

13-896
UNUCC:AP-2/4/14
Senate: Info-2/25/14

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: Comm 325 Women in Media

Instructor(s) of Record: Dr. Nurhaya Muchtar

Phone: (724)357-3417 Email: nmuchtar@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 10/21/13
Signature of Department Designee Date

Endorsed: [Signature] 10/23/13
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 2/12/14
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

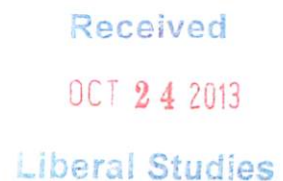
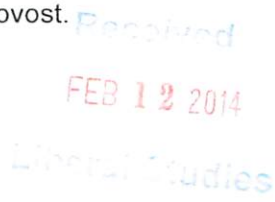
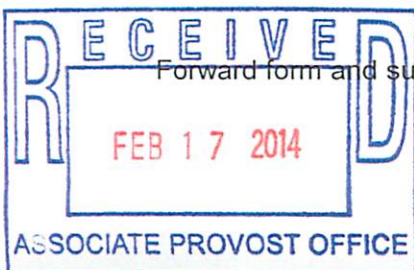
Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

[Signature] 2/12/14
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one third of teaching contact hours)

Existing and Special Topic Course

Course: COMM 325 Women in Media

Instructor(s) of Record: Nurhaya Muchtar, Ph.D.

Phone: (724) 357-3417 **e-mail:** nmuchtar@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Nurhaya Muchtar, Ph.D. is qualified in the distance education delivery method having successfully taught distance education course via Moodle, e.g. COMM 101 Communication Media in American Society, COMM 103 Digital Instruction Technology and COMM 395 Career Planning. In the traditional face to face classroom, Dr. Muchtar has used both Moodle and D2L extensively to help distribute assignments, support class discussions and update class notes, so students can keep up with class materials.

Dr. Muchtar has participated in both Moodle and D2L training.

In regards to the content, Dr. Muchtar is qualified to teach this subject based on her professional and research background related to women in media. She was a broadcast journalist and radio host in Voice of America for about four years prior to working in IUP. She has conducted a few studies and conference presentation related to media portrayal for women and minority.

2. How will each objective in the course be met using distance education technologies?

Course Objective	How Course Objective Will be Met	How objective is Presently assessed	How Objective will be Assessed
Upon successful completion of this course, students will be able to explain the historical and social context behind the women's movement	Reading text and supplement reading material. Visiting relevant websites that identified by instructor	Formative Activity Test 1	Discussion Board Quiz 1-2

<p>in the US and other countries as a context to understand women's contribution to media and the portrayal of women in media.</p>			
<p>Upon successful completion of this course, students will be able to analyze communications media strategies used in each feminist movement.</p>	<p>Reading text and supplement reading material. Visiting relevant websites that identified by instructor</p>	<p>Analyze case study and write Journal reflection papers</p>	<p>Analyze case study and write Journal reflection papers Quiz 3-5</p>
<p>Upon successful completion of this course, students will be able to 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 movement.</p>	<p>Reading text and supplement reading material. Visiting relevant websites that identified by instructor</p>	<p>Weekly online discussion</p>	<p>Weekly online discussion</p>
<p>Upon successful completion of this course, students will be able to contrast the differences between female icons in the past and present within the US context.</p>	<p>Reading text and supplement reading material. Visiting relevant websites and watch you tube videos that identified by instructor</p>	<p>Group Presentation Media Criticism Profile</p>	<p>Write Media Criticism Paper based on documentary "Miss Representation"</p>
<p>Upon successful completion of this course, students will be able to analyze the portrayal of women in media from the past through the present.</p>	<p>Reading text and supplement reading material. Visiting relevant websites that identified by instructor</p>	<p>Create a project which includes an analysis of media's portrayal of women and possible issues that might affect real life perceptions. Some</p>	<p>Final Paper Final Exam</p>

		examples of projects can be in the form of PSA, photographs or short video packages.	
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3. How will instructor-student and student-student, if applicable, interaction take place?

Online Discussion Forums (instructor-student / student-student interaction): In lieu of face-to-face interaction in the classroom, the course will include online discussion forums pertinent to the topic of study on a given week. The instructor will post an article related to the topic of the week, and each student will have to give a respond to the materials as well as responding to earlier posts.

E-mail / telephone contact: Student-specific concerns (concerns over comprehension, grading, evaluation, etc.) are to be handled directly with the instructor via e-mail or telephone contact.

4. How will student achievement be evaluated?

Student achievement will be evaluated through the following five broad categories: (online discussion, chapter quizzes, Journal entries, film review and final paper).

- a. **Online Discussion:** Students will engage in asynchronous discussion forums for each content unit. Course policies require students to post / respond to the materials as well as responding to an earlier post in each forum. Instructor will also post and interact with students to facilitate and guide class discussions. (10%)
- b. **Chapter Quizzes:** Each chapter from the textbook is supplemented with a 20 question quiz to evaluate student understanding of related concepts and information. (25%)
- c. **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 of the concept. (30% of grade)
- d. **Film Review:** Students will watch 'Miss Representation' and write a review about it. The review should include a summary of the documentary, a few detail descriptions that they want to focus on and their analysis whether the documentary did a good job in describing the issue of representation of women and minorities in the media. (10%)
- e. **Media Criticism Paper:** Students will write a critical paper on media contents. The papers require background research on media contents from news magazines as well as journal articles. Then, they will do content analysis research of 3 media content of their choices. They will then develop a-4 page report describing and reporting on their finding. (25% of grade)

Assignment/Activity/ Test	Percentage of Grade
Online Discussion	10%
Chapter Quizzes	25%
Journal Entries	30%
Film Review	10%
Media Criticism Paper Exams	25%
Total	100%

Grading Scale

90 % - 100 % = A
80 % - 89% = B
70 % - 79% = C
60 % - 69 % = D
Below 60% = F

5. How will academic honesty for tests and assignments be addressed?

At the beginning of the course, students are required to electronically sign a Commitment to Course Policies, which notes that the syllabus is a binding agreement between student and instructor, including course policies, expectations, technology requirements, and academic integrity.

Quiz questions are selected at random from a larger database. For example, while a quiz may include 20 questions, those 20 questions are randomly selected from a library of 40 questions, minimizing the uniformity of quizzes among students. In addition, quizzes are set to time limits that make it difficult for students to look up questions in their text books or other materials.

Additionally, the course syllabus clearly outlines submission dates and deadlines for each assignment, quiz, and discussion forum.

Modules

- a. Introduction to the study of women in media
 - i. Understanding historical and social context to the study of women in media
 - ii. Reading: Wood (2013) Chapter 1
- b. Feminism and women's movements in the US and other countries
- c. Understanding gender and women's issues from past to today Reading: Wood (2013) chapter 3 & 4; Germer, (2003). A Feminist History in Japan
- d. Gender theories, Reading Wood (2013) chapter 2
 - i. In-class exercise to understand differences between men and women's perception on gender and communications
 - ii. Class discussion on the results of-in class activities
- e. History of US media and women's involvement in media
 - i. Understanding media development in the US
 - ii. Women in minority media
 - iii. Deregulation and its impact to women and minority media
- f. Portrayal of women in media (before 1990s)
 - i. Overview of media portrayals of women in the past
 - ii. Portrayal of women in television drama, TV news, Talk shows, music videos, Films and TV advertisements

Reading : 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

- g. Theories
 - i. Media affects theories (Wood, Chapter 11)
- h. Female icons in the media from the past to today
 - i. Understand the difference between female icons of the past and present
 - ii. Women Leadership (Wood, Chapter 10)
 - iii. Women Organizations and their impacts to the society
- i. Third waves of feminism and Global Media
 - i. 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: 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 .
- j. International women and media
 - i. 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 DOI 10.1007/s11199-010-9850-y
- k. Women, feminism, media & social change
 - i. Women & leadership overseas
 - ii. Women's contribution to media overseas
 - iii. Overview of international organizations and their roles in women development
 Reading Thorne, B. (1987). Re-visioning women and Social change: Where are the children? *Gender & Society*, 1 (1) 85-109.

Required Textbook (s) Supplemental Books and Readings

Wood, Julia (2013). *Gendered Lives: Communication, Gender, & Culture*. 11th edition. Boston: Cengage Learning.

Kord, S. and Krimmer, E. (2005). *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 orientalization of Disney's cartoons of Heroines from the Little Mermaid to the Hunchback and Notre Dame. Popular Communication*, 2 (4). 213-229.

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.

Example of Slides:

Media pervade every day life



Social media

- Popular for all ages
- Allow easy access to connect with others
- Offer people the opportunity to connect with others

- Are you immune from media influences?

Media influences

- Media shapes our identities, understanding and opinions
- Media influences how we perceive the roles of men and women

http://abc.go.com/watch/2010/05/15/500167050230901best_in_tv_the_greatest_stories_of_our_time/

The roles of media

- Gendered media use
- Tell us what's important
- Tell us what men/women are/should be
- Tell us how man and women relate to each other
- Motivate us to consume



Gendered media

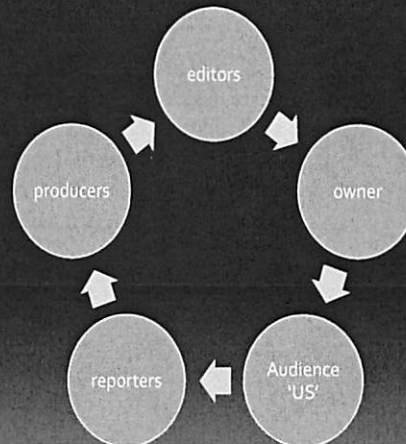
Women

- Men use for instrumental purposes i.e. texting
- Media is used as a form for entertainment
- Women use it to build relationship
- Women use it as a form of entertainment

Similarities: men and women use media to discuss and sometimes challenge gender norms

Media for information

- Agenda setting: The media tells us what to think about
- A gatekeeper: a person or groups who control media content



Portrayal of women/feminism

- Focus on non-essential issues (comments on clothing for women political candidate)
 - <http://www.youtube.com/watch?v=g-lrhBSvFgU>
- Inaccurately report on women and women's movement (e.g. bra burning)
- Self-claimed feminists are not popular (demonized media)

Tell us what women and men are/should be

- Underrepresent women and minorities
- Portray men stereotypically
- Portray women stereotypically
 - Gendered advertising



Underrepresent women and minorities

- Men outnumber women and minorities
- Minority group members are more likely as supporting roles/their own racial culture and values
- Blacks: athletics, subordinate and exotics
- Hispanics, native Americans and Asians are mostly absent on prime-time television
 - Villains or criminals

Portrayal of Men

- Active, adventurous, powerful, sexually aggressive, uninvolved in relationship
- Traditionally masculine are praised in media
- White masculinity is standard
- Sometimes portrayal of masculinity are contradictory

Portrayal of women

- Young, thin, beautiful, passive, dependent, sometimes incompetent
- Whiteness is a standard and ideal
- Women are sex objects (e.g. reality TV), passive (children's movies)
- Women are seen either as "good" or "bad"
 - Bad women: witches, bitches, whores, iron maidens
 - Good women: pretty and passive



Example of Journal Reflection Paper

WERE MEDIA PORTRAYALS OF BRANDI CHASTAIN SEXIST?

Instruction

Please read the background below and write your reflection based on the questions provided. Your reflection should be at least 2 pages. The reflection will be evaluated based on the depth and understanding of the issue. Please include your analysis, not just a description.

Background

In July of 1999, the U.S. Women's Soccer Team won the World Cup. In the moment of victory after kicking the winning shot, U.S. player Brandi Chastain ripped off her shirt and waved it at the crowd with a black sports bra as the only clothing above her waist. Photos of Chastain in her sports bra were featured on the covers of Newsweek and Sports Illustrated, as well as many newspapers. Chastain was the player who captured the media's attention—not teammates Briana Scurry whose magnificent work deflected one of the Chinese kicks or Mia Hamm who is the highest scoring woman in the history of international soccer. Many people regarded the photos of Chastain as showing a superb athlete in the flush of victory—exhilarated and impulsively celebrating. But others thought the photographs reflected the media's intent to portray women as sexual objects.

Columnist G.D. Gearino (1999, p. 1E) wrote that Chastain wasn't on the cover because of her athletic skills but rather 'because she kicked the winning goal and then ripped her shirt off to scamper about in her underwear.' Gearino argued that the media "love to photograph and videotape of women in their underwear."

Based on the background info above, do you think the media were sexist in choosing to feature photos of Chastain in her sports bra?

The following prompts may be useful in thinking thorough the question.

- If possible, view the cover of Newsweek's July 19, 1999 issue or select other media that reported this situation Is it different for a woman athlete to rip off her shirt in the throes of victory than for a man athlete to do so? Tennis star Pete Sampras and Novak Jokovic removed their shirt on the court, and nobody commented.
- Does it matter whether Chastain ripped off her shirt because of "momentary insanity," as she claimed, or as a calculated move to seize the media's attention, as Gearino and others imply?
- Is an athlete whose muscles and strength are visible and who is wearing a sports bra a sexualized image? Is it the same kind of image as a woman wearing a lacy bra?
- Aside from the fact that cover photos of Chastain showed her in the sports bra, was the shot of her a better symbol of the victory and the success of the women's team than shots of Scurry deflecting a ball or Hamm playing in field would have been?

References

- Gearino, G.D. (1999, 20 July). Soccer's winning streak. Raleigh News and Observer, p.1E.
- Hayden, S. , Wood, J. (2012) *Gendered Lives: Communication Gender & Culture. Instructor's resource manual.* Boston:MA :Wadsworth:Cengage Learning.
- Newsweek (1999, July 19). Cover.
- Sports Illustrated (1999, July) Cover.

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, 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.

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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.

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- 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.
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- 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*.
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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.