

LSC Use Only Proposal No: \_\_\_\_\_ UWUCC Use Only Proposal No: 13-89a  
 LSC Action-Date: AP-12/5/13 UWUCC Action-Date: \_\_\_\_\_ : AP-2/4/14 Senate: App-2/25/14

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Proposing Department/Unit Communications Media	Phone 357-3417

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: COMM 325: Women in Media

Proposed course prefix, number and full title, if changing:

**2. Liberal Studies Course Designations, as appropriate**

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Intensive (include W cover sheet)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship                       Information Literacy                       Oral Communication  
 Quantitative Reasoning     Scientific Literacy                       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course     Other: Women's Studies (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change     Program Revision     Program Title Change     New Track  
 New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	9/25/2013
Department Chairperson(s)	<i>[Signature]</i>	9-25-13
College Curriculum Committee Chair	<i>[Signature]</i>	10/08/13
College Dean	<i>[Signature]</i>	10/10/13
Director of Liberal Studies (as needed)	<i>[Signature]</i>	1/21/14
Director of Honors College (as needed)	<i>[Signature]</i>	
Provost (as needed)	<i>[Signature]</i>	
UWUCC Co-Chairs	<i>[Signature]</i>	2/12/14

FEB 12 2014      DEC 3 2013      NOV 19 2013      OCT 10 2013  
Liberal Studies      Liberal Studies      Liberal Studies      Liberal Studies

## **1. Catalog Descriptions and Syllabus of Record**

### **Current Catalog description**

#### **COMM 325 Women in Media**

**(3c-01-3cr)**

An overview of women in media (including television, film, radio, the Internet, etc.) and some of the issues women face. Emphasizes the historical development of women in the media both nationally and internationally. Identifies some key women in the history of media and discusses the difference between female icons of the past and present. Explores the impact women have had on media and society and the way women are portrayed by the media.

### **Proposed Catalog Description**

#### **COMM 325 Women in Media**

**(3c-01-3cr)**

Provides an overview of women in media (including television, film, radio, the Internet, etc.) and the historical development, along with the social context that influences women's involvement in the media, both nationally and internationally. Analyzes topics related to media effect theories and portrayal of women in media that influence some of the issues women face in their gender roles. Also identifies key women in media from the past and present and their contributions to the field.

**Rationale:** The proposed catalog description provides an updated course better to reflect changes and liberal studies especially in the area of Global Citizen competency. In addition, the previous syllabus of record is outdated with heavy emphasis on history and minimum discussion on the contemporary context and issues facing women in media. With the current global context and rapid development in media and technology today, there is a need to update the discussion and information to create better awareness among students. Discussion of women in other countries will enhance students understanding of the impact of media globally. The class has been revised in such a way to meet Liberal Studies elective. It introduces students to the past and present issues related to women and minorities in their effort to create changes not only in their roles in media institutions but also in their communities.

# 1. Proposed Course Syllabus

## I. Catalog Description

**COMM 325 Women in Media**

3 class hours  
0 lab hours  
3 credits  
**(3c-01-3cr)**

**Prerequisite:** None

Provides an overview of women in media (including television, film, radio, the Internet, etc.) and the historical development, along with the social context that influences women's involvement in the media, both nationally and internationally. Analyzes topics related to media effect theories and portrayal of women in media that influence some of the issues women face in their gender roles. Also identifies key women in media from the past and present and their contributions to the field.

## II. Course Outcomes:

At the end of the course, students will be able to:

### Objective 1:

Explain the historical and social context behind the women's movement in the U.S. and other countries as a context to understand women's contribution to media and the portrayal of women in media.

### Expected Student Learning Outcomes 1:

Informed Learners

### Rationale:

This objective meets the Informed Learners Outcome as a Liberal Studies elective and specifically as a Global Citizenship Liberal Studies elective because it challenges students to understand the historical and social contexts of feminist movements. Students will learn and compare history of women's movement in the US and other countries. The discussion will help students better recognize similarities and differences of women's efforts in achieving equality. Students will demonstrate such knowledge on exams.

### Objective 2

Analyze communications media strategies used in each feminist movement.

### Expected Student Learning Outcomes 2

Empowered Learners

### Rationale:

This objective meets the Informed Learners Outcome as a Liberal Studies elective and specifically as a Global Citizenship Liberal Studies elective because students will critically analyze communications media strategies to voice women's issues in each feminist movement.

Students will be required to use the analysis to write a reflection paper based on case studies provided.

**Objective 3**

Discuss women's issues in other countries that have been raised through women's movements in those countries and their use of media in their movements.

**Expected Student Learning Outcomes 1**

Informed Learner

**Rationale:**

**This objective meets the Informed Learners Outcome as a Liberal Studies elective and specifically as a Global Citizenship Liberal Studies elective.** Students will read and comment on weekly online posts about news and current events related to women's issues in the US and other countries. With this assignment, students will be aware of the issue of social justice that women and minorities around the world have faced. Assignments will require students to engage in related online discussions.

**Objective 4**

Contrast the differences between female icons in the media field from the past and present

**Expected Student Learning Outcomes 2& 3**

Empowered Learners and responsible learners

**Rationale:**

**This objective meets the Informed Learners Outcome as a Liberal Studies elective and specifically as a Global Citizenship Liberal Studies elective** because students will search and evaluate sources related to successful women in media. In their analysis, they need to explain how their media icon climbed to success, how media institutions treat women as a workforce and how the media icons were portrayed in media. By creating a profile report, students will be able to understand how women have contributed to the media and society.

**Objective 5**

Analyze portrayal of women in US media and other countries.

**Expected Student Learning Outcomes 2, and 3.**

Empowered Learner and Responsible Learner

**Rationale:**

**This objective meets the Informed Learners Outcome as a Liberal Studies elective and specifically as a Global Citizenship Liberal Studies elective** because students will be required to present the most important issue that they think people need to understand about women's issues. Assignments will require students to produce a creative project which includes an analysis of media portrayals of women and possible issues that might affect real life perceptions. Some examples of projects can be in the form of PSAs, photographs or short video packages.

The project will include a paper that explains the process of completing the projects, the challenges and some analysis of how the projects are related to class.

### III. Detailed Course Outline

Theme 1: Introduction to the study of women in media (3 hours)

- a. Understanding historical and social context to the study of women in media
- b. Reading: Wood (2013) Chapter 1
- c. Gender theories, Reading Wood (2012) chapter 2

Theme Two: Feminism and women's movements in the US and other countries (6 hours)

- a. Understanding gender and women's issues from past to today
- Reading: Wood (2013) chapter 3 & 4; Germer, (2003). A Feminist History in Japan

Exam 1 (1 hour)

Theme 3: History of US media and women's involvement in media (5 hours)

- a. Understanding media development in the US
- b. Women in minority media
- c. Deregulation and its impact to women and minority media

Theme 4: Portrayal of women in media (before 1990s) (6 hours)

1. Overview of media portrayals of women in the past
2. Portrayal of women in television drama, TV news, Talk shows, music videos, Films and TV advertisements

Reading : Kord, S. and Krimmer, E. (2004). England, D., Descartes,L., Collier-Meek, M. (2011). Gender Role Portrayal and the Disney Princesses. *Sex Roles*, 64.

Theme 5; Media Effect Theories (4 hours)

Reading: (Wood, Chapter 11)

Exam 2 (1 hour)

Theme 6: Portrayal of women in media (after 1990s) (8 hours)

- a. Third waves of feminism and Global Media
- b. Changes in media portrayal of women in media (after 1990s)

(Portrayal of women in Television Drama, TV news, Talk show, Music videos, Films, advertisements, and video games).

Reading: Kord, S. and Krimmer, E. (2004). Smith, S.,Pieper, K., Granados, A., Choueiti, M. (2010). Assessing Gender-Related Portrayals in Top-Grossing G-Rated Films. *Sex Roles* 62 (3), pp. 774–786 .

ii. Guest Speaker

Theme 7: International women and media (4 hours)

- a. Portrayal of women in international media (films, television dramas, TV news.

music video, and advertisements)

Reading: Paek, H., Nelson, M., Vilela, A. (2011). Examination of Gender-role Portrayals in Television Advertising across Seven Countries. *Sex Roles* 64 (3), pp. 192– 207

Theme 8: Women, media & social change

(5 hours)

- a. Female icons in the media from the past to today
- b. Understand the difference between female icons of the past and present
- c. Women Leadership (Wood, Chapter 10)
- d. Women Organizations and their impacts to the society. Reading Thorne, B. (1987). Re-visioning women and Social change: Where are the children? *Gender & Society*, 1 (1) 85-109.

1. Final Exam

(2 hour)

#### IV. Evaluation Methods

- a. Homework assignments: Students will respond weekly assignments addressed in D2L once a week. Assignments are tailored to that week's topics of study. (10% of the grade)
- b. Three Journal Entries: Students will write 3 journal entries based on the selected topics. The page length is 2-3 pages. The journals will be evaluated based on the depth and understanding toward relevant course concepts. (15% of grade)
- c. Women in Media Report: Students will compile information about a particular female media icon from news magazines and journal articles. Students will then develop a 3-4- page report describing their perceptions of her contributions to and portrayal within mass media. (15% of grade)
- d. Creative Project– Students may work alone or in groups of two or three. This project includes a 1-page proposal (prior to the project) and 3 page- essay report (after the project is completed). Students can choose projects based on their particular production skill sets. The project's topic should be related to class themes. Some examples of projects can be creating a video package, PSA or taking pictures. The project report must include an analysis of media portrayals of women and possible issues that might affect real life perceptions. (30% of grade)
- e. Exams: Students will take three exams on the textbook readings as well as lectures. Exams will consist of multiple choice, T/F and short essay. (30% of grade)

#### V. Example of Grading Scale

90 % - 100 % = A

80 % - 89% = B

70 % - 79% = C

60 % - 69 % = D

Below 60% = F

## **VI. Undergraduate Course Attendance Policy**

This course will follow the official IUP attendance policy as described in the IUP Undergraduate Catalog.

## **VII. Required Textbook (s) Supplemental Books and Readings**

Wood, Julia (2013). *Gendered Lives: Communication, Gender, & Culture*. 10<sup>th</sup> edition. Boston: Cengage Learning.

Kord, S. and Krimmer, E. (2004). *Hollywood Divas, Indie Queens and TV Heroines: Contemporary Screen Images of Women*. Lanham, Rowman & Littlefield.

### **Examples of Supplemental Readings:**

Creedon, P. & Cramer, J. (2007). *Women in Mass Communication (third Edition)*, Thousand Oaks: CA: Sage Publications.

Germer, (2003). A. Feminist History in Japan: National & International Perspectives. *Intersection: Gender, History and Culture in the Asian Context*, 9. Retrieved from <http://intersections.anu.edu.au/issue9/germer.html>

Lacroix, C. (2004). Images of Animated Others: The orientalizing of Disney's cartoons of Heroines from the Little Mermaid to the Hunchback and Notre Dame. *Popular Communication*, 2 (4). 213-229.

## **VIII. Special Resource Requirement**

None

## **IX. Bibliography**

Citron, M. (2010). Feminist Waves and Classical Music: Pedagogy, Performance and Research. *Women & Music*, 8. 47-60.

Cole, E. & Henderson, J. (2005). *Featuring Females; Feminist Analysis of Media*. Psychology of women book series. American Psychological Association. DOI: 10.1037/11213-000.

Coleman, J. (2009). An introduction to Feminism in post-feminist age. *Women's Studies Journal*, 23 (2), 3-13.

England, D., Descartes, L., Collier-Meek, M. (2011). Gender Role Portrayal and the Disney Princesses. *Sex Roles*, 64. 555-567. DOI 10.1007/s11199-011-9930-7.

Germer, (2003). A. Feminist History in Japan: National & International Perspectives. *Intersection: Gender, History and Culture in the Asian Context*, 9. Retrieved from <http://intersections.anu.edu.au/issue9/germer.html>

Lacroix, C. (2004). Images of Animated Others: The Orientalization of Disney's cartoons of Heroines from the Little Mermaid to the Hunchback and Notre Dame. *Popular Communication*, 2 (4). 213-229.

Lueck, T. (2004). "Her Say" in the media mainstream: A Cultural Feminist Manifesto. *Journalism and Communication Monograph*. Summer2004, Vol. 6 Issue 2, p59-96. 38p.

Paek, H., Nelson, M., Vilela, A. (2011). Examination of Gender-role Portrayals in Television Advertising across Seven Countries. *Sex Roles* 64 (3), pp. 192–207 DOI 10.1007/s11199-010-9850-y

Raley, A., Lucas, J. (2006). Stereotype or Success? Prime Time Television's Portrayals of Gay Male, Lesbian and Bisexual Characters. *Journal of Homosexuality*. 51 (2), p19-38. 20p.

Rubie-Davies, C., Liu, S., Lee, K. (2013). Watching Each Other: Portrayals of Gender and Ethnicity in television Advertisements. *Journal of Social Psychology*. 153 (2), p175-195 DOI: 10.1080/00224545.2012.717974.

Smith, S., Pieper, K., Granados, A., Choueiti, M. (2010). Assessing Gender-Related Portrayals in Top-Grossing G-Rated Films. *Sex Roles* 62 (3), pp. 774–786 .DOI 10.1007/s11199-009-9736.

Thorne, B. (1987). Re-visioning women and Social change: Where are the children? *Gender & Society*, 1 (1) 85-109.

Wolf (2002). *The Beauty Myth: How Images of Beauty Are Used Against Women*. New York: Harper Perennial.

## **2. Summary of the Proposed Revision.**

- a. Catalog description has been revised to meet changes related to the involvement of women in the media and the changes of media portrayal due to the expansion of media globally.
- b. Course objectives have been updated to reflect the new expected students Undergraduate Student Learning Outcome (EUSLO) for Liberal Studies Electives focused on Information Literacy and Global Citizenship
- c. Updated textbooks
- d. Updated suggested readings with more current reading materials.
- e. The language of catalog description was changed to meet new requirements for the liberal studies electives.



### **3. Justification/rationale for the Revision**

The course is currently approved to meet Liberal Studies Elective course and is being revised to meet the new curriculum criteria for this category.

The criteria for courses in the Global Citizenship and Information Literacy competency area have been modified to highlight course content and assignments that emphasize issues of social justice, social action, and citizenship in a global context. The course has also been revised to meet Global Multicultural Awareness category because in reality when discussing about feminism and media, understanding context is very important. This context can be different based on history and how issues related to women evolved within particular regions of the world.

In addition, the previous syllabus of record is outdated with heavy emphasis on history and minimum discussion on the contemporary context. With the current global context and rapid development in media and technology today, there is a need to update the discussion and information to create better awareness among students, especially in the issues related to women and gender roles, to the fast changing global society they live in today.

The syllabus and course description have been revised to reflect recent changes especially in relation to women, gender issues and their interaction with media and technology.

### **4. Assignment instruction for one major course assignment.**

**Journal Entry (30%)** Students will write 3 journal entries based on the selected topics. The page length is 2-3 pages. The journals will be evaluated based on the depth and understanding toward relevant course concepts. (15% of grade)

**Topic: Where Should Feminist Focus Be?**

#### Instruction

Please read the background below and write your journal based on the questions provided. Your journal should be 2-3 pages. The journal will be evaluated based on the depth and understanding toward the concept. Please include your analysis, not just a description.

#### Background

*Intersectionality* is a central term in much contemporary feminist scholarship and activism; it is particularly prevalent in the 'third wave.' Intersectional scholarship and activism recognizes the multiple and intersecting axes of power that form of identities and around which instances of oppressions and resistance are enacted. This means that in addition to attending to issues of gender/sex/sexuality, third wave intersectional scholars and activists also address questions of race, class, nationality, and (dis) ability, among others.

Some third wave intersectional scholars and activists argue that feminists and feminism must move beyond "women's issues" and focus on social justice issues. Laboton and Martin (2004), editors of the *Fire This Time*, argue, 'intersectionality suggests those issues

that have been traditionally been associated with the feminist movement - reproductive rights, domestic violence, death rape, and equal pay for equal work - are not the only issues that should define it. Lisa Jervis, co-founding editor of the third-wave feminist magazine *Bitch* expressed similar opinion: Gender isn't always the primary mode of analysis... anti poverty work, international human-rights work, and labor are all issues that are feminists issues, but they aren't all about women (Rowe-Finkbiner, 2004, p. 34) .

Reflect on the arguments above. Please write 2-full page essay and share what you think about this issue. When you write, consider the above background information. You can also include the following ideas for your journal reflection:

1. What do you think motivates intersectional feminists to broaden their focus from women's issues to social justice?
2. What might be some of the implications, both negative and positive, of turning feminists' attention from "women's issues" to social justice?
3. What issues should intersectional scholars and activists focus on? What decision criteria should guide their focus?
4. If feminists focus on social justice broadly interpreted, is the term feminism necessary? Is feminism still a legitimate social movement/area of scholarship?

#### **Reference**

- Hayden, S. , Wood, J. (2012) *Gendered Lives: Communication Gender & Culture*. Instructor's resource manual. Boston:MA :Wadsworth:Cengage Learning.
- Lebaton, V. and Martin, D. L. (eds). (2004). *The Fire this Time: Young Activists and the New Feminism*, New York: Anchor Books.
- Rowe-Finkbiner, K. (2004). *The F Word: Feminism in Jeopardy: Women, politics, and the Future*. Emerville, CA: Seal Press

## **5. LIBERAL STUDIES QUESTIONS AND ANSWERS**

**a. What are the strategies your department will use to assure that basis equivalency exists.**

Basic equivalency among courses is not a concern for this course as this course will not be taught in multiple sections. The proposer will teach this course, however, occasionally other professors may teach this course. In this case, professors will meet prior to the new semester to discuss about the objectives of the course

**b. Liberal studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By the explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.**

The nature of the course stresses discussion of women's issues in relation to media, including women's marginalization in the media workplace, media portrayals of women, and the impact of such portrayals on audience perceptions. The class also covers issues related to other minority groups, particularly in relation to feminism and women's movements in the US and abroad, and women, feminism, media & social change.

**c. Liberal studies courses require the reading and use by students at least one non-textbook work of fiction or non-fiction or a collection or related articles. How will the course meet this criterion?**

COMM 325 includes series of journal articles as well as additional books (such as the non-fiction on Hollywood Divas). Supplemental readings are necessary in order to create a well-rounded understanding not only toward the history of women in media but also to evaluate the contemporary role of women in media via academic scholarship and individual experiences. Supplemental readings also make the rather complex topics of women in media more readily understandable and relatable to an undergraduate audience.

**d. If this is an introductory course intended for a general student audience, how is it different from what is provided for beginning majors?**

This is a 300 level of class intended for a generalized undergraduate audience. As a part of the Liberal Studies elective curriculum, the class covers foundational concepts in women's studies, as well an overview of media effects theories. Even where topics have relation to broader areas of women's studies or communications media, topics are consistently framed within the way that these two areas intersect.

## **6. Old Syllabus of Record (see below for the old syllabus of record)**

## Syllabus of Record

### I. Catalog Description

COMM 325 Women in Media

3 class hours

0 lab hours

Prerequisites: None

3 credit hours

(3c-0l-3cr)

Designed to provide an overview of women in media (including television, film, radio, the internet, etc.) and some of the issues women face. It will emphasize the historical development of women in the media both nationally and internationally. We will identify some key women in the history of media and discuss the difference between female icons of the past and present. Students will explore the impact women have had on media and society and the way women are portrayed by the media.

### II. Course Outcomes

Students will be able to

1. analyze how the portrayal of women in media has changed over the years
2. analyze issues that are problematic to foreign women in the media
3. analyze the impact and effects women have had on media
4. analyze the impact and effects women in media have had on our society
5. demonstrate the ability to conduct a research project and write a paper
6. demonstrate the ability to make professional presentations using modern software
7. identify key women in the history of media
8. identify organizations that have been created to assist women in media
9. identify the difference between female icons of the past and present
10. understand how women are portrayed by the media
11. understand the historical development of women in media

### Department Objectives (*italicized objectives are covered in this class*)

- A. Develop content in the area of communication theory, psychology, educational psychology, (learning theory, propaganda, and persuasion, aesthetics, motivation.).
- B. Develop students' research, analytical, presentation, writing, and communication skills.
- C. Prepare students to understand the effects of media and communication.
- D. Foster student's creative understanding and applications of communications media.
- E. Develop an understanding of the legal and regulatory environment of communications media.
- F. Develop proficiency and competence in current technology and software for communications media.
- G. Apply communications theory and technology skills to selected production and design including: graphics, audio, photography, television, radio, gaming and internet.

H. Apply theory and communication technical skills in at least one experiential education opportunity appropriate to a selected communications media standard.

*Assessment (numbers correspond to course objectives)*

R1-Report 1

R2-Report 2, (Key Assessment)

R3-Report 3

Departmental Objective	Course Objective	Assessment Technique
A		
B	1	R1, R2, R3
	2	R1
	6	R1
	9	R2
	10	R1, R2, R3
	11	R1, R2, R3
C	3	R1
	4	R1
	7	R3
D	7	R3
	8	R3
E	5	R1, R2
F	11	R1, R2, R3
G		
H		

### III. Detailed Course Outline

#### Week #1 (3 hours)

- Introduction
- Review of Syllabus
- History of Women in Media (Early Years, 20<sup>th</sup> Century)
- The Mommy Myth

#### Week #2 (3 hours)

- History of Women in Media (Electronic Media-Radio, Internet, Television)
- Killing Us Softly
- Beyond Killing Us Softly
- Women and Advertising

**Week # 3 (3 hours)**

- Still Killing Us Softly
- Killing Us Softly 3
- Women and Advertising
- Selling Beauty, Selling Whiteness, Selling Sex

**Week # 4 (3 hours)**

- Images, Beliefs, and Behavior
- Meta-Analysis, Body Image and Self Esteem
- The Social Importance of Looks
- Impossible Standards of Weight

**Week # 5 (3 hours)**

- Slim Hopes-advertising and the obsession with thinness
- Reviving Ophelia-saving the selves of adolescent girls

**Week # 6 (3 hours)**

- Playing Unfair-Media Images of the Female Athlete

**Week # 7 (3 hours)**

- Sex and the City Documentary
- Sexism on the TV Screen
- Music Videos
- Women's Television Networks (Oxygen and Lifetime)

**Week # 8 (3 hours)**

- Women in Media-Report 1 Presentations

**Week # 9 (3 hours)**

- Sexism in Magazines
- Pornography
- Oprah-Women Around the World

**Week # 10 (3 hours)**

- Issues Faced by Women in Media-Report 2 Presentations

**Week # 11 (3 hours)**

- Minority Women in Media (Asians, Blacks, Latinas, Lesbians, etc.)

**Week # 12 (3 hours)**

- Slaying the Dragon-Asian Women in Media
- Women in Filmmaking

**Week # 13 (3 hours)**

- The Art of Film
- The Love Goddess
- The Role of Women in the Movies
- Media Images vs. Real Women-Biases
- Female Characters in Cartoons

**Week # 14 (3 hours)**

- How Women are Portrayed in the Media-Report 3 Presentations
- Conclusions

**Final Examination as scheduled**

**IV. Evaluation Methods**

Students will be evaluated on the successful completion of all class assignments as detailed in instructions distributed in class. The following assignments will be required:

1. Three papers - 1. Review the biography of Alice Guy-Blache. 2. Analyze an issue faced by women in media. 3. Analyze how women are portrayed by the media. An in-class presentation with PowerPoint is required for each report. (20 points per report/20% per report)
2. In class assignments and class participation- short assignments pertaining to the lecture topics . (20 points/20%)

**Final Exam**

The final exam will consist of several essay questions based on the assigned readings, in-class presentations, in-class activities, videos, etc. (20 points/20%)

**Grading Policy**

Grades are calculated by totaling the points received on all assignments and tests and dividing that number by the total points possible. The resulting percentage determines the letter grade, based on the scale below:

- 90% and above = A
- 80%-89% = B
- 70%-79% = C
- 60%-69% = D
- 59% and below = F

**V. Attendance**

Individual course instructors will denote an attendance policy in student course syllabi that is consistent with the University attendance policy.

## **VI. Required Text**

Carter, C. (2004). *Critical Readings: Media and Gender*. Maidenhead: Open University Press.

McMahan, A. *Alice Guy-Blache: Lost Visionary of the Cinema*.

## **VII. Bibliography**

Allen, D., & Kaufman, S.J., & Rush, R.R. (1996). *Women Transforming Communications*. California: Sage Publications.

Backlund, P., & Williams, M.R. (2004). *Readings in Gender Communication*. California: Wadsworth/Thomson Learning.

Bernhard, V., & Genovese, E.F. (1995). *The Birth of American Feminism: The Seneca Falls Woman's Convention of 1848*. New York: Brandywine Press.

Boe, J., & Corey, S., & Markman, M. (1999). *Writing Women's Lives*. St. James: Brandywine Press.

Carter, C. (1998). *News, Gender, and Power*. New York: Routledge.

Carter, C., & Steiner, J. (2004). *Critical Readings: Media and Gender*. England: McGraw Hill Education.

Crawford, M., & Unger, R. (2004). *Women and Gender*. Boston: McGraw-Hill.

Creedon, P.J. (1993). *Women in Mass Communication* (5<sup>th</sup> ed.). London: Sage Publications.

Dines, G., & Humez, J.M. (1995). *Gender Race and Class in Media*. California: Sage Publications.

Douglas, S.J. (1994). *Where the Girls Are*. New York: Random House.

Francke, L. (1994). *Script Girls*. London: British Film Institute.

Frey, J., & Polumbaum, J. (1995). *No Shrinking Violets*. World Women & Media Workshop.

Halper, D.L. (2001). *Invisible Stars: A Social History of Women in American Broadcasting*. New York: M.E. Sharpe.

Hill, M. (2003). *Connections: A Broadcast History*. California: Wadsworth/ Thomson Learning.



- Hill, M. (2002). *Only Connect: A Cultural History of Broadcasting in the United States*. California: Wadsworth/ Thomson Learning.
- Horowitz, S. (1997). *Queens of Comedy*. Australia: Gordon and Breach Publishers.
- Inness, S.A. (2004). *Action Chicks: New Images of Tough Women in Popular Culture*. New York: Palgrave MacMillan.
- Kaplan, E.A. (1983). *Women & Film: Both Sides of the Camera*. New York: Routledge.
- Kitch, C. (2001). *The Girl on the Magazine Cover*. London: The University of North Carolina Press.
- Lester, P.M. (2003) *Images that Injure*. Connecticut: Prager Publishers.
- Lont, C.M. (1995). *Women and Media: Content, Careers, and Criticism*. California: Wadsworth Publishing Company.
- MacDonald, J.F. (1992). *Blacks and White TV*. Chicago: Nelson-Hall Publishers.
- Marlane, J. (1999). *Women in Television News Revisited*. Austin: University of Texas Press.
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- James, S. (2002, Summer). The pajama party that failed: Oxygen was supposed to be a breath of fresh air for women. *Women Quarterly*.
- Male Power Elite- media spin on women in the news. (2000, December). *USA Today Magazine*.
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- Sakr, N. (2002, Fall). Seen and starting to be heard: women and the Arab media in a decade of change. *Social Research*.
- Shaker, A. (2002, Winter). The inequality of women's basketball on television: a school project exposes unfair media coverage of college games. *Melpomene Journal*.
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**Videos (Select films will be put on reserve at Stapleton library for student viewing)**

The Art of Film. The Love Goddess. The Role of Women in the Movies.

Beyond Killing Us Softly- The Strength to Resist.

Calling the Shots: Women in Film.

Dreamworlds 2.

How The Nazi's Came To Power

.Killing Us Softly.

Killing Us Softly 3- Advertising's Image of Women. With Jean Kilborne.

Personal Implications of the Internet: Boys, Girls, and Games.

Playing Unfair- Media Image of the Female Athlete.

Reviving Ophelia.

Sexual Stereotypes in Media: Superman and the Bride.

Sexual Stereotypes in the Media.

Slaying the Dragon.

Slim Hopes.

Still Killing Us Softly.

The Triumph of the Will.

Women Seen on Television.

## Checklist for Liberal Studies Electives Course Proposals

1.  Review the Criteria for a Liberal Studies Elective – note how the competencies are to be handled.
  2.  Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
  3.  Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iup.edu/senate/uwucc/default.aspx>).
  4.  Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners.
  5.  Course content – meets the required course content for a Liberal Studies Elective. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements.
  6.  Competencies - All Liberal Studies Electives must meet the EUSLOs and required course content from at least ONE of the following SIX competencies: Global Citizenship; Information Literacy; Oral Communication; Quantitative Reasoning; Scientific Literacy; and Technological Literacy. Note: a course may meet more than one competency.
  7.  Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
  8.  Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
  9.  Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).
- If this is a course revision (p. 18 UWUCC Handbook)
10.  Summary of the proposed revisions.
  11.  Justification/rationale for the revision – be sure to include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
  12.  The old syllabus of record.
  13.  Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook).