 18(1), 1–16.

Williams, S. (2016) '#SayHerName: using digital activism to document violence against black women', *Feminist Media Studies*, 16(5): 922-25.

Week 10: Nov 22, 2022 *Gender, Activism, and Media Production – Creative Session*

- This week we will explore why and how activists have created their own media to challenge gender norms, including zines, newspapers, and blogs.
- We will get the chance to create our own media artefacts for activist purposes.

Key Readings:

Emily M. Gray, Joanna Pollitt & Mindy Blaise (2021) 'Between activism and academia: zine-making as a feminist response to COVID-19,' *Gender and Education*, DOI: [10.1080/09540253.2021.1931045](https://doi.org/10.1080/09540253.2021.1931045)

Zobl, Elke (2009) 'Cultural Production, Transnational Networking, and Critical Reflection in Feminist Zines', *Signs*, 35(1): <https://doi.org/10.1086/599256>

Clarke, Lewis, Cummings, James, Hakim, Jamie, Redfern, Laura, and Young, Ingrid (2021) *Digital Intimacies Zine*. Available at: https://drive.google.com/file/d/1SHz9_3nPHogXc4EwrUxRpn-Kp8hocUND/view?usp=sharing

Further Readings:

Bayerl, Katherine (2000) 'Mags, Zines, and gURLs: The Exploding World of Girls' Publication' *Women's Studies Quarterly*, Fall - Winter, 2000, Vol. 28, No. ¾: 287-292.

Chidgey, Red (2013) *Reassess Your Weapons: the making of feminist memory in young women's zines*, *Women's History Review*, 22:4, 658-672.

Dunn, Kevin & Farnsworth, May Summer (2012) “We ARE the Revolution”: Riot Grrrl Press, Girl Empowerment, and DIY Self-Publishing, *Women's Studies*, 41:2, 136-157.

Forster, Laurel (2016) Spreading the Word: feminist print cultures and the Women's Liberation Movement, *Women's History Review*, 25:5, 812-831.

Kempson, Michelle (2015) ‘My Version of Feminism’: Subjectivity, DIY and the Feminist Zine, *Social Movement Studies*, 14:4, 459-472.

Payne, Jenny Gunnarson (2012) ‘The logics of Sisterhood: Intra-feminist debates in Swedish feminist zines’. *European Journal of Women's Studies*. 19(2):187-202.

Piepmeyer, Alison (2009) *Girls Zines: Making Media, Doing Feminism*. New York: New York University Press.

Week 11: Nov 29, 2022 1-1 Assignment Meeting Support

- Instead of having class this week, you will get the chance to have a 1-1 meeting to go over questions for your academic assignments.

Week 12: Dec 6, 2022 Course Wrap Up

- This week will give us the opportunity to wrap up, answer any final questions, or review key ideas from the course.
- We will also go over expectations for your final assignments.

Important Policies

Academic Consideration for Missed Work: Students must provide valid medical or supporting documentation in order to receive accommodation for missed work worth 10% or more of the final grade in the course. All required documentation for absences must be submitted to the Academic Counselling office of a student's Home Faculty. 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.

Western's policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. The student medical certificate is available at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation: When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and the Academic Counselling office of

their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work and are encouraged to make appropriate decisions based on their specific circumstances.

Accessibility Options: Students with disabilities or accessibility challenges should work with Accessible Education (formerly SSD http://academicsupport.uwo.ca/accessible_education/index.html), 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](#). Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/academics/examinations/accommodated_exams.html

Scholastic 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

A Note on Plagiarism: Students must write their assignments in their own words. Whenever students take an idea 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 scholastic offence.

Plagiarism Checking: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for 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. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Mental Health: Students who are in emotional/mental distress should refer to Mental Health@Western (www.uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](http://www.uwo.ca/academic_counselling/).

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html .To connect with a case manager or set up an appointment, please contact support@uwo.ca.

2022-2023