

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		05-41	Apr 317/06	Apr 3128/06

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Janis M. Handler	Email Address jhandler@iup.edu
Proposing Department/Unit Communications Media	Phone 724-357-3219

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each 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

<i>Current Course prefix, number and full title</i>	Comm 325: Women in Media
	<i>Proposed course prefix, number and full title, if changing</i>

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)

This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Program Revision

New Minor Program New Track Other

<i>Current program name</i>	<i>Proposed program name, if changing</i>
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4. Approvals		Date
Department Curriculum Committee Chair(s)	B. Gustafson	1-26-06
Department Chair(s)	[Signature]	1/27/06
College Curriculum Committee Chair	Ronald [Signature]	2-9-06
College Dean	Mary Ann Rappath	2/09/06
Director of Liberal Studies *	[Signature]	2/7/06
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sechrist	3-7-06

Received * where applicable

Received

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Liberal Studies

Liberal Studies

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, 20th 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* (5th 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.
- Miller, L.F. (1988). *The Hand that Holds the Camera*. New York: Garland Publishing Inc.
- Norris, P. (1997). *Women, Media, and Politics*. New York: Oxford University Press.
- O'Dell, C. (1997). *Women Pioneers in Television*. North Carolina: McFarland & Company, Inc., Publishers.
- Paisner, D. (1989). *The Imperfect Mirror: Inside Stories of Television Newswomen*. New York: William Morrow and Company, Inc.
- Ruth, S. (2001). *Issues in Feminism*. California: Mayfield Publishing Company.
- Sapiro, V. (2003). *Women in American Society: An Introduction to Women's Studies*. New York: McGraw-Hill.
- Signorielli, N. (1996). *Women in Communication: A Biographical Sourcebook*. Connecticut: Greenwood Press.
- Valdivia, A.N. (1995). *Feminism, Multiculturalism, and the Media*. California: Sage Publications.
- Wood, J.T. (2004). *Gendered Lives: Communication, Gender, & Culture*. California: Wadsworth/ Thomson Learning.

Periodicals

- Allen, M.L. (2002, Autumn). Women and Media-Directory. *WIN News*.
- Eide, E. (2002, Spring). The twenty percent limit for women in media. *WIN News*.
- Gallagher, M. (2001, Autumn). Women and Media-Review. *WIN News*.
- Gill, S. (2003, December) Marginalization of women in the media: What the United Nations should do. *UN Chronicle*.
- Hargreaves, D.A. (2003, November). Female "thin ideal" media images and boys' attitudes toward girls. *Sex Roles: A Journal of Research*.
- 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*.
- McElvoy, A. (1999, July). She can report from a war zone or the lobby: but punditry is for the guys, and letting her edit is always a gamble. *New Statesman*.
- Media Not Totally to Blame- women's magazines' role in eating disorders. (2000, December). *USA Today Magazine*.
- Murnen, S.K. (2003, November). Thin, sexy women and strong, muscular men: grade-school children's responses to objectified images of women and men. *Sex Roles: A Journal of Research*.
- Perfect mom image impossible to attain. (2004, April). *USA Today Magazine*.
- 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*.
- Women and Media. (2002, Summer). *WIN News*.
- Women and minorities in news are decreasing. (2002, December). *USA Today Magazine*.

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.

Course Analysis Questionnaire

Section A: Details of the Course

- A1. This course is an elective course for any student who is interested in the topic. Communications media majors could use this course as a controlled elective. Women in Media is a very broad topic thus a separate course is necessary.
- A2. No changes necessary.
- A3. This course was offered experimentally in the Spring 2005, Fall 2005 and Spring 2006 semesters, 35 students enrolled.
- A4. This course is not intended to be a dual level course; it is intended for undergraduates.
- A5. This course cannot be taken for variable credit; it is a 3 credit course.
- A6. Other higher education institutions offer this course
Eastern Illinois University . Jou 3903 – Women and the Media.
Hunter College. WOMST384.00 - Women and Media.
George Mason University. WMST 304 – Women in Media (3:3:0)
Bethany College. Comm 343 Images of Women in Media – 3 credits
- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

Section B: Interdisciplinary Implications

- B1. This course will only be taught by one instructor.
- B2. This course is about women in media, thus it is relevant to students in the communications media department.
- B3. This course will not be cross-listed. It will be listed in the Communications Media Department.
- B4. Seats in this course will be made available for students in Continuing Education as needed.

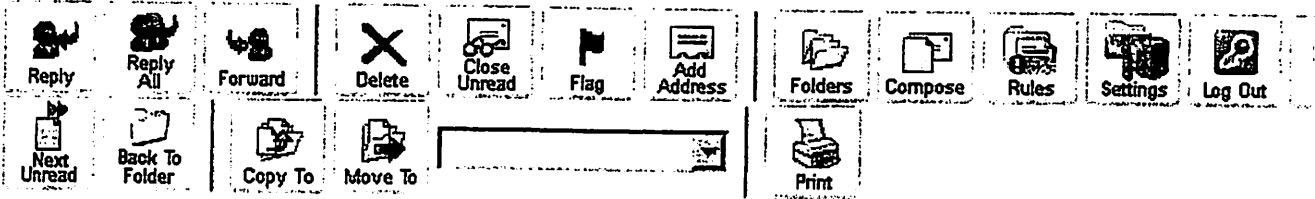
Section C: Implementation

- C1. Faculty resources are adequate. Two new faculty members have recently been hired in the Communications Media Department. Mrs. Handler will teach this course when it is offered (alternating with her other assignments).
- C2. Other resources
 - a. Current space allocations are adequate to offer this course.
 - b. No special equipment is needed for this course.
 - c. No laboratory supplies are necessary for this course.
 - d. Library holdings are adequate.
 - e. N/A
- C3. No grant is necessary for this course.
- C4. This course will be offered regularly in the fall and spring semesters.
- C5. One section will be offered initially with the possibility of expanding to two sections a semester (if the demand exists).
- C6. 25 students per section because students will do a considerable amount of writing.
- C7. No professional society recommends enrollment limits or parameters for this course.
- C8. This course does not involve this use of distance education.

Section D: Miscellaneous

Applicable to communications media majors.
To be used as a liberal studies elective.

IUP I-Mail: Message from InBox Folder



From: "Chauna Janene Craig" <ccraig@iup.edu>
Subject: Women's Studies Course
Date: Mon, 31 Jan 2005 13:07:38 -0500
To: jhandler@iup.edu



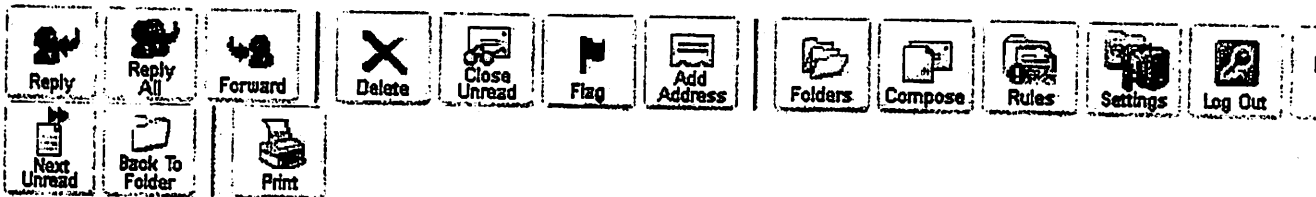
Hi Janis.

I've looked over the course in Women in Communications that you're planning to propose as a new course, and I think it would be a wonderful addition to our interdisciplinary Women's Studies minor here at IUP. Our minor has only one required course, so we're always interested in more options for our students. I'm especially glad to include courses from a variety of colleges.

Keep in mind that should your course be approved by the UWUCC and Senate, it will require additional approval as a women's studies offering by the Women's Studies Curriculum Committee.

Thanks and best of luck with this.

Chauna Craig
 Interim Director of Women's Studies



A service of the Technology Services Center
 Last updated: 03/13/2004 by jbr

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Liberal Studies Course Approval Form Instruction Sheet

Use this form only if you wish to have a course included in a Liberal Studies Learning Skill or Knowledge Area category. Do not use this form for synthesis or writing-intensive sections; different forms are available for these. If you have questions, contact the Liberal Studies Office, 110 Gordon Hall, telephone 357-5715.

This form is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-wide Undergraduate Curriculum Committee. When you have finished, your proposal will have these parts:

- Standard UWUCC Course Proposal Cover Sheet, with signatures (one page)
- Completed copy of LS General Information Check-List--Parts I-III of this form (one page)
- One sheet of paper for your answers to the four questions in Part IV of this form (one page)
- Completed check-list for each curriculum category in which your course is to be listed--e.g. Non-Western Cultures, Fine Arts, etc. (one page each) [Check-lists are found in the appendix to this Handbook.]
- Course syllabus in UWUCC format.

Note: If this is a new course not previously approved by the University Senate, you need to provide answers to the UWUCC Course Analysis Questionnaire. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review. For information on UWUCC procedures for new courses or course revisions, see appropriate sections of this Handbook.

Submit the original of the completed proposal to the Liberal Studies Office (110 Gordon Hall.) The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.)

In addition to the signed hard copy, email the proposal as a Word or Rich Text Format file attachment to Liberal-Studies@iup.edu, or send a disk with the hard copy of the proposal.

Please Number All Pages

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency.. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

- First Composition Course Second Composition Course
 Mathematics

KNOWLEDGE AREAS:

- Humanities: History Fine Arts
 Humanities: Philos/Rel Studies Social Sciences
 Humanities: Literature Non-Western Cultures
 Natural Sci: Laboratory Health & Wellness
 Natural Sci: Non-laboratory Liberal Studies Elective

II. Please use check marks to indicate which LS goals are **primary, secondary, incidental, or not applicable**. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- A. Intellectual Skills and Modes of Thinking:**
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
 2. Literacy—writing, reading, speaking, listening.
 3. Understanding numerical data.
 4. Historical consciousness.
 5. Scientific inquiry.
 6. Values (Ethical mode of thinking or application of ethical perception).
 7. Aesthetic mode of thinking.

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

C. Understanding the Physical Nature of Human Beings

- D. Collateral Skills:**
1. Use of the library.
 2. Use of computing technology.

III. The LS criteria indicate six ways that courses **should** contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

IV.

- A. One instructor will teach all sections of the course in a semester if possible. A standard syllabus will be kept on record; instructors should base their syllabus on the syllabus of record.
- B. The course is based on the role of women in media and is focused on gender sensitive issues. In addition, there are multiple lessons that focus on women of varying ethnicities including black women, Asian women, middle eastern women, etc. It also integrates women of varying professions within media (actresses, CEOs of major media companies, etc.). Re course syllabus.
- C. There will be a required text and biography for the course and certain required readings that will be on hold at the library. Certain films will be shown in class. Re course syllabus.
- D. N/A