

## MC9725 — MEDIA, IDENTITY, AND REPRESENTATION, FALL 2023

Wednesdays 5:00pm-7:30pm, Annenberg Hall, Room 1H

Dr. Fabienne Darling-Wolf, Annenberg Hall, Room 334G, 215-204-1617

Office hours by appointment (or just drop by and see if I'm there)

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### COURSE DESCRIPTION

This course examines the relationship between representation and the production of meaning as it relates to identity. Understanding the media as a cultural arena through which identities are represented, constructed, and negotiated, it considers, in particular, the social and political implications of media representations of gender, sexual identity, race, class, and citizenship. Recognizing the intersectional nature of identity, it also critically examines how these representations intersect with each other and with a number of additional identity factors — e.g. ethnicity, geography, ability. Finally, it considers how individuals negotiate these representations in their everyday lives and how different groups employ media technologies to construct alternative identity narratives.

### COURSE OBJECTIVES

- Developing a thorough understanding of the critical links between representation, identity and culture in a transnational frame
- Gaining a sense of critical scholarship on issues of race, gender, class, sexuality, disability, ethnicity, and indigeneity, their primary questions, concerns and analyses
- Accounting for the role of formal and informal power and institutions that co-construct mediated categories of identity
- Gaining experience in synthesizing and extending on course materials both orally and in writing
- Gaining experience in developing and carrying out a research project

### READINGS

All readings will be posted on Canvas at no cost to students.

### GRADING

#### 1. Media analysis and leading class discussion: 10% of final grade

Each student will be required to lead class discussion once in the course of the semester. The discussion will start with an oral analysis of a media example informed by the week's readings and lead to a broader conversation. Students will be responsible for preparing questions and directing the discussion.

#### 2. Annotated bibliography: 10% of final grade (due October 11)

Students will provide a bibliography for their paper topic in which they briefly discuss the readings and situate them in relation to the field.

#### 3. Paper first draft: 10% of final grade (due November 8)

#### 4. Peer review: 5% of final grade (due November 15)

Students will peer review each other's papers following a format that will be supplied.

#### 5. Final paper: 40% of final grade (class presentation: 5%, paper 35%) (due December 6)

Students will be required to write a research paper of approximately 20-25 pages on a topic of their choice. You may focus your paper in any way that you like as long as your analysis is framed in terms recognizably linked to this class and you adhere to scholarly standards of citing and referencing to support your points.

#### 6. Final take-home essay: 20% of final grade (due December 13)

An open-book "comps-like" series of questions assessing students' final understanding of readings and topics discussed in class throughout the semester.

#### 7. Course participation (5% of final grade)

## GRADING SCALE AND STANDARDS

A	= 93-100%	B	= 83-86	C	= 73-76
A-	= 90-92	B-	= 80-82	C-	= 70-72
B+	= 87-89	C+	= 77-79	F	= 59% and below

What these grades mean: An A means your work is outstanding. A work goes above and beyond expectations and shows an astute intellect. B work is better than average and demonstrates excellent effort and satisfactory understanding of coursework. B- work meets expectations and demonstrates a general understanding of material and an average effort. Graduate school standards indicate that a C represents seriously flawed work. This might mean a misunderstanding of fundamental concepts, presenting them unacceptably in writing, and/or a lack of constructive participation in class discussion. A D cannot be assigned in graduate course. An F illustrates a failure to adhere to policies of academic honesty.

## CLASS POLICIES

### Expectations

1. Students are expected to attend all classes and participate in class discussions. This means that you are expected to *have something to say*, e.g., factual or theoretical questions, comments on theoretical or methodological problems or assumptions, a critique of concepts in the reading, etc.
2. Assigned papers, exercises and exams must be submitted on time; they will be marked down if late (5% per late day). Papers must be double-spaced and must include proper citations and bibliographies in any recognized academic format (APA and MLA tend to be the most used in our field).
3. Because a seminar of this nature can bring up controversial and politically charged issues, it is important that we interact courteously during class discussions and presentations. The classroom should be a safe space for the open exchange of ideas and the exploration of various ideological and epistemological issues. Heated debate is good, but not at the expense of denigrating other students. Please refrain from making sarcastic or hostile comments when other are speaking, dominating every class discussion (while some students naturally tend to participate more than others, let's be conscious of class dynamics and make sure that everyone gets their turn as much as possible), and using electronic devices in class.

### Proposed Schedule

While we'll make every effort to follow the schedule outlined in this syllabus, please recognize that modifications may be made as needed.

## SPECIAL ACCOMMODATIONS

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

## ACCESS TO THE INSTRUCTOR

I am typically on campus five days a week and have an open-door policy. Feel free to drop by any time if you have a quick question. If you have a question or concern that requires more time, I encourage you to make an appointment for an in-person or zoom meeting.

## ACADEMIC RIGHTS AND RESPONSIBILITIES

Freedom to teach and freedom to learn are inseparable facets of academic freedom. This course addresses issues and considers ideas that may be controversial or unpopular. We will not hide from the hard questions and harsh language, but students and instructor alike are expected to remain sensitive to individual differences.

The university has recently adopted a policy on students and faculty academic rights and responsibilities (policy #03.70.02) which can be accessed through the following link: [http://policies.temple.edu/getdoc.asp?policy no=03.70.02](http://policies.temple.edu/getdoc.asp?policy%20no=03.70.02)

## ACADEMIC HONESTY AND PLAGIARISM

Any violations of the norms of academic integrity will be penalized. Some guidelines on plagiarism are included below; please consult the Graduate Bulletin or the M&C website for further details.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

Plagiarism is the unacknowledged use of another person's labor: another person's ideas, words, or assistance. There are many forms of plagiarism: repeating another person's sentence as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. [It is perfectly acceptable to use the ideas and words of other people, but we must never submit someone else's work as if it were our own, without giving appropriate credit to the originator.

In general, all sources must be identified as clearly, accurately, and thoroughly as possible. When in doubt about whether to identify a source, either cite the source or consult your instructor. Here are some specific guidelines to follow:

- a. Quotations. Whenever you use a phrase, sentence, or longer passage written (or spoken) by someone else, you must enclose the words in quotation marks and indicate the exact source of the material, including the page number of written sources.
- b. Paraphrasing. Avoid closely paraphrasing another's words. Substituting an occasional synonym, leaving out or adding an occasional modifier, rearranging the grammar slightly, or changing the tenses of verbs simply looks like sloppy copying. Good paraphrasing indicates that you have absorbed the material and are restating it in a way that contributes to your overall argument. It is best to either quote the material directly, using quotation marks, or put the ideas completely in your own words. In either case, acknowledgment is necessary. Remember: expressing someone else's ideas in your own way does not make them yours.
- c. Facts. In a paper, you will often use facts that you have gotten from a lecture, a written work, or some other source. If the facts are well known, it is usually not necessary to provide a source. (In a paper on American history, for example, it would not ordinarily be necessary to give a source for the statement that the Civil War began in 1861 after the inauguration of Abraham Lincoln). But if the facts are not widely known or if the facts were developed or presented by a specific source, then you should identify that source.
- d. Ideas. If you use an idea or ideas that you learned from a lecture, written work, or some other source, then you should identify the source. You should identify the source for an idea whether or not you agree with the idea. It does not become your original idea just because you agree with it.

## ACCEPTABLE AND UNACCEPTABLE USE OF AI

The use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Fine tuning your research questions
- Finding information on your topic
- Checking grammar and style

The use of generative AI tools is NOT permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you
- Completing group work that your group has assigned to you
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs or papers to complete class assignments.

## CALENDAR (subject to change)

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### 8/30 Week 1: Introduction and overview

### 9/6 Week 2: On representation

#### Read

- Richard Dyer (1993/2002). Introduction. In *The matter of images: Essays on representation*, pp. 1-5.
- Robert Entman (2007). Framing bias: Media in the distribution of power. *Journal of Communication*, 67, pp. 163-173.
- Stuart Hall (2013). The work of representation. In *Representation: Cultural representations and signifying practices* (second edition), pp. 1-13.
- bell hooks (1992). The oppositional gaze. In *Black looks: Race and representation*, pp. 115-131.
- John Aspler, Kelly D. Harding and M. Ariel Cascio (2022). Representation matters: Race, gender, class, and intersectional representations of autistic and disabled characters on television. *Studies in Social Justice*, 16(2), 323-348. <https://doi.org/10.26522/ssj.v16i2.2702>

### 9/13 Week 3: On intersectionality

#### Read

- Kimberlé Crenshaw (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1, pp. 139-167.
- Patricia Hill Collins (2019). Intersectionality as critical inquiry. In *Intersectionality as social theory*, pp. 1-53.
- Devon Carbado and Cheryl Harris (2019). Intersectionality at 30: Mapping the margins of anti-essentialism, intersectionality, and dominance theory, *Harvard Law Review*, 132(8), pp. 2193-2239.

### 9/20 Week 4: On GENDER, race, class, sexuality (++)

#### Read

- Judith Butler (1999). Subjects of sex/gender/desire. In *Gender Trouble*, pp. 3-44.
- Teresa de Lauretis (1987). The technology of gender. In *Technologies of genders: Essays on theory, film, and fiction*, pp. 1-30.
- bell hooks (1992). Revolutionary black women: Making ourselves subject. In *Black looks: Race and representation*, pp. 41-60.
- bell hooks (1992). A feminist challenge: Must we call every woman sister? In *Black looks: Race and representation*, pp. 79-86.
- Rafia Kazim (2021). Who will Speak for the Pasmandaa Women? —Dalits, Women, Muslims, and the Politics of Representation. *Journal of International Women's Studies*, 22(10), pp. 81-90.

### 9/27 Week 5: Queer identities and representation

#### Read

- Gust A. Yep (2003). "The violence of heteronormativity in communication studies." In *Queer Theory and communication: From disciplining queers to queering the discipline(s)*, pp. 11-59. [feel free to skim]
- Suzanna Danuta Walters (2004). "From here to Queer: Radical feminism, postmodernism, and the lesbian menace." In *Queer Theory*, pp. 6-21.
- Thomas J. Billard and Erique Zhang (2022). "Toward a Transgender Critique of Media Representation." *JCMS: Journal of Cinema and Media Studies* 61 (2): 194–199. <https://doi.org/10.1353/cj.2022.0005>.
- Thomas J. Billard and Sam Nesfield (2021). "(Re)making 'Transgender' Identities in Global Media and Popular Culture." In *Trans Lives in a Globalizing World: Rights, Identities, and Politics*, pp. 66–89.

**10/4 Week 6: On RACE, gender, class, sexuality (++)**Read

- Stuart Hall (2011). The whites of their eyes: Racist ideologies and the media. In Gail Dines and Jean M. Humez (Eds.) *Gender, race, and class in media*, pp. 81-84.
- bell hooks (1992). Reconstructing Black masculinity. In *Black looks: Race and representation*, pp. 87-114.
- Richard Dyer (1993/2002). White. In *The matter of images: Essays on representation*, pp. 126-148.
- Terrie Siang-Ting Wong (2020). Crazy, rich, when Asian: Yellowface ambivalence and mockery in *Crazy Rich Asians*. *Journal of International and Intercultural Communication*, 16, pp. 57-72.

**10/11 Week 7: Representing the "Other"**Read

- Anas Alahmed (2020). Internalized orientalism: Toward a postcolonial media theory and de-Westernized communication research from the Global South. *Communication Theory*, 30, pp. 407-428.
- Stuart Hall (2017). Ethnicity and difference in global times. In *The fateful triangle: Race, ethnicity, nation*, pp. 80-124.
- Hannun, Marya (2022). Representations of Muslim Women after 9/11 and the Enduring Entanglements of "Writing Against." *International Journal of Middle East Studies*, 54, pp. 363-368.
- Also useful to skim if you are not familiar with Said's work: Edward Said (1979). Imaginative geography and its representation: Orientalizing the oriental." In *Orientalism*, pp. 48-73.

**Annotated bibliography is due today**

**10/18 Week 8: Performing, consuming and selling identity**Read

- Sarah Chinn. (2010). Performing identities: From identity politics to Queer Theory. In Margaret Wetherell and Chandra Talpade Mohanty (Eds.) *The Sage handbook of identities*, pp. 104-124.
- Carolyn Kitch (2001). "From true woman to new woman." In *The Girl on the Magazine Cover*, pp. 17-36.
- Tricia Rose (2008). "Just keeping it real." In *The hip hop wars: What we talk about when we talk about hip hop—and why it matters*, pp. 133-148.
- Wesely Stevens (2021). Blackfishing on Instagram: Influencing and the commodification of Black urban aesthetics. *Social Media + Society*, 7(3), pp. 1-15.

**10/25 Week 9: Media, state, nation, and citizenship**Read

- Nadia Kaneva (2018). Simulation nations: Nation brands and Baudrillard's theory of media. *European Journal of Cultural Studies*, 21(5), 631-648.
- Raka Shome (2014). "White femininity and the nation, the nation in white femininity." In *Diana and beyond: White femininity, national identity, and contemporary media culture*, pp. 1-46.
- Sabrina Razak and Janelle Joseph (2021). Misogynoir in women's sport media: Race, nation, and diaspora in the representation of Naomi Osaka. *Media, Culture, and Society*, 43(2), pp. 291-308
- Michael Billig (1995). Flagging the homeland daily. In *Banal nationalism*, (pp. 93-127).

**11/1 Week 10: Media, identity, and the body**Read

- Tracy R. Worell (2019). "The representation of disability in fictional media." In *Disability in the media: Examining stigma and identity*, pp. 3-16.
- Radhika Parameswaran and Kavitha Cardoza (2009). Melanin on the margins: Advertising and the cultural politics of fair/light/white beauty in India. *Journalism and Communication Monographs*, 11(3), pp. 213-274.

**11/8 Week 11: Identity and technology**Read

- Urszula Pruchniewska (2016). Branding the self as an “authentic feminist”: negotiating feminist values in post-feminist digital cultural production. *Feminist Media Studies*, 18(5), pp. 810-824.
- Safiya Umoja Noble (2018). “A society searching.” In *Algorithms of oppression: How search engines reinforce racism*, pp. 1-63.

**Final paper first draft is due today**

**11/15 Week 12: Resistance**Read

- Eduard Fabregat and Farooq A. Kperogi (2019). White norm, Black deviation: Class, race, and resistance in America’s “postracial” media discourse. *Howard Journal of Communication*, 30(3), pp. 265-283.
- Gabriella T. Richard and Kishonna L. Gray (2018). Gendered play, racialized reality: Black cyberfeminism, inclusive communities of practice, and the intersections of learning, socialization, and resilience in online gaming. *Frontiers: A Journal of Women Studies*, 39(1), pp. 112-148.
- Arianne E. Eason, Laura M. Brady and Stephanie A. Fryberg (2018). Reclaiming representations and interrupting the cycle of bias against Native Americans. *Daedalus: The Journal of the American Academy of the Arts and Sciences*, 147(2), pp. 70-81.

**Final paper reviews are due today**

**11/22 Final paper presentations (first group)****11/29 Fall break, no class****12/6 Final paper presentations (second group)**

**Final paper is due today**

**Take home exam is distributed (due December 13)**

### Additional readings of potential interest

- Berger, J. (1972/1977). *Ways of seeing*. London: Penguin.
- Bivens, R. (2017). The gender binary will not be deprogrammed: Ten years of coding gender on Facebook. *New Media and Society*, 19(6), pp. 880-898.
- Bordo, S. (1995). *Unbearable weight: Feminism, Western culture, and the body*. University of California Press.
- Bordo, S. (1999). *The male body: A new look at men in public and private*. Farrar, Straus and Giroux.
- Butler, J. (1988). "Performative acts and gender constitution: An essay in phenomenology and feminist theory." *Theatre Journal*, 40(4), 519-531.
- Butler, J. (1990/2006). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Carter, C., Steiner, L. and McLaughlin, L. (2015). *The Routledge Companion to Media and Gender*. New York: Routledge.
- Cho, S. Crenshaw, K. and McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. *Signs: Journal of Women in Culture and Society*, 38(4), 785-810.
- Collins, P. H. (2000/2009). *Black feminist thought: Knowledge, Consciousness, and the Politics of Empowerment*. Routledge.
- Collins, P. H. (2004). *Black sexual politics: African Americans, gender, and the new racism*. Routledge.
- Collins, P. H. and Bilge, S. (2016). *Intersectionality*. Polity.
- Davis, L. (Ed.) (2017). *The disability studies reader*. Routledge.
- Draper, J. (2012). *Idol speculation: Queer identity and a media-imposed lens of detection*. *Popular Communication*, 10, 201-216.
- Draper, J. (2014). Theorizing creative agency through "discerned savvy": A tool for the critical study of media industries. *Media, Culture, and Society*, 36(8), 1118-1133.
- Doty, A. (1993). *Making things perfectly queer: Interpreting mass culture*. Minneapolis: University of Minnesota Press.
- Haraway, D. (1991). *Simians, cyborgs, and women: The reinvention of nature*. Routledge.
- Kohnen, A. M. and Lacy, A. (2018). They don't see us otherwise: A discourse analysis of marginalized students critiquing the local news. *Linguistics and Education*, 46, 102-112.
- Koyama, E. (2020). Whose feminism is it anyway? The unspoken racism of the trans inclusion debate. *The Sociological Review Monographs*, 68(4), 735-744. (Original work published 2000)
- Krajewski, S. (2019). Advertising menopause: You have been framed. *Continuum: Journal of Media and Cultural Studies*, 31(1), 137-148.
- Kulchyski, P. (1997). From appropriation to subversion: Aboriginal cultural production in the age of postmodernism. *American Indian Quarterly*, 21(4), 605-620.
- Mac an Ghaill, M. and Haywood, C. (2018). Performance and surveillance in an era of austerity: Schooling the reflexive generation of Muslim young men. *British Journal of Sociology of Education*, 39(2), 166-181.
- McLaughlin, J., Richardson, D. (Eds.) (2006). *Intersections between feminist and queer theory*. Palgrave MacMillan.
- Rogers, R. (2006). From cultural exchange to transculturation: A review and reconceptualization of cultural appropriation. *Communication Theory*, 16, 474-503.
- Said, E. (1979). *Orientalism*. Vintage Books.
- Said, E. (1993). *Culture and imperialism*. Vintage Books.
- Said, E. (1997). *Covering Islam: How the media and the experts determine how we see the rest of the world*. Vintage Books.
- Saleem, M. and Ramasubramanian, S. (2019). Muslim Americans' responses to social identity threats: Effects of media representations and experiences of discrimination. *Media psychology*, 22(3), 373-393.
- Shome, R. (2014). *Diana and beyond: White femininity, national identity, and contemporary media culture*. University of Illinois Press.
- Stryker, S. and Whittle, S. (Eds.) (2006). *The transgender studies reader, Volume 1*. Routledge.
- Stryker, S. and Aizura, A. (Eds.) (2013). *The transgender studies reader, Volume 2*. Routledge.
- Tukachinsky, R., Mastro, D. and Yarchi, M. (2015). Documenting portrayal of race/ethnicity on primetime television over a 20-year span and their association with national-level racial/ethnic attitudes. *Social Issues*, 71(1), 17-38.
- Waling, A. (2019). Rethinking masculinity studies: Feminism, masculinity and poststructural accounts of agency and emotional reflexivity. *Journal of Men's Studies*, 27(1), 87-107.
- Wilkins, R. (Ed.) (2004). *Queer theory, gender theory: An instant primer*. First Magnus Books.
- Woolf, S. and Wamba, N. (2019). Embracing intersectionality to create a collective living theory of practice. *Action Research*, 17(2), 208-219.