Course Code & Name	COM 312 / IGS 744 / JSC 688 Media and Gender
Section, Class Time, & Locations	Section 11, T: 5:00 pm - 7:29 pm, Fine Arts Building (SFA) 108
Instructor	Dr. Gretchen King Email: gretchen.king@lau.edu.lb Web page: www.gretchenk.net Office: Nicol 219D (just inside CommArts office) Office Hours: MTW Noon-2pm
Credits Hours	3
Semester	Spring 2020

Course Description

This course introduces students to the study of gender differences and gender role stereotypes as they affect communication in various contexts (interpersonal relationships among friends, family, and romantic partners, within organizations, and media/advertising) and the implications and consequences of each. Prerequisite(s) for undergraduates: ENG 101

Course Learning Outcomes

At the completion of this course, students will:

- Identify major concepts related to feminist studies and the study of women and men in the media and culture at large;
- Observe how gender intersects with structural inequalities of race and class and how this is reflected in media and communication practices and the lived experience of individuals;
- Apply feminist and gender concepts and relevant methodologies to the critical study of the representation of women and men in the media and of stereotypical gender roles in society;
- Demonstrate a general knowledge of the changing representations of women across media;
- Demonstrate how different forms of media can raise awareness of social issues related to gender rights and social justice.

Teaching/Learning Methods

- Active learning methods/applied methods: Students will use course concepts in expressing critical thinking and as tools for activism;
- Critical inquiry methods: Students will conduct critical analysis of various media texts and multimedia works using various theories and approaches;
- Research methods: Students will engage in research and analysis;
- Experiential methods: The instructional method and teaching philosophy for this course is lecture-discussion-creation. Students are encouraged to ask questions, add to/lead the discussion, and will collaborate together in group work as a key component of learning;
- Activist knowledge: This course will draw on activist knowledge through the assigned materials and discussion.

Course Materials/Technologies

- Blackboard: There are no required textbooks for this course. Blackboard is the proprietary course management software system supported by LAU. In this course, Blackboard will be used primarily as an information repository and clearinghouse for course reading materials and assignment management by the professor. However, other uses of Blackboard may be announced during the semester. For this reason, each student is required to check Blackboard regularly for new materials, announcements, updates and other important information. Students

are responsible for reporting any problems accessing materials or submitting assignments on Blackboard, before the deadline, otherwise your grade will be affected.

Assignments

- *Blog Posts (10%):* Before class students will post a written response (500 words max for undergraduate and 1000 word max for graduate students, excluding references) to discussion questions for the assigned readings. Blog posts will be shared during class discussion and will be graded complete/incomplete with no late submissions allowed;
- *Presentation (10%):* From Weeks 4 to 6, each student will facilitate a class discussion and activity for 20 minutes (maximum) using the resources to be assigned under Student Presentations in the syllabus. Students have the option to work in teams of two or present solo;
- *Field Visit Reflection (10%):* Each student will prepare a brief reflection based on an observation and note taking assignment (2 pages for undergraduates and 4 pages for graduates, excluding references);
- *Media Analysis (10%):* Students will use course concepts to write a critical media analysis (3-4 pages for undergraduates, 6-8 pages for graduates, excluding references);
- *Campaign (20%):* Students will work in groups to develop a communication campaign proposal that addresses gender injustice in the media. Assignment components will include a short research paper about the problem and a campaign map. You will not have to implement the campaign;
- *Research Paper (30%):* Students will conduct research of academic and non-academic literature on any topic related to media and gender. For undergraduate students, the research paper will be submitted in two parts--a draft (RPa) that will be graded in/complete and then a revised draft based on guidance from the Writing Center and instructor for grading. For undergraduates, the draft and final papers should be 9-10 pages in length, excluding references. Graduate students have the option to submit a draft for feedback and final papers must be 15-17 pages in length excluding references. For all students, topics and research questions must be approved by the instructor.

Extra Credit (up to 5%)

There will be one opportunity to complete an assignment for extra credit. It will be based on an exercise related to an activity undertaken outside the university. Details will be provided as the semester progresses.

Course Grading Distribution (and Deadlines)

Participation and Punctuality*	10
Completing Blog Posts (before class)	10
Presentation (to be assigned Weeks 4-6)	10
Field Visit Reflection (Feb. 9)	10
Media Analysis (Mar. 1)	10
Campaign (Presentation: Apr. 28, Materials: May 3)	20
Research Paper (Abstract & Bibliography: Mar. 22, Draft Paper: Apr. 19, Final Paper: Apr. 26)	30
Maximum Possible Points	100

See Course Policies below.

Weekly Schedule/Themes/Assignments

The content and/or evaluation scheme in this course is subject to change. In such a case, every effort will be made to obtain a consensus agreement from the class.

Module 1: Gender and Feminism

This module will introduce students to key concepts and issues within feminist theory, and provide a general overview of critical feminist thought in the field today. The course will highlight global trends in feminism and women's rights, with a focus on Middle East and Arab feminisms and other locally-specific gender and women's rights platforms. This module will familiarize students with key issues will include sex and sex differences, gender, and femininities and masculinities.

Jan. 21: Introduction to "Feminisms"

Readings
- TO READ IN-CLASS: hooks, b. (2000). *Feminism is for everybody: Passionate politics* [excerpts]. Retrieved from: https://excoradfeminisms.wordpress.com/2010/07/14/bell-hooks-feminism-is-for-everybody/
- TO READ IN-CLASS: Makdisi, J. S. (2014). Huqouq almarʾa: Feminist Thought and the Language of the Arab Women's Movement. In Makdisi, J. S., Bayoumi, N., Sidawi, R. R., Khoury, E., Centre for Arab Unity Studies (Beirut, Lebanon), & Lebanese Association of Women Researchers (Eds.) *Arab Feminisms: Gender and Equality in the Middle East*. London: I.B. Tauris.

Assignment
- Blog Post #1 Due in Class

Resources
- Bettina, A. (2019). A working definition of feminism [video]. Retrieved from: https://www.coursera.org/learn/feminism-social-justice
- Combahee River Collective (1977). A Black Feminist Statement. In G. Hull, P. Scott, and B. Smith (Eds.) *All the Women are White, All the Blacks are Men, But Some of Us Are Brave.* New York: The Feminist Press, 1982. 13–22. Retrieved from: https://monthlyreview.org/2019/01/01/a-black-feminist-statement/
- The history of the women's movement in Lebanon. Retrieved from: https://womeninleadership.hivos.org/timeline/
- Mohanty, C. (2003). "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles. *Signs*, 28(2), 499-535. Retrieved from: https://www.journals.uchicago.edu/doi/10.1086/342914
- Jad, I. (2003). The 'NGOization'of the Arab women's movements. *Al-Raida Journal*, 38-47. Retrieved from: http://www.alraidajournal.com/index.php/ALRJ/article/view/442

Jan. 28: Gender, Sex, and Sexuality

Readings
- Fausto-Sterling, A. (1993). The five sexes: Why male and female are not enough. *The Sciences, 33*(2), 20. Retrieved from: https://www.researchgate.net/publication/239657377_The_Five_Sexes_Why_Male_and_Female_are_not_Enough
- West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender and Society*, 1(2), 125-151. Retrieved form: https://www.gla.ac.uk/0t4/crcees/files/summerschool/readings/WestZimmerman_1987_DoingGender.pdf

- Joseph, S. (1993). Gender and relationality among Arab families in Lebanon. *Feminist Studies*, 19(3), 465-486. Retrieved from: https://www.jstor.org/stable/pdf/3178097.pdf
- Serano, J. (2009). Coming to terms with transgenderism and transsexuality. In *Whipping girl : A transsexual woman on sexism and the scapegoating of femininity.* Berkley: Seal Press. Retrieved from: https://solidarity-us.org/files/Whipping Girl chapter 1.pdf

Assignment
- Blog Post #2 Due before Class

Resources
- Éwanjé-Épée, F. B., & Magliani-Belkacem, S. (2013). The empire of sexuality: An interview with Joseph Massad. *Jadaliyya.* Retrieved from: https://www.jadaliyya.com/Details/28167
- Najmabadi, A. (2005). *Women with mustaches and men without beards: Gender and sexual anxieties of Iranian modernity.* Berkeley: University of California Press. Retrieved from: https://teyit.org/wp-content/uploads/2017/06/Afsaneh-Najmabadi-Women-with-Mustaches-and-Men-without-Beards_-Gender-and-Sexual-Anxieties-of-Iranian-Modernity-University-of-California-Press-2005.pdf
- Najmabadi, A. (2014). *Professing selves: Transsexuality and same-sex desire in contemporary Iran* [excerpts]. Durham: Duke University Press.
- Day, S. (2017, June 30). Izzadine out loud: trans, Palestinian and proud. *Mondoweiss*. Retrieved from: https://mondoweiss.net/2017/06/izzadine-trans-palestinian/

Feb. 4: Intersectionality and Masculinities

Readings
- Hill Collins, P. (2015). Intersectionality's definitional dilemmas. *Annual Review of Sociology*, 41(1), 1-20. Retrieved from: https://www.annualreviews.org/doi/full/10.1146/annurev-soc-073014-112142
- Davis, K. (2008). Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. *Feminist Theory,* 9(1), 67–85.
- Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept [excerpts]. *Gender and Society*, 19(6), 829-859. Retrieved: https://www.etnologia.uw.edu.pl/sites/default/files/hegemonic_masculinity_connell_and_messerschmidt.pdf
- Hasso, F.S. (2018, October 22). Decolonizing Middle East Men and Masculinities Scholarship: An Axiomatic Approach. *Jadaliyya*. Retrieved from: https://www.jadaliyya.com/Details/38079

Assignment
- Blog Post #3 Due before Class

Resources
- Lorde, A. (1984). Sister Outsider: Essays and Speeches [excerpts]*.* Freedom: The Crossing Press*.* Retrieved from: http://www.uuliveoak.org/pdfs/worship_9-04-09_excerpts_no_hierarchy_of_oppressions.pdf
- Israel/Palestine Mission Network of the Presbyterian Church (2018). Chapter 2: An Intersectional Approach to Justice [videos]. *Why Palestine Matters The Struggle To End Colonialism*. Retrieved from: https://whypalestinematters.org/chapter-2-videos
- Crenshaw, K. (2016). The urgency of intersectionality [video]. Retrieved from: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
- Davis, A. (9 October 2017). Revolution today [video]. CCCB. Retrieved from: https://www.cccb.org/en/multimedia/videos/angela-davis/227656

- Tadros, M. (2016). Challenging reified masculinities. *Journal of Middle East Women's Studies,* 12(3), 323-342. Retrieved from: https://www.researchgate.net/publication/309754649_Challenging_Reified_Masculinities_Men_as_Survivors_of_Politically_Motivated_Sexual_Assault_in_Egypt
- Marwick, A.E., & Robyn Caplan, R., (2018) Drinking male tears: language, the manosphere, and networked harassment, *Feminist Media Studies*, 18:4, 543-559.
- *Tough Guise 2: Violence, Manhood & American Culture* [watch trailer and read transcript]: https://www.toughguise2.org/

Field Visit Reflection Due
- **Sunday (February 9) at 11pm**

Module 2: Media, Culture, and Representation
This module will introduce students to the major themes and trends in current critical media studies, with a focus on the normative gender representation across media platforms. This module will ask students to think critically about the ways that media not only perpetuates damaging stereotypes and ideals – especially about beauty and the female body – but how it contributes to changing norms and ideals. Students will also be introduced to issues specific to gender and media, such as normalized gender-based violence and rape culture, and the portrayal of certain societal biases within new reporting and other media outlets.

Feb. 11: Feminist Media Studies

Readings
- Laughey, D. (2007). Chapter 6: Feminisms and gender. *Key themes in media theory*. Maidenhead, England: Open University Press.
- Carter, C. (2012). Sex/Gender and the Media From Sex Roles to Social Construction. In K. Ross (Ed.), *The Handbook of Gender, Sex, and Media.* Malden, MA: Wiley-Blackwell.
- Litosseliti, L. (2013). Putting gender and language on the map. In *Gender and language: Theory and practice* (pp. 13-25). London: Routledge. Retrieved from: https://dl1.cuni.cz/mod/resource/view.php?id=303771
- Mulvey, L. (1975). Visual pleasure and narrative cinema. *Screen,* 16(3), 381–389.

Assignment
- Blog Post #4 Due before Class

Student Presentations
- Jreijiry, R. (2017). Female stereotypes in Lebanese contemporary songs: A case study of ten songs. *Alternatif Politika*, 9(2): 214-227. Retrieved from: https://www.ceeol.com/search/article-detail?id=544700
- Feminist Frequencies (2013, November 18). Ms. Male Character—Tropes vs Women in Video Games [video]. Retrieved from: https://youtu.be/eYqYLfm1rWA
- Berger, J. (1972). Ways of Seeing - Episode 2 [video]. Retrieved from: https://www.youtube.com/watch?v=m1GI8mNU5Sg
- Salamandra, C. (2012). The Muhannad Effect: Media Panic, Melodrama, and the Arab Female Gaze. *Anthropological Quarterly*, 85(1): 45-77. Retrieved from: https://lup.lub.lu.se/search/publication/1ed48038-714f-44ef-a4cc-207c14a9db4a
- Moss, M. (2019, April 3). Thoughts on a Queer Gaze. Retrieved from: https://www.3ammagazine.com/3am/thoughts-on-a-queer-gaze/
- Feminist Frequencies (31 March 2016). Body Language & The Male Gaze from #Tropes vs Women in Video Games [video]. Retrieved from: https://feministfrequency.com/video/body-language-the-male-gaze/

- Fe-male (2014). "Image Upon Request" Documentary [video]. Retrieved from: https://www.weeportal-lb.org/file/913

Feb. 18: Orientalist and Imperialist Discourses

Readings
- Abu-Lughod, L. (2013). "Do Muslim Women (Still) Need Saving?" In *Do Muslim women need saving?* Harvard University Press.
- Chan-Malik, S. (2011). Chadors, Feminists, Terror: The Racial Politics of U.S. Media Representations of the 1979 Iranian Women's Movement. *The ANNALS of the American Academy of Political and Social Science*, 637(1): 112–140.
- Stabile, C. A., & Kumar, D. (2005). Unveiling imperialism: Media, gender and the war on Afghanistan. *Media, Culture & Society*, 27(5): 765-782. Retrieved from: https://www.researchgate.net/publication/258170740_Unveiling_imperialism_Media_gender _and_the_war_on_Afghanistan
- Alhayek, K. (2014). Double Marginalization: The Invisibility of Syrian Refugee Women's Perspectives in Mainstream Online Activism and Global Media. *Feminist Media Studies*, 14(4): 696-700. Retrieved from: https://www1.villanova.edu/content/dam/villanova/mission/mandm_assets/2016workshop/S yrian_Refugee_Women.pdf

Assignment
- Blog Post #5 Due before Class

Student Presentations
- Ibroscheva, E. (2013). The First Ladies and the Arab Spring: A textual analysis of the media coverage of the female counterparts of authoritarian oppression in the Middle East. *Feminist Media Studies*, 13(5): 871-880. Retrieved from: https://www.tandfonline.com/doi/abs/10.1080/14680777.2013.838377
- Amrane Minne, D.D. (2007). Women at War: The Representation of Women in The Battle of Algiers. *Interventions*, 9(3): 340-349.
- Canaan Khoury, B. (2004) Women in Struggle [video]. Retrieved from: https://www.cultureunplugged.com/play/848/Women-in-Struggle
- Alsaafin, L. (2014, Oct 17). Objectifying female fighters. Retrieved from: https://www.opendemocracy.net/en/north-africa-west-asia/objectifying-female-fighters/
- Abu-Lughod, L. (2013). Topless protests raise the question: Who can speak for Muslim women? *The National*. Retrieved from: https://www.thenational.ae/topless-protests-raise-the-question-who-can-speak-for-muslim-women-1.455362

Feb. 25: Advertising, Media, and the Body

Readings
- Eisend, M. (2019). Gender roles. *Journal of Advertising*, 48(1), 72-80.
- Heiss, S. N. (2011). Locating the bodies of women and disability in definitions of beauty: An analysis of Dove's campaign for real beauty. *Disability Studies Quarterly, 31*(1).
- Brooks, A. (2006). Under the knife and proud of it: An analysis of the normalization of cosmetic surgery. In S. Pfohl, A. Van Wagenen, P. Arend, A. Brooks, & D. Leckenby (Eds.), *Culture, power, history: Studies in critical sociology* (pp. 23–58). Leiden, The Netherlands and Boston, MA: Brill.
- Mahadeen, E. (2015). Media, State, and Patriarchy: Discourses of state control in Jordanian discussions of virginity. *Feminist Media Studies*, 15(5): 763-778. Retrieved from: https://www.tandfonline.com/doi/abs/10.1080/14680777.2015.1028422

- RESOURCE: El Haddad, N., and Salem, L. (2013). Advertising Law in Lebanon.

Assignment
- Blog Post #6 Due before Class

Student Presentations
- Media Education Foundation (2010). Killing us Softly: Advertising's Image of Women. Documentary with Jean Kilbourne (45 mins). Retrieved from: https://vimeo.com/260271990
- Gökarıksel, B. & McLarney, E. (2010). Introduction: Muslim Women, Consumer Capitalism, and the Islamic Culture Industry. *Journal of Middle East Women's Studies Special Issue: Marketing Muslim Women* 6(3): 1-18. Retrieved from: https://www.researchgate.net/publication/250180061_Introduction_Muslim_Women_Consumer_Capitalism_And_The_Islamic_Culture_Industry
- Lee, M. (2012). Mediating Women Workers in Fair Trade and Sweatfree Production. *Feminist Media Studies*, 12:2, 306-309. Retrieved from: https://www.tandfonline.com/doi/abs/10.1080/14680777.2012.670002
- Fejes, F. (2002). Advertising and the Political Economy of Lesbian/Gay Identity. Meehan, E. R., & Riordan, E. (Eds.), *Sex and money : Feminism and political economy in the media*. University of Minnesota Press.
- Doherty, S.B. (2008). Cosmetic Surgery and the Beauty Regime in Lebanon. *Middle East Report*, No. 249, pp. 28-31. Retrieved from: https://www.jstor.org/stable/25164877
- Salime, Z. (2014). New feminism as personal revolutions: Microrebellious bodies. *Signs*, 40(1): 14-20.
- Yasmine, R., & Sukkar, B. (2018). In the Pursuit of Reproductive Justice in Lebanon. *Kohl: a Journal for Body and Gender Research,* 4(2): 151-172. Retrieved from: https://kohljournal.press/pursuit-rj-lebanon.

Media Analysis Due
- **Sunday (March 1) at 11pm**

Module 3: Political Economy of Media

This module focuses on the different ways that media becomes meaningful and valuable across various platforms and in front of various audiences. With a specific focus on gender, sex, sexuality, and capitalism, this module will help students to develop an understanding of what a political economy analysis means and how it is critical for any work on critical media studies. This module will ask students to think critically about the various social, political, economic, and legal pressures that demand media imagery and the industry more broadly to respond, and what terms such as "censure" mean today.

Mar. 3: Feminist Political Economy of Communication

Readings
- Riordan, E. (2002). Intersections and new directions: On feminism and political economy. Meehan, E. R., & Riordan, E. (Eds.), *Sex and money : Feminism and political economy in the media.* University of Minnesota Press.
- Lee, M. (2011). A Feminist Political Economy of Communication. *Feminist Media Studies,* 11:1, 83-87.
- Byerly, C., & Ross, K. (2006). Women and production: gender and the political economy of media industries. *Women and Media: A Critical Introduction*, 75-96.

- Mellor, N. (2013). Gender boundaries inside pan-Arab newsrooms. *Journal of Gender Studies*, 22(1), 79-91. Retrieved from: https://www.tandfonline.com/doi/abs/10.1080/09589236.2012.730814
- RESOURCE: Reporters without Borders (2018). Media Ownership Monitor Lebanon (Report). Retrieved from: http://lebanon.mom-rsf.org/en/
- RESOURCE: Lorde, A. (1997). Age, race, class, and sex: Women redefining difference. *Cultural Politics*, *11*, 374-380.
- RESOURCE: Video: Angela Davis on political economy: https://www.youtube.com/watch?v=iKlxMkGpMLo

Assignment
- Blog Post #7 Due before Class

Mar. 10: Infrastructure - Gendered Violence and Oppression

Readings
- Gurumurthy, A. (2017). A history of feminist engagement with development and digital technologies. Retrieved from: https://www.apc.org/sites/default/files/HistoryOfFeministEngagementWithDevelopmentAndDigitalTechnologies.pdf
- Kee, J. (2006). Cultivating violence through technology? Exploring the - Connections between Information Communication Technologies (ICT) and Violence Against Women (VAW) [*read excerpts*]. Retrieved from https://www.apc.org/sites/default/files/VAW_ICT_EN.pdf
- Noble, S. (2018): Introduction. *Algorithms of Oppression*. NYU Press.
- RESOURCE: Radloff, J. (2013). Digital Security as Feminist Practice. *Feminist Africa*. 145-155.
- RESOURCE: Association for Progressive Communications (2016). Feminist Principles of the Internet - Version 2.0. Retrieved from https://www.apc.org/en/pubs/feminist-principles-internet-version-20
- RESOURCE: Shephard, N. (2016). Big data and sexual surveillance. Association for Progressive Communications. Retrieved from https://www.apc.org/en/pubs/big-data-and-sexual-surveillance
- RESOURCE: Karama, S. (2017): Online Harassment of Politically-Active Women: An Overview. Retrieved from: https://xyz.informationactivism.org/en/online-harassment-of-politically-active-women-overview
- RESOURCE: Odeh, S. (November 2018). A violent network: Gender-based violence against Palestinian women in virtual space. 7amleh – The Arab Center for the Development of Social Media and the Kvinna till Kvinna Foundation. Retrieved from: https://www.apc.org/en/pubs/violent-network-gender-based-violence-againstpalestinian-women-virtual-space

Assignment
- Blog Post #8 Due before Class

Activity
- Research Workshop at LAU Library

Mar. 17: Commodification and Hegemony

Readings
- Goldman, R., Heath, D., & Smith, S. L. (1991). Commodity feminism. *Critical studies in Media Communication*, 8(3), 333-351.
- Engstrom, E. (2008). Unraveling The Knot: Political Economy and Cultural Hegemony in Wedding Media*. Journal of Communication Inquiry*, 32(1), 60–82. Retrieved from: https://doi.org/10.1177/0196859907306833
- RESOURCE: Catalyst, a feminist magazine that celebrates love but takes a critical look at weddings. Retrieved from: https://www.catalystwedco.com/about-us/

Assignments
- Blog Post #9 Due before Class
- Bring Draft Abstract to Class for Peer-review

Abstract and Bibliography for Research Paper Due
- **Sunday (March 22) at 11pm**

Module 4: Media Activism

With the advent of new media technologies and their increasing availability through personal electronic devices – primarily cellphones – media is slowing entering the hands of those not specifically within the media industry or the focus of it. This module will explore the ways that new circulations of media, and specifically social media, are encouraging new types of activist campaigns and outreach across a much larger audience. The rise of media activism is especially potent in the Middle East and Arab countries, and feminist activism has been incredibly successful over the past few years in mobilizing such media campaigns. Students will identify how feminists and other social justice activists are now using media technologies as part of their campaigning, and the effects of such campaigning. Students will specifically focus on feminist activism in the region and in Lebanon, where recent successes such as the overturning of the "marry your rapist" legal statue are owed to media mobilizations successfully maneuvered by feminist groups like KAFA! and ABAAD.

Mar. 24: Women's Media Activism

Readings
- Skalli, L. H. (2006). Communicating Gender in the Public Sphere: Women and Information Technologies in the MENA. *Journal of Middle East Women's Studies* (2), S. 35-59.
- Byerly, C. M., & Ross, K. (2006). Toward a Model of Women's Media Action [Chapter 6]. In *Women and media: A critical introduction*.
- Al-Rawi, A. (2014). Framing the online women's movements in the Arab world. *Information, Communication & Society,* 17(9), 1147–1161.
- Sreberny, A. (2015). Women's digital activism in a changing Middle East. *International Journal of Middle East Studies*, 47(2): 357-361. Retrieved from: https://www.researchgate.net/publication/276136589_Women%27s_Digital_Activism_in_a_Changing_Middle_East
- RESOURCE: Magenya, S. (2019). A response to 'The age of the feminist influencer'. Retrieved from https://genderit.org/feminist-talk/response-age-feminist-influencer

Assignment
- Blog Post #10 Due before Class

Mar. 31: **Festival NEXT**

• *Details of course activities during Festival NEXT will be provided.*

Apr. 7: Organizing through Media

Readings
- WMC (2018, October 5). Media and #MeToo: How a movement affected press coverage of sexual assault. [report] Retrieved from: http://www.womensmediacenter.com/reports/media-and-metoo-how-a-movement-affected-press-coverage-of-sexual-assault
- Amin, B. (2019, March 18). Rape. Equality. Gender. Ignorance. Inside the Feminist Movement in Lebanon. Retrieved from: https://scenearabia.com/Life/abaad-NGO-rape-culture-feminist-movement-in-lebanon-ghida-anani
- Review various campaigns and be prepared to critique:
  - https://thisislebanon.org/about/
  - http://everydaysexism.com/
  - https://www.youtube.com/user/MarsaSexualHealth/
  - https://www.abaadmena.org/projects
  - https://www.kafa.org.lb/ar
  - https://www.youtube.com/user/AntiRacismMovementLB
- Review the 10 Tactics that feature 35 info-activism stories:
  - https://archive.informationactivism.org/en/tactic1video.html

Assignment
- Blog Post #11 Due before Class

Apr. 14: Campaign Work in Teams

Assignment
- Campaign Work Plan and Task List Due at End of Class

Apr. 21: Campaign Work in Teams

Apr. 28: Campaign Presentations

Draft Research Paper Due
- **Sunday (April 19) at 11pm**

Final Research Paper Due
- **Sunday (April 26) at 11pm**

Campaign Due
- **Sunday (May 3) at 11pm**

COURSE POLICIES

Participation and Punctuality

Punctuality in attendance, submitting assignments and appearing at appointments on time is absolutely mandatory. Attendance will be taken during every lesson. Please plan to come to class and to appointments 10-15 minutes before the scheduled time. **You will lose marks for participation by:**

- Missing classes
- Not coming to class and appointments on time
- Not taking part in discussion
- Not handing in assignments on time
- Not attentively listening to the instructor and classmates
- Looking at or using your mobile phone in class during lectures, discussion and exercises
- Using computers in the lab without permission
- Leaving class early without permission
- Disrupting the class in anyway (e.g. talking about issues not related to the class, working on assignments for other subjects, etc.)
- Please remember that reading the assigned texts every week will improve your ability to take part in class, and your overall mark. Reading is mandatory in this course.

Plagiarism: When in doubt, cite it out!

There will be zero tolerance for plagiarism of any kind. You may fail the course or be dismissed from the program entirely if you are caught. Ignorance is not an acceptable excuse. Plagiarism covers all class assignments and tests, including multimedia material and is not limited to text. Everything should be cited appropriately. For further information and assistance in determining when and how to properly cite your sources, please refer to the following resources:

- Definitions of plagiarism: http://turnitin.com/research_site/e_home.html
- University's Student Code of Conduct: http://catalog.lau.edu.lb/2014-2015/graduate/academic-rules-procedures.php

It is your responsibility to become familiar with the university's ethics policy, to know what is and is not a code violation, and to abide by the university's code of conduct. Violation of any policy will result on disciplinary action, including expulsion.

Sharing Assignments

Any sharing of assignments from previous or current semesters, using any previously completed work, or sharing of previously used test questions or video or audio material will be considered cheating. Both the person who shared his or her work and the person who used the previously completed work will be pursued with ethics charges. Sharing here refers to both written and multi-media material. Purchasing assignments is a special kind of violation that will be met with extra scrutiny and disciplinary action.

Course Readings

It is IMPERATIVE that you read ALL assigned readings. We will cover various topics and skills in a limited time period. It is not possible to cover every detail during lectures and discussions. In addition, learning the skills and ideas covered in this class will be frustrating if you don't familiarize yourself with them conceptually. You are expected to have a basic understanding of the material to be able to engage in discussions. The "Participation" portion of your grade will be negatively affected, otherwise.

Tips for Success

- Read all assigned readings;
- Do not miss classes;
- Submit assignments on time;
- Participate and listen attentively in class;

- Talk to your instructor if you feel like you are not understanding, or behind in work.

LAU POLICIES AND REGULATIONS

Student Code of Conduct - Academic Violations
The following table defines the sanction(s) associated with each violation. In some cases, and when the violation is too general, a range of sanctions is set for the pertinent committee to choose from depending on the specifics of each case. As for the second offense, the set sanctions apply regardless whether the violation has taken place in the same course or a different one, within the same semester or not.

Code #	Violation	1st Offense	2nd Offense
Cheating			
2.2.1	Using material or equipment (including mobile phones, electronic tablets, i-pads, calculators, and other devices) that is not authorized by the instructor in an examination, project, or graded assignment	zero on the deliverable with a warning	F on the course with a warning
2.2.2	Cheating, copying, collaborating with or aiding another Student in a manner not permitted by the instructor on an examination, project, or other graded assignment	zero on the deliverable with a warning	suspension
2.2.3	Distributing or aiding in the distribution of previous exams without authorization of the instructor	double warning – suspension	suspension – expulsion
2.2.4	Stealing, reproducing, or circulating an examination or other graded assignment before it has been administered	suspension	expulsion
2.2.5	Impersonating another Student or allowing another Student to impersonate one's self during an examination, presentation, or other graded assignment	suspension for both	expulsion
2.2.6	Impersonating an assistant, staff member, or faculty member for the purpose of (a) proctoring examinations without authorization or permission or (b) obtaining confidential information regarding coursework or examinations	suspension – expulsion	expulsion
2.2.7	Receiving, purchasing or selling a project, paper, or any academic document and presenting it as work other than that of the author	suspension – expulsion	expulsion
2.2.8	Submitting identical papers or coursework for credit in more than one class without the permission of the instructor	zero on the deliverable with a warning	F on the course with a warning
Plagiarism and Copyright Violations			
2.2.9	Failing to attribute language or ideas to their original source by not crediting the original author with an appropriate acknowledgement or citation	zero on the deliverable with a warning	F on the course with a warning
2.2.10	Using photocopied or electronic copies of textbooks, compact disks, films, music, online course materials, and other content beyond the fair use policy within University Premises	warning	double warning
2.2.11	Using copyrighted materials, including in written research reports and papers, without obtaining required permission, if any, from the rights holder	warning	double warning

Unauthorized Sale, Distribution, or Use of Course Materials			
2.2.12	Recording any lecture or presentation for personal use or public distribution without the prior consent of the course instructor. This applies to the unauthorized use of any medium including but not limited to mobile phones, electronic tablets, i-pads recorders, films, and other devices	warning	double warning
2.2.13	Selling academic materials by any Student, club, or group. This includes but is not limited to lectures, course recordings, class notes, and previous exams	warning	double warning

Special Needs and Disabilities

If you are a student with a documented disability or special need, who requires accommodations, please bring to me the official paperwork as early as possible, and I will be glad to accommodate.

University Attendance Policy

1. Students are expected to attend all classes.
2. For valid reasons, supported by a note from a doctor or counselor, students may miss classes for a maximum equivalent to 2 regular weeks.
3. When exceeding the maximum number of absences, it is the instructor's prerogative to ask the concerned student to stop attending and drop the course. In this case, it is the student's responsibility to drop the course, otherwise a grade of "F" or "NP" will be given.
4. In exceptional justified cases (long illness, etc…), where absences exceed the maximum, the student has to petition to the department Chair to be allowed to stay in the course.
5. Students are held responsible for all the material presented in the classroom, even during their absence.

Withdrawal Policy

WI = Early Withdrawal; WP = Withdrawal/Pass; WF = Withdrawal/Fail

1. A student who withdraws after the Drop/Add period and by the end of the 5th week of classes (10th day of classes for Summer Modules) will obtain a "WI" on that particular course. The student may process such request directly through the Registrar's Office.
2. A student who withdraws from a course between the 6th week and the end of the 10th week of classes (18th day of classes for Summer Modules) will receive either a "WP" or a "WF". "WP" or "WF" will be determined by the instructor based on the achieved academic performance in that course till the time of withdrawal.
3. The "WI" and the "WP" will not count as a Repeat; whereas the "WF" will count as a Repeat. (Note that LAU policy allows students to repeat a course up to two times only).
4. "WI", "WP" and "WF" will not count towards the GPA calculation.
5. **Deadline for the "WP" and "WF" withdrawal from courses**: check university calendar (It is the student's responsibility to drop the course)

Format and Guidelines for Papers and Assignment

All research papers should follow APA style and format, be typed, double-spaced, spell-checked, proofread, have one-inch margins, and use 12-point Times News Roman font. See Purdue OWL's APA Style and Formatting Guide: https://owl.english.purdue.edu/owl/resource/560/01/. Spelling, punctuation, syntax and grammar are essential components of writing. If it is clear that you did not take the time to revise and edit your paper, you will lose major points, in accordance with the grading rubric. You are highly encouraged to use the Writing Center to improve your papers. Book an appointment online or email the LAU Writing Center at writing.center@lau.edu.lb. Website: http://sas.lau.edu.lb/english/facilities/writing-center.php

Policy on Late Work

Work is due on the assigned date and time in the weekly schedule. Students will lose marks for handing in late work and their "Participation" grade will be affected. AFTER ONE WEEK, UNSUBMITTED ASSIGNMENTS WILL RECEIVE A ZERO. If there are extenuating circumstances, contact your instructor well before the due date. In all cases you are responsible for getting your work in on time. Technical problems always occur. So, don't wait till the last minute to submit.

Incomplete Coursework

The course grade "I" (Incomplete) will only be given under extenuating circumstances such as a major illness, death in the family or other unexpected emergencies. The student has to petition to the department Chair to receive an incomplete grade. Any incomplete work must be made up by a date planned with the instructor, but no later than the eighth week of the following semester (fall or spring). Otherwise, the grade of I is changed to an F (or an NP). It is the responsibility of the student to contact the instructor to make the arrangements for the completion of the incomplete work. In no case may incomplete work be made up after a lapse of one year from the end of the semester or module in which the grade of I was received.

Policy on Mobile Phones

Mobile phones should be turned off during class. You will lose "Participation" points if your cell phone or any other digital device is used without permission, including if a cell phone rings in class.

Course Online Evaluation

Completion of the online course evaluations is important for feedback and improvement. In order to improve the effectiveness of the educational process, all students are expected to submit their course evaluations by the last day of classes. Students who fail to complete the evaluation of all registered courses by the set deadline:

1. will not be able to access their course grades from Banner or Portal until two weeks after the end of the final exams period; and
2. will not be able to request transcripts.

Online evaluations are anonymous, and faculty and administrators never receive any information about who submitted the evaluation. Faculty do not receive the results of the evaluations until after the semester is over (several weeks after the grades are posted).

University Grading Scheme

90 and up: A 87 to 89: A-	83 to 86: B + 80 to 82: B 77 to 79: B -	73 to 76: C + 70 to 72: C 67 to 69: C -	63 to 66: D + 60 to 62: D Below 60: F