

DRAFT: Gendered Ads, Media Fads, and Global Consumer Identities

Instructor: Cierra Olivia Thomas-Williams
Course Times: T/R, 11:15-12:30 p.m.
Course Location: GY 436
Office Location: Memorial Hall West, M07
(Mezzanine Level between
1st and 2nd floors)

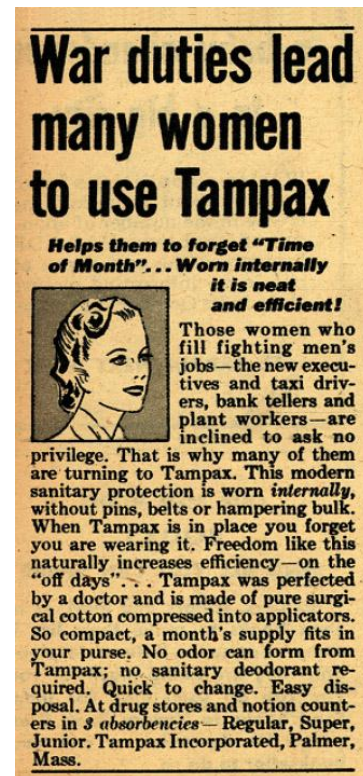
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From *Parade Magazine* 1943

Course Description: What is the relationship between gender and consumerism in the U.S. particularly in print media, such as advertising and magazines? While the magazine is a medium of mass culture, it is also a primary mode of dissemination of images and ideas through advertising—another medium of mass culture. In the late nineteenth and early twentieth centuries, ads and magazines were constitutive of a newly emergent American national character with attending gender, race, and class norms. During this course we will compare a number of contemporary popular media texts and trace the “social *historicity* in which systems of representations or processes of fabrication no longer appear only as normative frameworks but also as *tools manipulated by users*.”¹ This interdisciplinary course will explore gender as a process that rather than a static identity, thus we will examine how specific media generates and articulates our understandings of racialized, gendered, and sexualized subjectivity (or “personhood”) and how these vectors of identity intersect with local and global economies (or class).

Questions this class will explore include: What kind of light do commodities shed on matters of social structure and inequality, national or class identity, values and morality, or processes of change at particular historical moments? Furthermore, given the “currency” of media technology, how do we begin to understand print media’s impact on shifting identity categories? How have feminists approached magazines as artifacts of culture? Can magazines generate emancipatory politics and analytical/political frames? What are the implications of “moving” American or so-called “Western” systems of representation to another nation, state, territory, or region?

Learning Outcomes: In “Gendered Ads, Media Fads, and Global Consumerism” we will explore how race, gender, and sexuality are mutually constitutive and through a specific focus on print media how these particular identity categories intersect with and diverge from capitalism at large. Students will:



¹ Michel de Certeau, *The Practices of Everyday Life*, (Berkeley: University of California Press, 1984), 21.



- understand basic concepts and relevant critical terms in gender studies.
- compare major theoretical and critical intellectual approaches relevant to the study of race, gender, and sexuality through a variety of written exercises.
- develop a blog integrating reflections and analysis on popular culture, required course readings, and classroom discussions to engage student directly with a “mass” audience.

Assessment:1. Attendance and Class Participation (30%):

- a. Attendance /in-class participation (15%) - This course will depend a great deal upon your in-class participation. To be sure we understand the assigned reading materials and how they might apply in our lives, we will discuss them at length during class; therefore, *be sure to bring your readings and reading notes to class each session*. You will need to be ready to discuss key concepts, arguments, terms, any critiques the author had of previous works, plus any criticisms you may have for the writer. Your presence at each meeting will earn three points, whereas, tardy students earn 1.5 points. The grade is total sessions in the semester multiplied by three and divided by the total points earned for the semester.
- b. In-class writing / homework / occasional quizzes (15%) – Each week you will be required to critically reflect upon the materials discussed in class. These writings are separate from other required work and will take place in the classroom or as homework. The in-class pop quizzes or writings will cover the critical concepts and other assigned materials and will be turned in during class. Quizzes are designed as an “incentive” to keep up with the readings and will be short answer essays. If the collective is keeping up with the readings, I may opt not to give quizzes. The various do-it-at-home writing assignments will be submitted via oncourse/assignments by the due date announced at the assignment.

2. Bloggng (50%): One significant aspect of an interdisciplinary intellectual inquiry into popular culture is the exploration of readership and audience, which is separate from (while constitutive of) consumerism itself. We will explore these differences at length during the course, however, audience is a generalized term for a group in a specific setting or class, whereas readership can speak to both an individual and/or collective engagement with writing. Because we are a collective within the context of an academic institution, our classroom does not make for an “authentic” audience or even readership, rather we have specific goals and questions we are pursuing. Blogging, however, allows the possibility to engage with readers worldwide, effectively bringing together the academy and cyber-communities. Finally, this course will raise awareness of the massive amounts of environmental waste that using paper generates, therefore, we will generate as little paper as possible in the course at large. Blogging is one means of reducing paper waste.

- a. Blog Entries (30%)–You will create* and manage a free blog on WordPress.com to reflect on course readings, classroom discussions, and popular culture at large. Over the course of the semester, you will be assigned a series of short online writing assignments (600-900 max. words). The blog entries correspond approximately to the major topical sections of the course. *I will offer tutoring, classroom instruction time, and



office hours to assist all students with this task. I have also written a tutorial and how-to set up a Wordpress blog in oncourse/resources/assignments.

Blog Entry #1 due 1/21/11 /two comments due – 1/22/11 by noon.

Blog Entry #2/two comments due –

Blog Entry #3/two comments due –

Blog Entry #4/two comments due –

Blog Entry #5/two comments due –

Blog Entry #6/two comments due –

- b. Blog Comments (20%) – Each week that you have a blog entry due, you will also be required to respond to no less than two of your classmate’s blog entries in 250 words or more. Blog prompts are posted one week before the due date, on our class blog (<http://g205atiu.wordpress.com>). You will be asked to share relevant links and post pictures and video that you collect from the internet; we will go over how to do this in class, and further information can be found on the class blog under this link to “Blogging 101.” All blogs are due on the due dates found online and in this syllabus; there is no exception to this rule (other than emergency situations). Please be aware of computer labs on campus if you do not have a personal computer or if your computer malfunctions. Late blogs will be graded down a letter grade for every day they are late. This includes being submitted after 5pm on the due date.
3. Midterm/Final exams - (20%): We will have a midterm (10%) and final (10% of your final grade) exam that will check your reading and analytical proficiency of the assigned course material. You will be given a study guide for each exam, and ample time to ask questions. These exams, given on the dates listed in the reading schedule, will consist of definitions (matching), multiple choice, short answer questions.

The required texts include:

- Berger, Arthur Asa. *Ads, Fads and Consumer Culture*, 2nd Edition. Rowman & Littlefield Publishers, Inc., 2003
- Rooks, Noliwe M. *Ladies' Pages: African American Women's Magazines and the Culture That Made Them*. New Jersey: Rutgers University Press, 2004

Please order them early online to save money, although you will be able to buy them at the bookstore.

Reading Schedule: The chapters/articles will be discussed on the day they are listed; therefore, the reading *must* be completed prior to that session. All articles are posted to oncourse/resources/readings . I encourage you to bring digital items (smartphone, laptop, ipad, netbook, etc.) to access the .pdf readings in class, but do not abuse this privilege.

WK 1

Modern American Consumer Culture

Tuesday, January 11, 2011

- “American Women and the Making of the Modern Consumer Culture,” Kathy Peiss, *The Journal for MultiMedia History*, Volume 1 Number 1, Fall 1998, (1998 March 26) [10 pages, 33 paragraphs].

Thursday, January 13, 2011

- “‘Complex Little Femmes’: Adwomen and the Female Consumer,” in Simone Weil Davis, *Living Up to the*



Ads: gender Fictions of the 1920s. Duke University Press, 2000, pgs. 80-104.

Homework: At-home quick write #1 due midnight on oncourse/assignments/QW#1.

WK 2

Tuesday, January 18, 2011

MANDATORY ATTENDANCE. Meeting in BH 118 computer lab to set up blogs. If you have already completed this task on your own your attendance is still mandatory.

- Preface, and Ch. 1 in Berger, Arthur Asa. *Ads, Fads and Consumer Culture*, 2nd Edition. Rowman & Littlefield Publishers, Inc., 2004, pgs. ix-24.

Homework: continue to set up your blog on wordpress.org and email the URL to me by Sunday, January 21, 2011 and you must link to our course blog at (<http://g205atiu.wordpress.com>).

Thursday, January 20, 2011

- Chapter 2 & 3, in Berger, Arthur Asa. *Ads, Fads and Consumer Culture*, 2nd Edition. Rowman & Littlefield Publishers, Inc., 2004, pgs. 25-57.

Homework: Blog Entry #1 due 1/21/11 /two comments due – 1/22/11 by noon.

WK 3

Tuesday, January 25, 2011

- Ch. 4, 5, 6, in Berger, Arthur Asa. *Ads, Fads and Consumer Culture*, 2nd Edition. Rowman & Littlefield Publishers, Inc., 2004, pgs. 59-100.

Thursday, January 27, 2011

- Ch. 7, 8, 10 in Berger, Arthur Asa. *Ads, Fads and Consumer Culture*, 2nd Edition. Rowman & Littlefield Publishers, Inc., 2004, pgs. 101-122, 123-138, 161-165,
- Google Answers: Americans and Advertising.

Modernization Case Study**WK 4**

Tuesday, February 1, 2011

- Chapters 1 & 2, Rooks, Noliwe M. *Ladies' Pages: African American Women's Magazines and the Culture That Made Them*. New Jersey: Rutgers University Press, 2004.

Thursday, February 3, 2011

- Chapters 3 & 4, Rooks, Noliwe M. *Ladies' Pages: African American Women's Magazines and the Culture That Made Them*. New Jersey: Rutgers University Press, 2004.

WK 5

Tuesday, February 8, 2011

- Chapters 5-7, Rooks, Noliwe M. *Ladies' Pages: African American Women's Magazines and the Culture That Made Them*. New Jersey: Rutgers University Press, 2004.

WK 6 **“Second Wave” Feminisms & 21st C. Feminist Criticism**

Tuesday, February 15, 2011

- Betty Friedan, “Chapter 2, The Happy Housewife Heroine” 33-68. *The Feminine Mystique*. New York: W.W. Norton & Company, Inc., 1963.

Thursday, February 10, 2011

- Meyewrowitz, Joanne (1993). “Beyond the Feminine Mystique: A Reassessment of Postwar Mass Culture, 1946-1958,” *The Journal of American History*, Vol. 79, No. 4 (Mar., 1993), pp. 1455-1482.

Thursday, February 17, 2011

- Pitzulo, Carrie. “The Battle in Every Man’s Bed: *Playboy* and the Fiery Feminists,” *Journal of the History of Sexuality*, Vol. 17, No. 2, p. 259-289, May 2008.

Discuss Midterm/receive midterm study guide

WK 7

Tuesday, February 22, 2011

- Bowlby, Rachel. “Soft Sell: Marketing Rhetoric in Feminist Criticism,” in Victoria de Grazia with Ellen Furlough, *The Sex of Things, Gender and Consumption in Historical Perspective: You are seduced by the sex*



appeal of the inorganic. Berkeley: University of California Press, 1996, pgs. 381-388.

Thursday, February 24, 2011

- MIDTERM EXAM

WK 8

International Feminist Criticism

Tuesday, March 1, 2011

- Lutz, Catherine A. and Collins, Jane L. "The Color of Sex: Postwar Photographic Histories of Race and Gender in *National Geographic Magazine*," in Lancaster, Roger N. and Leonardo Mcaela di (eds) *The Gender/Sexuality Reader: Culture, History, Political Economy*. New York: Routledge, 1997.

Thursday, March 3, 2011

- Stoeber, Jennifer Lynn(2006)"Haute Culture' for Mail Order Missionaries: Representing the Third World Woman in the American Fashion Magazine', *Social Identities*,12:5,595 — 613
- Valverde, Mariana. "Cooptation of Feminism: Three Media Strategies," *Canada Women's Studies – Les cahiers de la femme*. 8:1, p. 60-64, 1987.

WK 9

Tuesday, March 8, 2011

Yang, Fang-chih Irene. "Beautiful and Bad Women: Media Feminism and The Politics of Its Construction in Taiwan." *Feminist Studies* 33, no. 2, p. 361-383, 2007.

Theorizing Culture & Consumerism

Thursday, March 10, 2011

What is culture? How does the economy fit in to our definitions of culture? What is popular culture and how does it differ from Culture? What is a cultural studies approach to popular culture? How does a reader differ from a spectator?

- "A New Consumerism, 1960-1980," in *An All-Consuming Century: Why Commercialism Won in Modern America*, by Gary Cross, New York: Columbia University Press, 2000, pgs. 145-192.

SB 3/12 –
3/20

WK 10

Tuesday, March 22, 2011

- "General Introduction and Part I: A Very Ordinary Culture," by Michel De Certeau, Berkeley: University of California Press, 1984, pgs. ix-42.

Thursday, March 24, 2011

- "Defining Popular Culture," in *Hop on Pop: The Politics and Pleasures of Popular Culture*, eds. Henry Jenkins, Tara McPherson, and Jane Shattuc, Durham: Duke University press, 2002, pgs. 26-42. and Berger, John (1974). *Ways of Seeing*. Viking Press, New York, 1974 (p. 45-64).

WK 11

The Corporation and Capitalism

Tuesday, March 29, 2011

Screening: *The Corporation*, <http://www.youtube.com/watch?v=xa3wyaEe9vE>

- "Toward a Critical Corporate Studies," by Purnima Bose and Laura E. Lyons in (ed.) Purnima Bose and Laura E. Lyons, *Cultural Critique and the Global Corporation*. Bloomington: Indiana University Press, 2010, pg. 1-27

Homework:

Thursday, March 31, 2011

- Klein, Naomi. *No Logo*, London: HarperCollins, Selections, Chapter 14-15, pp. 325-362.

WK 12

Tuesday, April 5, 2011

- Klein, Naomi. *No Logo*, London: HarperCollins, Selections, Chapter 16, pp. 365-396.

Thursday, April 7, 2011

- Klein, Naomi. *No Logo*, London: HarperCollins, Selections, Chapter 18 & Conclusion, pp. 422-446.

**Transnational Feminisms****WK 13**Tuesday, April 12, 2011

“Multiculturalism, PostColoniality, and Transnational Media, Introduction” Ella Shohat and Robert Stam (Eds.), New Jersey: Rutgers University Press, 2003, pp. 1-18.

Thursday, April 14, 2011

- “Melanin on the Margins: Advertising and the cultural Politics of Fair/Light/White Beauty in India,” Rhadika Parameswaran & Kavitha Cardoza, in *Journalism & Communication Monographs*, Vol. 11, No. 3, Autumn 2009, pp. 214- 239.

WK 14Tuesday, April 19, 2011

- “Melanin on the Margins: Advertising and the cultural Politics of Fair/Light/White Beauty in India,” Rhadika Parameswaran & Kavitha Cardoza, in *Journalism & Communication Monographs*, Vol. 11, No. 3, Autumn 2009, pp. 239-274.

Thursday, April 21, 2011

- “Neoliberal Citizenship: The Governmentality of Right and Consumer Culture,” Inderpal Grewal in *Transnational America: Feminisms, Diaspora, Neoliberalisms*, Durham: Duke University Press, 2005.

WK 15Tuesday, April 26, 2011

- 'Haute Culture' for Mail Order Missionaries: Representing the Third World Woman in the American Fashion Magazine', Stoeber, Jennifer Lynn, *Social Identities*, 12:5, 2006, pp. 595 — 613.

Receive take-home final examination

Thursday, April 28, 2011

- Wrapping up the course discussion, no readings

WK 16Tuesday, May 3, 2011

Screening: *Mississippi Masala*

- “Emigrants Twice Displaced: race, Color and Identity in Mira Nair’s *Mississippi Masala*,” by Benita Mehta in (Eds.) Ella Shohat and Robert Stam (Eds.), New Jersey: Rutgers University Press, 2003, pp. 153-169.

Thursday, May 5, 2011

Finish Screening: *Mississippi Masala*

- “Emigrants Twice Displaced: race, Color and Identity in Mira Nair’s *Mississippi Masala*” in (Eds.) Ella Shohat and Robert Stam (Eds.), New Jersey: Rutgers University Press, 2003, pp. 153-169.

Turn in take Home: Final Examination

The Fine Print:

Assigned readings: All readings listed are to be read prior to class on the day listed in the syllabus. The readings are largely comprised of articles and chapters from various books, which are located in [oncourse/resources/readings](#). It is your responsibility to read these articles. As a large portion of your grade will come from participation in class discussions, *you will need your reading materials to refer to in class.*

Absences/Tardiness: More than three absences will result in one letter grade reduction as a large portion of the class is graded on participation. Absences do not excuse due dates for course work. Please do not be late to class. If you have a class before/after this one and it is hard to make it to/from class on time, please let me know so that we can arrange an undistruptive mode of entry/exit. If you are accidentally late to class, please be as quiet and undistruptive as possible.



Graded Work: In order to pass the class, you must complete all of the assignments. All grades will count and *no extensions or incompletes* will be granted. Your grades on individual assignments will be calculated by adding up the points and then dividing by the total possible points to give you your percentage, while your course grade is weighted (see below).

Plagiarism: Remember to give credit where credit is due. Students who present another writer's words as their own or who neglect to cite proper bibliographical information when referring to material published on-line, in reference books, or in a journal or book of any kind are subject to disciplinary procedures as outlined by Indiana University's *Code of Student Rights, Responsibilities and Conduct*. If you have any questions regarding this policy, please consult said publication at <http://campuslife.indiana.edu/Code/>. I will be using oncourse to keep electronic files of your work this semester to ensure the academic integrity of the essays written in this course. As such, you will be required to turn in all formal writing via oncourse.

Engage only in respectful discussion! We represent a multitude of different personalities, and diverse backgrounds, beliefs, and opinions. Please do not attack your fellow students for voicing their opinions. Class discussion will be limited to relevant information only; personal anecdotes that have to do with class material and topics are encouraged, but discussion will be redirected if we get off course.

Technology: No email or internet usage during class unless you are looking at the readings. Your instructor will call you out if you appear to be paying more attention to your computer than to class. Cell phones are to be put on silent/vibrate when class begins. Absolutely no texting during class! (Your instructor will know! And point it out!!)