Media Studies
Deep Analysis of Representation, Ideology and Contexts

Use this sheet to help guide your analysis:

- how gender is being represented,

- how these representations are reinforcing traditional or progressive gender norms,

- how these can be linked to historical, political, social/cultural and economic contexts.

Representation

Use the '**Gender Vocabulary**' sheet in this resource to help you identify how the characters in the clips are being represented for the first column. In the second column, identify how media language is constructing these representations (i.e. textual detail like use of camera, *mise-en-scène* etc.)

Representation of Gender	Media Language (textual detail)

Ideology (Progressive and Traditional Gender Norms)

Many contemporary theorists like Judith Butler and bell hooks see gender as something socially-constructed and 'performed' according to cultural norms.

A good way to link representations to wider ideology is to connect them to audiences' beliefs and values about how men and women should 'behave' (i.e. beliefs about masculinity and femininity).

It's important to note that though we often characterise different historical periods as being dominated by traditional or progressive values (e.g. the 60s as being very liberal.) However, people (and media products) from those periods will often have a mixture of values - some contradictory. It should also be noted that many people today still have traditional values, especially in more conservative cultures.

Gender norm (traditional? progressive?)	Examples from the text - how do the representations link to gender norms?

Contexts

What historical events may have influenced the representations and ideologies in the text?

Historical

Genre conventions of period? Followed or subverted?	Examples from the text:
Why were these representations/ conventions popular with audiences?	Examples from the text:
What historical events may have influenced audience values - both progressive and traditional?	Examples from the text

How might technological change affect the way the text is distributed and consumed? How might this influence representation?	Examples from the text :
Other ideas?	Examples from the text

Social and Cultural

The information in the 'Historical Context' section above overlaps with the 'Social and Cultural Contexts'.

For the latter, it is important to have background knowledge of what else was going on in the media of the time, so you can identify trends and shifts in ideology. In addition, try to fill in the following chart.

When researching other media from the time, try to summarise the plot/concept as briefly as possible, then identify similarities and differences between the representations/values.

What social groups are being portrayed in a stereotypical way (for the time)?	Examples from the text:
What social groups are being over/under-represented?	Examples from the text:
Cultural context: What other media products from the time were popular? (Film, TV, music, magazines, adverts etc.)	Brief summary - similar/different values to focus product?

Economic

To identify how complex economic factors may influence representation requires extra research and then extrapolation (you may need to discuss with your teacher or other students).

Who created the product? How does it fit into a particular institution's 'brand'?	How might this have influenced representation in the text?
How was the product funded? How successful was it? What similarities to other successful media of the time?	How might this have influenced representation in the text?
Is the product targeting a national or global audience (or both)?	How might this have influenced representation in the text?

Political

Many of the above categories overlap with 'Political Contexts', but use the chart below to connect and extend your ideas.

Which political party was in power when the product was distributed?	How might this have influenced representation in the text?
What rival / alternative political groups or views were popular at the time?	How might this have influenced representation in the text?

Does the institution who produced/distributed the text have a political bias? In what other products can you see this?	How might this have influenced representation in the text?