

Course Code & Name	COM 312: Media and Gender
Sections, Class Time, Location	Sections 11 & 31: MW, 2:00 pm - 3:15 pm Beirut: Nicol Hall 215 / Byblos: Science Bldg 0104
Instructor	Dr. Gretchen King Email: gretchen.king@lau.edu.lb Web page: www.gretchenk.net Office: Safadi Fine Arts (SFA) Building 511C, Beirut campus Office Hours: T-W-Th 11:30am - 1:30pm Webex: https://lau.webex.com/meet/gretchen.king
Credits Hours	3
Semester	Fall 2022

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): ENG 102 / LAS Elective: Change Makers*

Course Learning Outcomes

At the completion of this course, students will:

- Identify major concepts related to feminism and the study of gender in the media and culture at large;
- Observe how gender intersects with structural inequalities of race and class, and how this is reflected in the lived experience of individuals as well as in media and communication practices;
- Apply feminist and gender concepts and relevant methodologies to the critical study of the representation of gender in the media and of stereotypical gender roles in society;
- Demonstrate a general knowledge of the changing representations of gender across media;
- Demonstrate how different forms of media can raise awareness of 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 media texts and multimedia works using various theories and approaches;
- *Research methods:* Students will engage in research and analysis, using methods such as participant observation, reflexive writing, critical literature review, etc.;
- *Experiential methods:* The instructional method and teaching philosophy for this course is lecture-discussion-creation. Students are encouraged to ask questions, add to the discussion, and will collaborate together as a key component of learning. This course also mobilizes “Feminist Group Process” to build community in the classroom (i.e. check in, shared values, and campaign project);¹
- *Writing methods:* This course includes a term paper that students will draft and revise based on feedback from the instructor. Students will apply APA guidelines in all writing assignments and improve the quality of their academic writing during the course;
- *Activist knowledge:* This course draws on activist knowledge through the assigned materials and by inviting media activists to lead sessions and facilitate learning.

¹ Read more on “Feminist Group Process” from Barrett, B. J. (2011). Feminist Group Process in Seminar Classes: Possibilities and challenges. *Collected Essays on Learning and Teaching*, 2, 98-103. <https://doi.org/10.22329/celt.v2i0.3211>

Course Materials/Technologies

- Laptop or cellphone: You may be asked to bring a laptop or cellphone to class for some activities. Devices are to be used only when instructed to do so to access Blackboard and documents on Google Docs. Otherwise, students are encouraged to take notes during lectures and tutorials using their laptops or cellphones or notebooks.
- 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 instructor. 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

- *Discussion Board Posts (15%)*: Before or during class students will complete a reflexive writing exercise in response to questions about the readings (around 250 words, excluding references). These posts will help you prepare for the lecture and tutorial discussions. Posts will be graded complete/incomplete with no late submissions allowed;
- *Field Visit Reflection (10%)*: Each student will prepare a brief reflection based on an observation and note taking assignment (2 pages, excluding references);
- *Media Analysis (15%)*: Students will use feminist media studies concepts from the course to write a critical media analysis (3-4 pages, **open book exam during class**);
- *Campaign (20%)*: Students will work in teams of 2-3 to develop an original communication campaign proposal that addresses gender injustice in the media in the SWANA region through online and offline tactics. Assignment components will include a short research paper about the problem, a campaign map, and presentation. You will not have to implement the campaign.
- *Term Paper (30%)*: Students will prepare a term paper based on a critical review of academic and non-academic literature on any topic related to media and gender in the SWANA region. Topic and research question(s) must be approved by the instructor by submitting the draft abstract and bibliography for grading by the deadline. The term paper will be submitted in two parts--a draft that will be graded in/complete and then a revised final version based on guidance from the instructor for grading. The draft and final term papers should be 9-10 pages in length, excluding references;

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 of class. Details will be provided later.

Course Grading Distribution (and Deadlines)*

Participation and Punctuality	10
Discussion Board Posts (<i>Posts #1 = 1 point, #2-8 = 2 points each</i>)	15
Field Visit Reflection (due Sept. 25)	10
Media Analysis (due Oct. 12)	15
Campaign (Draft: Nov. 28; Final Dec. 8)	20
Term Paper (Abstract due Nov. 6; Draft due Dec. 1; Final due Dec. 11)	30
Maximum Possible Points	100

*See Course Policies below.

Weekly Schedule/Themes/Assignments

**** The content, schedule, and/or evaluation scheme in this course may be subject to change ****

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 feminisms, gender, sex, sexuality, intersectionality, and masculinities.

WEEK 1 – Sept. 5 / Sept. 7: **Introduction and Feminisms**

Readings (due during class on Monday)

- [3 pages] Mikdashi, M. (2020, June 3). How to Study Gender in the Middle East. Retrieved from: <https://ccas.georgetown.edu/2020/06/03/how-to-study-gender-in-the-middle-east/>
- [8 pages] Abu Lughod, L. (2020, May 20). On Teaching Gender and Islam in the Middle East: An Interview with Lila Abu Lughod (conducted by Jacob Bessen). *Jadaliyya*. Retrieved from: <https://www.jadaliyya.com/Print/41129>

Readings (ALL read Tazi and Oumlil, then pick **one other**, due **before** class on Wednesday)

- [4 pages] Tazi, M., and Oumlil, K. (2020). "Introduction" & "Genealogy of Feminist Movements" in The Rise of Fourth-Wave Feminism in the Arab region? Cyberfeminism and Women's Activism at the Crossroads of the Arab Spring. *CyberOrient*, 14(1), 45-49. Retrieved from: <https://cyberorient.net/2020/06/30/the-rise-of-fourth-wave-feminism-in-the-arab-region-cyberfeminism-and-womens-activism-at-the-crossroads-of-the-arab-spring/>
- [10 pages] hooks, b. (2000). *Feminism is for everybody: Passionate politics* [read Introduction and Chapter 1, pp. vii-6]. Retrieved from: <https://excoradfeminisms.wordpress.com/2010/07/14/bell-hooks-feminism-is-for-everybody/>
- [9 pages] Badran, M. (2005). Between Secular and Islamic Feminism/s: Reflections on the Middle East and Beyond. *Journal of Middle East Women's Studies*, 1(1), 6-28. Retrieved from: <http://www.jstor.org/stable/40326847>
- [11 pages] Makdisi, J. S. (2014). Huqouq almar'a: 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), and Lebanese Association of Women Researchers (Eds.) *Arab Feminisms: Gender and Equality in the Middle East*. London: I.B. Tauris. **See Blackboard.**
- [6 pages] 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>

Activities

- Discussion Board Post #1 due during class on Monday, **bring laptop or cellphone to class to access Blackboard**
- Feminist Group Process (check in and shared values), review syllabus, assignments, workload, reading tips, course policies, etc.
- [review website] Timeline: The history of the women's movement in Lebanon. Retrieved from: <https://www.womenshistoryinlebanon.org/>
- [review website] Decolonize Palestine on Zionist "Purplewashing": <https://decolonizepalestine.com/rainbow-washing/purplewashing/>
- How to read for this course? (Mikdashi & Abu Lughod)

Assignment

- Review Syllabus before class on Monday

Resources

- Lebanon Support (2016). Gender Dictionary (English – Arabic). Retrieved from: <https://civilsociety-centre.org/sites/default/files/resources/lebanonsupport-genderdictionary-en-ar.pdf>
- 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/>
- 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>
- Ftouni, L. (2012). Rethinking Gender Studies: Towards an Arab Feminist Epistemology. In T. Sabry (Ed.), *Arab Cultural Studies: Mapping the Field* (pp. 162–185). London: I.B.Tauris. Retrieved from: <http://dx.doi.org/10.5040/9780755611157.ch-008>

WEEK 2 – Sept. 12 / Sept. 14: Gender, Sex, and Sexuality

Readings (due before class on Wednesday)

- [5 pages] 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
- [17 pages] West, C., and Zimmerman, D. H. (1987). Doing gender. *Gender and Society*, 1(2), 125-151 (read excerpts). Retrieved from: https://www.gla.ac.uk/0t4/crcees/files/summerschool/readings/WestZimmerman_1987_DoingGender.pdf
- [13 pages] Joseph, S. (1993). Gender and relationality among Arab families in Lebanon. *Feminist Studies*, 19(3), 465-486 (read excerpts). Retrieved from: <https://www.jstor.org/stable/pdf/3178097.pdf>
- [6 pages] 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
- [6 pages] Éwanjé-Épée, F. B., and Magliani-Belkacem, S. (2013). The empire of sexuality: An interview with Joseph Massad. *Jadaliyya*. Retrieved from: <https://www.jadaliyya.com/Details/28167>
- [12 pages] Atshan, S. (2020). Introduction (excerpts) to *Queer Palestine and the Empire of Critique*. Stanford: Stanford University Press. Retrieved from: <https://www.sup.org/books/extra/?id=30833&i=Preface.html>

Assignments

- Discussion Board Post #2 due before class on Wednesday
- Review Field Visit Reflection assignment before class on Wednesday

Resources

- Daily Star (2018, Aug 15). Third gender option at birth in Germany. *The Daily Star*. Retrieved from: <http://www.dailystar.com.lb/News/World/2018/Aug-15/460319-germany-paves-way-for-third-gender-option-at-birth.ashx>
- Non-binary examples from around the world:
 - https://www.pbs.org/independentlens/content/two-spirits_map-html/
 - <http://notchesblog.com/2017/05/02/evidence-for-trans-lives-in-sumer/>
- “Sex and Gender” poster: https://feministamedia.files.wordpress.com/2014/10/sexvgender_zpsd233a5a9.png
- Day, S. (2017, June 30). Izzadine out loud: trans, Palestinian and proud. *Mondoweiss*. Retrieved from: <https://mondoweiss.net/2017/06/izzadine-trans-palestinian/>
- 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

- Queer Feminisms (2020). *Kohl: a Journal for Body and Gender Research*, 6(3). Retrieved from: <https://kohljournal.press/issue-6-3>
- LGBTQ resources from the Arab Institute for Women: <https://www.shabaketelmeem.com/#learn>
- A Global Movement for Queer-powered BDS: <http://www.pinkwatchingisrael.com/>

WEEK 3 – Sept. 19 / Sept. 21: **Intersectionality and Masculinities & Review of Module 1**

Readings (due before class on Wednesday)

- [13 pages] Davis, K. (2008). Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. *Feminist Theory*, 9(1), 67–85. Retrieved from: <https://journals.sagepub.com/doi/10.1177/1464700108086364>
- [6 pages] Harrington, C. (2021). What is “Toxic masculinity” and why does it matter? *Men and Masculinities*, 24(2), 345-352. <https://doi.org/10.1177/1097184X20943254>
- [12 pages] 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

Activity for Wednesday

- Review of Module 1: Bring your device to access Google Docs and lecture-reading notes to 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
- 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>
- 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>
- Connell, R. W., and Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept [read pp. 845-854]. *Gender and Society*, 19(6), 829-859. Retrieved from: https://www.etnologia.uw.edu.pl/sites/default/files/hegemonic_masculinity_connell_and_messerschmidt.pdf
- Pratt, N. and Salem, S. (2017, January 25). Revisiting the “Blue Bra” Incident: Towards a New Agenda for Researching Politics and Popular Culture in Egypt. *Jadaliyya*. Retrieved from: <https://www.jadaliyya.com/Details/33962>
- *Tough Guise 2: Violence, Manhood & American Culture* [watch trailer and read transcript]: <https://www.toughguise2.org/>
- Promundo and UN Women (2017). Understanding Masculinities: Results from the International Men and Gender Equality Survey (Egypt, Lebanon, Morocco, and Palestine) [read Executive Summary]. Retrieved from: <https://promundoglobal.org/resources/understanding-masculinities-results-international-men-gender-equality-survey-images-middle-east-north-africa/>
- 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>
- Al Khatib, I. (2021, September 13). Violence against Palestinian women: reframing the category of “woman” in the Palestinian context. Retrieved from: <https://outvertigo.wordpress.com/2021/09/13/violence-against-palestinian-women-reframing-the-category-of-woman-in-the-palestinian-context/>

Field Visit Reflection Due

- **Sunday (Sept. 25) 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.

WEEK 4 – Sept. 26 / Sept. 28: **Feminist Media Studies & Orientalist and Imperialist Discourses**

Readings (due before class on Wednesday)

- [13 pages] 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. **See Blackboard.**
- [5 pages] Al-Mahadin, S. (2011). Arab Feminist Media Studies. *Feminist Media Studies*, 11(01): 7-12. Retrieved from: <https://doi.org/10.1080/14680777.2011.537018>
- [10 pages] Litosseliti, L. (2013). “Putting gender and language on the map” (read pp. 13-15 and pp. 22-24) and “Gender and language in the media” (read pp. 91-97). In *Gender and language: Theory and practice*. London: Routledge. Retrieved from: <https://dl1.cuni.cz/mod/resource/view.php?id=303771>
- [16 pages] 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. **See Blackboard [read excerpts].**
- [15 pages] Stabile, C. A., and 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
- [4 pages] 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/Syria_n_Refugee_Women.pdf

Assignment

- Discussion Board Post #3 due before class on Wednesday

Resources

- Sinha, N., and Newcomb, H. (2000). A student’s guide to surviving communication scholarship. In D. Fleming (Ed.), *Formations: 21st Century Media Studies* (pp. 15–30). Manchester University Press. **See Blackboard.**
- Zoonen, L.V. (1994). “Feminist Perspectives on the Media” - Chapter 2 from *Feminist media studies*. London: Sage Publications. Retrieved from: https://is.muni.cz/el/1423/podzim2013/gen125/um/Zoonen-Feminist_Perspectives_on_the_Media.pdf
- Steiner, L. (2014). Feminist Media Theory. In Fortner, R. S., and Fackler, P. M., *The Handbook of Media and Mass Communication Theory* (pp. 359–379). John Wiley & Sons. Retrieved from: https://mau.instructure.com/files/127872/download?download_frd=1
- Selvaraj, N. (2020, June 4). The Bechdel Test: Analyzing gender disparity in Hollywood. Retrieved from: <https://towardsdatascience.com/the-bechdel-test-analyzing-gender-disparity-in-hollywood-263cd4bcd9d>
- Mulvey, L. (1975). Visual pleasure and narrative cinema. *Screen*, 16(3), 381–389. Retrieved from: https://www.amherst.edu/system/files/media/1021/Laura_Mulvey_Visual_Pleasure.pdf
- Moss, M. (2019, April 3). Thoughts on a Queer Gaze. Retrieved from: <https://www.3ammagazine.com/3am/thoughts-on-a-queer-gaze/>

- “Feminist Comics in an International Frame” published by *Feminist Encounters: A Journal of Critical Studies in Culture and Politics* (2020, Volume 4, Issue 1). See the full open access journal here: <http://www.lectitopublishing.nl/feminist-encounters>
- Qahera: the webcomic about a Muslim Egyptian superhero: <https://qaherathesuperhero.com/>

Case Studies

- Crawley, H. (2020). Saving Brown Women from Brown Men? “Refugee Women”, Gender and the Racialised Politics of Protection. *Refugee Survey Quarterly*, 41(3), 355–380. <https://doi.org/10.1093/rsq/hdac021>
- Fe-male (2014). "Image Upon Request" Documentary [video]. Retrieved from: <https://youtu.be/anJilPtCSnE>
- 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>
- Jaber, H. (2016). Crossing the Border: Rethinking Failure and Exile in Lebanese Musalsalat. *Kohl: a Journal for Body and Gender Research*, 2(2). Retrieved from: <https://kohljournal.press/crossing-the-border>
- 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>
- #CoverTheAthlete (2015, October 28). Something's wrong with media coverage of female athletes. YouTube. <https://www.youtube.com/watch?v=O19VhBDKZs0>
- Feminist Frequencies (2013, November 18). Ms. Male Character—Tropes vs Women in Video Games [video]. Retrieved from: <https://youtu.be/eYqYLfm1rWA> or 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/>
- Berger, J. (1972). Ways of Seeing - Episode 2 [video]. Retrieved from: <https://www.youtube.com/watch?v=m1GI8mNU5Sg>
- Kent, M. (2015) Unveiling Marvels: *Ms. Marvel* and the Reception of the New Muslim Superheroine, *Feminist Media Studies*, 15(3), 522-527, DOI: [10.1080/14680777.2015.1031964](https://doi.org/10.1080/14680777.2015.1031964)
- Fahmy, S. (2004). Picturing Afghan Women: A Content Analysis of AP Wire Photographs During the Taliban Regime and after the Fall of the Taliban Regime. *Gazette*, 66(2), 91–112. <https://doi.org/10.1177/0016549204041472>
- Christiansen, C. (2018, February 2). How Yemeni women are fighting the war. *The Conversation*. Retrieved from: <https://theconversation.com/how-yemeni-women-are-fighting-the-war-89951>
- 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. Retrieved from: <https://www.tandfonline.com/doi/abs/10.1080/13698010701618562>
- Alsaafin, L. (2014, Oct 17). Objectifying female fighters. Retrieved from: <https://www.opendemocracy.net/en/north-africa-west-asia/objectifying-female-fighters/>
- Canaan Khoury, B. (2004) Women in Struggle [video]. Retrieved from: <https://www.cultureunplugged.com/play/848/Women-in-Struggle>

WEEK 5 – Oct. 3 / Oct. 5: **Media and the Body & Advertising and Gender**

Readings (due before class on Wednesday)

- [13 pages] 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>
- [22 pages] 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, and D. Leckenby (Eds.), *Culture*,

power, history: Studies in critical sociology (pp. 23–58). Leiden, The Netherlands and Boston, MA: Brill. [See Blackboard \[read excerpts\]](#).

- [12 pages] 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). [See Blackboard](#).
- [8 pages] Eisend, M. (2019). Gender roles. *Journal of Advertising*, 48(1), 72-80. [See Blackboard](#).
- [10 pages] Landreth Grau, S., and Zotos, Y.C. (2016). Gender stereotypes in advertising: a review of current research. *International Journal of Advertising*, 35(5), 761-770. [See Blackboard](#).
- [8 pages] Goldman, R., Heath, D., and Smith, S. L. (1991). Commodity feminism. *Critical studies in Media Communication*, 8(3), 333-351. [See Blackboard \[read excerpts\]](#).

Assignments

- Discussion Board Post #4 due before class on Wednesday
- Review Media Analysis assignment before class on Wednesday

Resources

- Lambiase, J., & Bronstein, C. (2022). Key Concepts in Advertising: Objectification. *Advertising & Society Quarterly* 23(2), [doi:10.1353/asr.2022.0018](https://doi.org/10.1353/asr.2022.0018).
- ORLAN, Omniprésence, 1993. Extrait. Retrieved from: <https://www.youtube.com/watch?v=jN1teX2xzh0>
- Dove (n.d.) “Evolution” and “Onslaught” (ad campaigns). Retrieved from:
 - <https://www.youtube.com/watch?v=iYhCn0jf46U>
 - <https://www.youtube.com/watch?v=9zKfF40jeCA>
- Cara, A. (2016). Scars To Your Beautiful. Retrieved from: <https://www.youtube.com/watch?v=MWASeaYuHZo>
- El Haddad, N., and Salem, L. (2013). Advertising Law in Lebanon. Sader and Associates: 1-16. Retrieved from: https://www.martindale.com/legal-news/article_sader-associates-advocates-legal-consultants_2046846.htm

Case Studies

- Kirk, M.D. (2022). Martyrdom and the Myth of Motherhood: U.K. broadcast news media’s agential construction of Palestinian female suicide bombers during the Second Intifada (2000-2005). *Feminist Media Studies*, 22(2), 306-322. DOI: [10.1080/14680777.2020.1808505](https://doi.org/10.1080/14680777.2020.1808505)
- Ketterling, J. (2022). “You do it for the good times”: Rival feminist readings of torture and kink in *Grand Theft Auto V*, *Feminist Media Studies*, DOI: [10.1080/14680777.2022.2113906](https://doi.org/10.1080/14680777.2022.2113906)
- Melki, J., et al. (2020). Gendered Media: Sexual Objectification of Women in Lebanese Advertisements. Media/Digital Literacy Program. Institute of Media Research and Training, 1(3), Lebanese American University, Beirut, Lebanon.
 - Video: <https://fb.watch/5CxQxulEK1/>
 - https://nclw.gov.lb/wp-content/uploads/2021/05/Gendered-Media_English.pdf
 - Arabic study: https://nclw.gov.lb/wp-content/uploads/2021/05/Gendered-Media_Arabic.pdf
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- 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>
- Mourad, S. (2014). The Naked Body of Alia: Gender, Citizenship, and the Egyptian Body Politic. *Journal of Communication Inquiry*, 38(1), 62–78. <https://doi.org/10.1177/0196859913508782>
- Salime, Z. (2014). New feminism as personal revolutions: Microrebellious bodies. *Signs*, 40(1): 14-20.
- Yasmine, R., and 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 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. and 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
- Bahrainwala, L. and O'Connor, E. (2019). Nike unveils Muslim women athletes. *Feminist Media Studies*, DOI: 10.1080/14680777.2019.1620822
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- hooks, b. (2016, May 9). Moving Beyond Pain [excerpts from essay on Beyoncé's Lemonade]. Retrieved from: <http://www.bellhooksinstitute.com/blog/2016/5/9/moving-beyond-pain>

WEEK 6 – Oct. 10 / Oct. 12: **Review of Module 2 & Media Analysis**

Activity for Monday

- Review of Module 2: Bring your device to access Google Docs and lecture-reading notes to class

Activity for Wednesday

- **Media Analysis (open book exam during class)**

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 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” or “policy” mean today.

WEEK 7 – Oct. 17 / Oct. 19: **Feminist Media Makers, Feminist Political Economy of Communication, & Gender in Newsrooms**

Activity for Monday

- Guest Speaker: *Feminist media making - A view of gender in sports media with Christel El Saneh*

Readings (due before class on Wednesday)

- [4 pages] Lee, M. (2011). A Feminist Political Economy of Communication. *Feminist Media Studies*, 11(1), 83-87. **See Blackboard.**
- [8 pages] Riordan, E. (2002). Intersections and new directions: On feminism and political economy. Meehan, E. R., and Riordan, E. (Eds.). *Sex and money : Feminism and political economy in the media*. University of Minnesota Press. **See Blackboard [read excerpts].**
- [11 pages] Byerly, C., and Ross, K. (2006). Women and production: gender and the political economy of media industries. *Women and Media: A Critical Introduction*, 75-96. **See Blackboard [read excerpts].**
- [10 pages] 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>
- [17 pages] Melki, J., and Mallat, S. (2014). Block her entry, keep her down, and push her out: gender discrimination, sexual harassment, and the disabling legal and social environments that face women journalists in the Arab world. *Journalism Studies*, 17(1), 57-79. **See Blackboard.**

Assignment

- Discussion Board Post #5 due before class on Wednesday

Resources

- Video: Angela Davis on political economy: <https://www.youtube.com/watch?v=iKlxMkGpMLo>

- Racial capitalism by Cedric Robinson. Retrieved from: <http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism>
- NFB (1995). Who's Counting? Marilyn Waring on Sex, Lies and Global Economics. Retrieved from: <https://youtu.be/WS2nkr9q0VU?list=ULWS2nkr9q0VU>
- Reporters without Borders (2018). Media Ownership Monitor Lebanon (Report). Retrieved from: <http://lebanon.mom-rsf.org/en/>
- Jamal, A. (2004). Feminist media discourse in Palestine and the predicament of politics. *Feminist Media Studies*, 4(2), 129-146, DOI: [10.1080/1468077042000251210](https://doi.org/10.1080/1468077042000251210)
- Kaye-Essien, C.W., and Ismail, M., (2020). Leadership, gender and the Arab media: a perception study of female journalists in Egypt. *Feminist Media Studies*, 20(1), 119-134, DOI: [10.1080/14680777.2018.1546212](https://doi.org/10.1080/14680777.2018.1546212)

WEEK 8 – Oct. 24 / Oct. 26: **Technology and Gender-Based Violence**

Readings (due before class on Wednesday)

- [11 pages] Gurumurthy, A. (2017). A history of feminist engagement with development and digital technologies. Association for Progressive Communications. Retrieved from: <https://www.apc.org/sites/default/files/HistoryOfFeministEngagementWithDevelopmentAndDigitalTechnologies.pdf>
- [9 pages] Noble, S. (2018): Introduction. *Algorithms of Oppression*. NYU Press. See Blackboard.
- [32 pages] Abdulhadi, R. (2019). Israeli Settler Colonialism in Context: Celebrating (Palestinian) Death and Normalizing Gender and Sexual Violence. *Feminist Studies*, 45(2), 541-573. <https://doi.org/10.15767/feministstudies.45.2-3.0541>
- [Review website] 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>

Assignments

- Discussion Board Post #6 due before class on Wednesday
- Review Term Paper assignment before class on Wednesday

Resources

- 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-against-palestinian-women-virtual-space>
- Kee, J. (2006). Cultivating violence through technology? Exploring the Connections between Information Communication Technologies (ICT) and Violence Against Women (VAW). Retrieved from https://www.apc.org/sites/default/files/VAW_ICT_EN.pdf
- Radloff, J. (2013). Digital Security as Feminist Practice. *Feminist Africa*. 145-155.
- 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>
- 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>
- Shokooh Valle, F. (2020). Turning fear into pleasure: Feminist resistance against online violence in the Global South. *Feminist Media Studies*. DOI: [10.1080/14680777.2020.1749692](https://doi.org/10.1080/14680777.2020.1749692)
- Noble, S. (2014, April 18). How biased are our algorithms? TEDxUIUC. Retrieved from: <https://youtu.be/UXuJ8yQf6dl>
- Hess, A. (2014). Why Women Aren't Welcome on the Internet. *Pacific Standard Magazine*. Retrieved from: <https://psmag.com/social-justice/women-arent-welcome-internet-72170> and review: <https://psmag.com/environment/harassment-abuse-women-online-looks-like-part-72761>

WEEK 9 – Oct. 31 / Nov. 2: **Research and Abstract Workshop & Review of Module 3**

Activity for Monday

- Research and Abstract Workshop: Themes, Topics, & Preliminary Research

- Tips: Drafting thesis statement and research questions

Activity for Wednesday

- Review of Module 3: Bring your device to access Google Docs and lecture-reading notes to class

Abstract and Bibliography for Term Paper Due

- **Sunday (Nov. 6) 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 slowly 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 statute are owed to media mobilizations successfully maneuvered by feminist groups like KAFA! and ABAAD.

WEEK 10 – Nov. 7 / Nov. 9: **Feminist Media Activism**

Readings (due before class on Wednesday)

- [3 pages] 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
- [17 pages] Abdelmonem, A. (2019). Reconsidering de-politicization: HarassMap’s bystander approach and creating critical mass to combat sexual harassment in Egypt. *Égypte/Monde arabe, Troisième série, New gender-related Struggles in Egypt*. Retrieved from: <http://journals.openedition.org/ema/3526>
- [20 pages] Tazi, M., and Oumlil, K. (2020). The Rise of Fourth-Wave Feminism in the Arab region? Cyberfeminism and Women’s Activism at the Crossroads of the Arab Spring. *CyberOrient*, 14(1), 45-49. Retrieved from: <https://cyberorient.net/2020/06/30/the-rise-of-fourth-wave-feminism-in-the-arab-region-cyberfeminism-and-womens-activism-at-the-crossroads-of-the-arab-spring/>

Assignment

- Discussion Board Post #7 due before class on Wednesday

Resources

- Tazi, M. (2022) SNOWFLAKEBXTCH: A Case Study of Women’s RAPTivism in Morocco: Rapping Against Social Injustice and Traditional Gender Roles. *Journal of International Women's Studies*, 24(5). Retrieved from: <https://vc.bridgew.edu/jiws/vol24/iss5/4>
- Comeforo, K., & Görgülü, B. (2022) Negotiating the challenge of #ChallengeAccepted: transnational digital flows, networked feminism, and the case of femicide in Turkey, *Review of Communication*, 22:3, 213-230, DOI: [10.1080/15358593.2022.2096414](https://doi.org/10.1080/15358593.2022.2096414)
- Partain, L. (2021) Speaking emissaries: Lebanese women’s rights NGO KAFA and its media use for audience mobilization. *Gender, Place & Culture*, 28:2, 253-276. Retrieved from: <https://doi.org/10.1080/0966369X.2020.1715350>
- Jarbou, R. (2018). Know your enemy: the Saudi women’s driving campaign from flyers and faxes to Youtube and hashtags. *Feminist Media Studies*, 18:2, 321-325. Retrieved from: <https://doi.org/10.1080/14680777.2018.1436902>
- Amin, B. (2019, March 18). Rape. Equality. Gender. Ignorance. Inside the Feminist Movement in Lebanon. *Scene Arabia*. Retrieved from: <https://scenearabia.com/Life/abaad-NGO-rape-culture-feminist-movement-in-lebanon-ghida-anani>

- Tazi, M. (2020). The Arab Feminist Spring Winter: On Stories of Revolutions & Miscarriages. *Feminist Media Studies*, 20(4), 598-604, DOI: [10.1080/14680777.2020.1755554](https://doi.org/10.1080/14680777.2020.1755554)
- Vemuri, A. (2018). "Calling Out" Campus Sexual Violence: Student Activist Labors of Confrontation and Care. *Communication Culture & Critique*. 498-502. <https://doi.org/10.1093/ccc/tcy021>
- Al Ani, S. (2018, April 10). Waving "Fitna" at the Patriarchy: Independent UAE Feminist Artwork Al Masaha Al Amena. *Jadaliyya*. Retrieved from: <http://www.jadaliyya.com/Details/36421/Waving-Fitna-at-the-Patriarchy-Independent-UAE-Feminist-Artwork-Al-Masaha-Al-Amena>
- Reynolds, C. (2018, April 10). Vox Populi Artist Profile: Ms. Saffaa. *Jadaliyya*. Retrieved from: <http://www.jadaliyya.com/Details/36412/Vox-Populi-Artist-Profile-Ms-Saffaa>
- Suzee in The City (2013, January 7). Women in graffiti: A tribute to the woman of Egypt. [blog] *Wordpress.com*. Retrieved from: <https://suzeeinthecity.wordpress.com/2013/01/07/women-in-graffiti-a-tribute-to-the-women-of-egypt/>

WEEK 11 – Nov. 14 / Nov. 16: Campaigning through Media

Readings (due before class on Wednesday)

- Review and prepare to discuss communication campaign tactics:
 - Info Activism: <https://archive.informationactivism.org/en/tactic1video.html>
 - Beautiful Trouble: <https://beautifultrouble.org/tactic/>
 - Ruckus Society: <http://www.toolsforchange.net/wp-content/uploads/2012/03/RuckusActionStratGuidedraft7.pdf>
- Review various campaigns and prepare to discuss/critique the online/offline tactics, audiences, timing, and impacts of specific campaigns:

This is Lebanon https://thisislebanon.org/about/	Marsa Sexual Health Center https://marsa.me/
ABAAD https://www.abaadmena.org/projects	KAFA https://www.kafa.org.lb/ar
Fe-Male – Screens do not Protect https://www.fe-male.org/archives/13108	Anti-Racism Movement https://www.instagram.com/armlebanon/
Harass Tracker http://harasstracker.org/	

Assignment

- Review Campaign assignment before class on Wednesday

WEEK 12 – Nov. 21 / Nov. 23: Preparing a Communication Campaign

Activity for Monday

- Workshop
- Form groups (2-3 students maximum per group)
- Draft Campaign thesis and work plan

Activities for Wednesday

- Outline of paper and map due in class

WEEK 13 – Nov. 28 / Nov. 30: Students work on their Campaigns / Peer review of Campaigns

Activity for Monday

- Draft paper, map, and campaign presentation materials due on Blackboard by 11pm

Activity for Wednesday

- Peer review of Campaign Presentations

Draft Campaign & Presentation Due

- **Monday (Nov. 28) at 11pm**

Draft Term Paper Due

- **Thursday (Dec. 1) at 11pm**

WEEK 14 – Dec. 5 / Dec. 7: Peer review of Campaigns / Review and Reflection

Activity for Monday

- Peer review of Campaign Presentations

Activity for Wednesday

- Discussion Board Post #8 due during class, bring device to class to access Blackboard

Revised Campaign Due

- **Thursday (Dec. 8) at 11pm**

Final Term Paper Due

- **Sunday (Dec. 11) at 11pm**

COURSE POLICIES

Participation and Punctuality

Punctuality in attendance, coming to class prepared, submitting assignments and appearing at appointments on time is absolutely mandatory. Attendance will be taken during every session. 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 prepared and appointments on time
- Not taking part in discussions or activities
- 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
- 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, complete assignments, and your overall mark. Reading is mandatory in this course.

Course Readings

It is **IMPERATIVE** that you read ALL assigned readings. Preparing for class discussions means doing more than simply skimming your assigned readings, but being able to identify key concepts/theories and your own questions. **You are advised to take notes of things you do and don't understand while you read.** 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 concepts and theories covered in this class will be frustrating if you don't familiarize yourself with them first by reading. 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.

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: <https://www.turnitin.com/static/plagiarism-spectrum/>
- 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. No percentage of plagiarism is acceptable and as per LAU policy any percent will result in a zero.

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.

Format and Guidelines for Assignment

All written assignments should be submitted to Turn-it-in on Blackboard. It is your responsibility to review the similarity report, revise for any similarities or plagiarism, and resubmit. Any percentage plagiarism will result in a zero on your submission. Assignments 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.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html

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:

- <https://soas.lau.edu.lb/academics/centers-institutes/writing-center/index.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. Don't wait till the last minute to submit.

Tips for Success

- Read all assigned readings;
- Do not miss classes;
- Submit assignments on time;
- Participate, take notes, ask questions, 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

Diversity, Equity, and Inclusion

LAU supports an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength. In our courses as well as in interactions outside of the classroom, the LAU community is committed to respectful dialog. The LAU community values its members' diversity including race, ethnicity and national origins, political beliefs, gender and gender identity, sexuality, socio-economic class, age, religion and sect, and disability. Students who have special needs or other condition necessitating accommodation are encouraged to discuss their needs with the instructor as well as with the Dean of Students Office.

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.

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
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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)

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

*Grades are earned, there is no rounding up.