

# MA in International Studies on Media, Power, and Difference

## COURSE PLAN

**Name of the course:** Power and gender diversity in the media

**Code of the course:** 31972

**Term:** 1st

**Type:** Optional

**Number of credits:** 7.5 ECTS

**Teaching language:** English

**Teaching staff:** Pilar Medina-Bravo, Ph.D.

### 1. Overview

Media representations of men and women are unbalanced due to social discourses on gender. There are various cultural and social reasons for this imbalance but evidence is clear: in the media's reflection of society, less importance and significance are attached to women's activities. The media have the power to highlight one social representation at the expense of others. Currently, traditional models of masculinity and femininity coexist with new ones. Although they are not dominant in the media, these new models offer an opportunity for considering male and female roles in gender diversity.

The main aim of this subject is to analyse the different representations of gender identity in the media. Additionally, students will consider the power relations between men and women and how these relations are represented in the media. Other topics to be explored through readings and case studies include: how the media cover violence against women, gender stereotypes in advertising, 'intensive' motherhood in the press, (new) models of masculinity, and stereotypes of romantic love in fiction.

The subject aims to identify the main factors and considerations influencing the people and organizations involved in producing coverage, or any other kind of communication, of gender diversity, as well as examples of effective practice with a view to deriving transferable academic and professional lessons.

### 2. Course outline

1. **Conceptual Reflections on the 'sex' and 'gender'**
2. **Diversities and mistakes in the construction of gender identity**
3. **Intersectionality: Gender, Race and Culture.**

4. **The complex construction of masculinity. Beyond virility**
5. **Other Feminisms: Postfeminism, Ecofeminism.**
6. **Stereotypes and loving emotional intimacy in heterosexual couple**
7. **When intimacy hurts: the IPV**
8. **Women and Motherhood : option or obligation**
9. **Bicultural couples**

### **3. Assessment**

A Final Assignment is required: You have to choose one of the topics of the syllabus and write a research paper always related with communication issues. The paper should be 3500 - 5000 words and will be uploaded on Moodle.

Note: in order to evaluate the Final Assignment, 8 weekly non-graded activities are compulsory (to be discussed in the classroom and also to be uploaded in Moodle).

Students missing more than two sessions per module must provide satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the programme are the following:

- Health issues: Death or major illness in a student's immediate family; Injury or Illness that is too severe or contagious for the student to attend class; Confirmation of visit to a health care professional affirming date and time of visit.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Mandatory job attendance that cannot be rescheduled (in case of students doing an internship).

Whenever a student is absent for unknown reasons for more than two sessions, the instructor will penalize his or her final grade with one -1 for each non-justified absence.

### **4. Bibliography and teaching resources**

#### **4.1. Basic bibliography**

- BAUMAN, Z. (2000). *Liquid Modernity*. Cambridge, UK: Polity Press.
- BECK, U. & BECK-GERNSHEIM, E. [1995] (2002). *The Normal Chaos of Love*. Translated by M. Ritter and J. Wiebel. Cambridge, UK: Polity Press.
- BECK-GERNSHEIM, E. (2002). *Reinventing the Family: In Search of New Lifestyles*. Translated by P. Camiller. Malden, MA: Polity Press.
- BUTLER, J. (2004). *Undoing gender*. New York: Routledge.
- CONNELL, R.W. (1995). *Masculinities*. Cambridge: Polity Press.

GIDDENS, A. (1992). *The Transformation of Intimacy: Sexuality, Love, and Eroticism in Modern Societies*. Stanford, CA: Stanford University Press.

HAYS, Sh. (1996). *The Cultural Contradictions of Motherhood*. New Haven, CT: Yale University Press.

HOCHSCHILD, A.R. (2003). *The Commercialization of Intimate Life: Notes from Home and Work*. Berkeley, CA: University of California Press.

ILLOUZ, E. (1997). *Consuming the Romantic Utopia: Love and the Cultural Contradictions of Capitalism*. Berkeley, CA: University of California Press.

ILLOUZ, E. (2003). *Cold intimacies. The making of emotional capitalism*. Cambridge: Polity Press.

#### **4.2. Complementary bibliography**

JANKOWIAK, W.R. (2008). *Intimacies. Love and sex across cultures*. New York: Columbia University Press.

LASCH, C. (1979). *The Culture of Narcissism: American Life in an Age of Diminishing Expectations*. New York: W. W. Norton & Company.

RADWAY, J. A. (1984). *Reading the Romance: Women, Patriarchy, and Popular Literature*. Chapel Hill, NC: University of North Carolina Press.

SANCHEZ, L. and E. THOMPSON (1997). Becoming Mothers and Fathers: Parenthood, Gender, and the Division of Labor. *Gender and Society* 11:747–72.

#### **4.3. Teaching resources**

Films, reports, and commercials.

### **5. Methodology**

Sessions involve:

- Debate on the sessions
- Self learning from readings
- Individual tutorials with the teacher

At classroom: The session is previously prepared by the student (readings and an applied exercise). After a general presentation, the discussion group from reading given for each session and / or the material collected by the students begins. Each session ends with joint reflection of possible derivations for research and professional work. Students will be required to attend all classes and to participate in class discussion. This participation should reflect your understanding of the course materials, especially the readings, and you should come to class prepared to discuss these materials. We will work together to ensure the classroom is a respectful place that allows maximum opportunities for dialogue and interaction.

## 6. Planning of activities

<b>WEEK 1</b>	
<i>Class activities</i>	<i>Extra-curricular activities</i>
<i>Conceptual Reflections on the 'sex' and 'gender'</i>	Presentation of the course
<b>WEEK 2</b>	
<i>Class activities</i>	<i>Extra-curricular activities</i>
Discuss the topic <i>Diversities and mistakes in the construction of gender identity</i> according to the extra-curricular activity	Readings and applied exercise
<b>WEEK 3</b>	
<i>Class activities</i>	<i>Extra-curricular activities</i>
Discuss the topic <i>Intersectionality: Gender, Race and Culture</i> according to the extra-curricular activity.	Readings and applied exercise
<b>WEEK 4</b>	
<i>Class activities</i>	<i>Extra-curricular activities</i>
Discuss the topic <i>The complex construction of masculinity. Beyond virility</i> according to the extra-curricular activity.	Readings and applied exercise
<b>WEEK 5</b>	
<i>Class activities</i>	<i>Extra-curricular activities</i>
Discuss the topic <i>Other Feminisms: Postfeminism, Ecofeminism</i> according to the extra-curricular activity.	Readings and applied exercise
<b>WEEK 6</b>	
<i>Class activities</i>	<i>Extra-curricular activities</i>
Discuss the topic <i>Stereotypes and loving emotional intimacy in heterosexual couple</i> according to the extra-curricular activity.	Readings and applied exercise

<b>WEEK 7</b>	
<i>Class activities</i>	<i>Extra-curricular activities</i>
Discuss the topic <i>When intimacy hurts</i> according to the extra-curricular activity.	Readings and applied exercise
<b>WEEK 8</b>	
<i>Class activities</i>	<i>Extra-curricular activities</i>
Discuss the topic <i>Women and Motherhood: option or obligation</i> according to the extra-curricular activity.	Readings and applied exercise
<b>WEEK 9</b>	
<i>Class activities</i>	<i>Extra-curricular activities</i>
Discuss the topic <i>Bicultural couples</i> according to the extra-curricular activity.	Readings and applied exercise
<b>WEEK 10</b>	
<i>Class activities</i>	<i>Extra-curricular activities</i>
Closing session	Closing session