J371 Women, Men and Media
Friday 2–4:45 am (#10983) • Manzanita Hall 361
*fulfills GE Subject Exploration requirement for non-majors

Analysis of portrayals of women and men in the media and how media shape gender role expectations and stereotypes. Special attention to historical and contemporary contributions and responsibilities of women media professionals. Students will apply critical thinking, research and writing skills to deconstruct media messages, analyze media policies and practices, and develop strategies that empower gender equality in society.

Week
1 1/24  Introduction: Women, Men, Media and Society
2 1/31  Historical Perspective: Changing Roles of Women and Men
3 2/7  HerStory: Journalism Pioneers and Trailblazers
4 2/14  Media Sexism and Social Control: Constructing Social Reality
5 2/21  She Said, He Said: Words Matter
6 2/28  Analyzing Media Myths and Social Reality of Sex Roles
7 3/7  Media and Socialization: Shaping Gender Roles
8 3/14  What’s News? Agenda Setting and the Gender Divide
9 3/21  Double Standards: The Glass Ceiling Effect
10 3/28  Advertising: Selling Sex and Gender Identity
11 4/4  Magazines: Sex Role Imagery and Ideology
12 4/11  Spring Break • NO Class
13 4/18  TV and Movies: Cultivating Gender Differences
14 4/25  Video Games and Music Videos: Sanctioning Male Fantasies
15 5/2  New Media and the Gender Divide: Empowerment/Exploitation
16 5/9  Strategies for Advocating Gender Equality in a Digital Democracy

~ Schedule subject to change ~
Develop critical thinking skills to analyze the role and responsibility of mass media in cultivating gender expectations and perpetuating attitudes about women and men in American society. Students will identify sex role stereotyping and analyze its impact on the status of women and men, gain a greater sensitivity to the impact of the spoken and written word and insight into the world of visual images, and apply strategies to empower gender equality in the media marketplace. The knowledge acquired will provide an awareness of the history, structure, functions and effects of media, as well as an understanding of the power and pervasiveness of the media culture in everyday life.

COURSE GRADE: ASSIGNMENTS & DUE DATES

Due Dates (subject to change)

40% Media Analyses
20% Service-Learning Project
   Media Analyses
20% Learning Portfolio
20% Activities
20% Media Critique
   Talk Back! Letter

50% Exams
20% Exam I
20% Exam II
10% Final

10% Media Activities, Participation & Student Professionalism

Due Dates (subject to change)

- 1/24–5/9
- 1/24–5/9
- 2/21
- 5/2
- 5/16 (3-5pm)
- 4/4

* NO MAKE-UP Exams or Assignments

The final course grade is based on the plus-minus grading system.

Upper-division GE courses require information competency and a minimum of 2500 word writing assignments

GUIDELINES for STUDENT PROFESSIONALISM

Student professionalism is a significant part of your course grade. You are expected to demonstrate professional standards of conduct in terms of class participation, attendance and etiquette (see below).

CLASS PARTICIPATION and DISCUSSION

Students are expected to be prepared to discuss weekly topics thoughtfully and respect the opinions of others. In order to share your observations and comments, complete assigned readings and video viewings prior to class. Students who do not demonstrate that they have completed the readings will receive a failing grade for their class participation.

CLASS ATTENDANCE and ETIQUETTE

Learning success is linked to class attendance and etiquette. Since class lectures comprise the core material of the course, a lower grade will result from missing, being late or leaving early for 3 or more classes or disrupting class with cell phones, tablets, and other electronic devices. Computer use for note taking during lecture is upon request and approval from the professor. In consideration of your peers and the professor, please turn off all technology before class begins. If you are absent, it is your responsibility to contact another student in the class—not the professor—to find out what you missed and any schedule changes.

CULTURAL DIVERSITY

Students are strongly encouraged to broaden their experiences, with the instructor's help, by including in their work people and subjects such as ethnic, racial and religious minorities; the elderly, disabled and poor; gay men and lesbians, and other similar groups. The intent is to insure that student work reflects the diversity of the community.
The service-learning project is designed to develop digital media literacy skills and strategies for analyzing gender issues and “doing” civic engagement. The project theme is Get REAL! and is an interdisciplinary collaboration among students from Journalism and Joint Advocates on Disordered Eating at University Counseling Services with our community partner the National Eating Disorders Association. The goal is to educate students about key media concepts and theories while engaging and empowering them as media consumers and content creators in the digital media culture.

**Get REAL! about media and body image**

**Media Literacy, Advocacy and Activism**

**Get REAL!** is about the role media play in reinforcing unrealistic body images of women and men and the subsequent consequences on their health and wellbeing. Despite that these body shapes and sizes tend to be digitally altered and unattainable, many resort to unhealthy diets and exercise routines that can lead to distorted body images and disordered eating in their attempt to achieve a picture perfect body ideal.

The body perfect “ideal” is pervasive in media, especially in advertising, magazines, TV, movies, music, video games, and social media. Research indicates that media representations contribute to normalizing this cultural body standard and, in turn, cultivating negative body image and the drive for thinness and femininity and for masculinity and masculinity. At the same time, research demonstrates that media literacy education can help mediate the impact: 

**Individuals who are media literate tend to be less susceptible to media’s influence on body image.**

**Get REAL!** focuses on developing media literacy skills to counteract media’s influence on body image. Students will learn to identify positive and negative body images in media, increase their awareness about the relationship between media and body image, self-esteem and potentially risky health-related behaviors, and gain competency in digital media literacy skills and strategies to help mediate the effects on their lives and advocate for healthy and more diverse body images in the media.

**Get REAL! Toolkit**

Students will apply what they learn to create a digital media literacy toolkit for high school and college students for the National Eating Disorders Association.

**Get REAL! Digital Media Literacy Toolkit** will feature basic media literacy skills to deconstruct media messages and images, interactive activities to think critically about media and body image, and prosocial strategies to take action to shift the spotlight from limited and artificial body ideals to more diverse and authentic body shapes and sizes that reinforce healthy lifestyles.

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**Media Journal** Keep a journal about your personal media experience with body image and participation in the Get REAL! project. Document your involvement in service-learning activities, reflect on your observations of body image and gender portrayals, and provide insight into the role media play in your daily life.

**Guidelines.** Start your journal by stating two learning goals you would like to achieve and briefly explain why. Journal entries should be a minimum of twice a week and can include written or visual contributions, such as brief comments, blog posts, tweets, word associations, photographs, artwork, and screenshots. Your journal provides the focus of the two culminating service-learning assignments:

**Learning Portfolio** Write a reflection paper about your learning experience in the service-learning project.

**Guidelines are at:** [www.bemedialiterate.com/learning-portfolio.html](http://www.bemedialiterate.com/learning-portfolio.html)

**Talk Back! Letter** Write a critical or complimentary letter to voice your opinion about a Get REAL! issue.

**Guidelines are at:** [www.bemedialiterate.com/talk-back-letter2.html](http://www.bemedialiterate.com/talk-back-letter2.html)
Media Activities are designed to develop critical thinking skills for analyzing gender issues. Each activity corresponds to the weekly readings and lecture. Complete the activity prior to the week of the class session indicated below. Be prepared to discuss the issues and participate in one of two ways: (1) discussion group member or (2) discussion group leader responsible for facilitating the in-class activity. Weeks with an asterisk* indicate written assignments due: one page, typed, double-spaced. NO LATE or NON-TYPED ASSIGNMENTS ACCEPTED.

3* Get REAL! about media and body image
Start your Media Journal by stating two learning goals for the service-learning project. Explain why these goals are important and how you intend to achieve them. Be specific.

5* She Said, He Said: Did I Say That?
For one week, record language you encounter that you would describe as sexist. Include your own use of language and others in conversations with friends and family, discussions with teachers and classmates, and from what you see, hear and read in media – TV, movies, radio, music, books (including textbooks), newspapers, magazines, websites, social media, tweets, advertising, as well as billboards, posters, T-shirts, bumper stickers, etc. List the top 5: include date, language (exact/paraphrased), who said it and circumstances, and indicate which items you find acceptable or objectionable and briefly explain why.

7* Media Socialization: How Androgynous Are You?
Take the Bem Sex Role Inventory (BSRI). Tally your masculinity and femininity scores and interpret your findings. Is this how you view yourself? Reflect on the different socializing influences in your life, including media, and briefly explain your score in terms of social cognitive theory and related concepts. BSRI Worksheet is available on course website.

8-9 What’s News? Agenda-Setting and the Gender Divide
BRING A NEWSPAPER and News Code Worksheet TO CLASS (available on course website). Monitor the news reporting and coverage of women and men in print, electronic or online media for a day – TV or radio news, news blogs, newspapers, news magazines, etc. Analyze the particular medium’s treatment of gender: reporter or anchor attributes, bylines, status conferred on women and men as newsmakers or expert sources, news angle, story placement, column space or air time, photos, etc. Be prepared to apply agenda setting and newsworthiness to a gender deconstruction of news media.

10* Gender Advertising
SELECT AN AD or CURRENT MEDIA CAMPAIGN related to negative/positive body image. Analyze the ad/campaign by applying the 6 media literacy core concepts. You may submit this as an individual or group analysis. Indicate where the ad appeared, publication date, intended target audience, and relevant Element(s) of Gender Advertising (see Handout on course website).
11 Magazines: Who Am I?
BRING ONE MAGAZINE TO CLASS – pick one you usually read.
Be prepared to analyze the cover using Magazine Cover Elements (see Handout) –
magazine title, logo design and tagline, photos and graphic images, cover lines and
stand-out numbers, colors and layout, typeface, price, and back page.
Check out topic headings in the table of contents, and gender balance of the editorial staff
listed on the masthead. What are the implied cultural and social values about gender?
How would you characterize the target audience? Reflect on your observations and be able
to apply cultivation analysis or reflection hypothesis and symbolic annihilation.

12 TV and Movies: Cultivating Gender Differences
WATCH 2 HOURS OF TV or GO TO A CURRENT MOVIE.
Note the way men and women are depicted, including the commercials and/or previews.
What stories do media tell us about male and female roles in society? How do the images
and language convey gender differences or similarities? Specify the titles of the shows or
movie and analyze gender portrayals by applying one of the following analytical frameworks:
social cognitive theory, cultivation analysis, or reflection hypothesis and symbolic annihilation.
Be prepared to discuss your analysis.

13 Video Games & Music Videos: Sanctioning Male Fantasies
FOR 2 HOURS, PLAY VIDEO GAMES or WATCH MUSIC VIDEOS or LISTEN TO MUSIC.
Analyze the stories video games or music videos and lyrics tell about men and women.
What roles do they play? Who wields the power? What are the risks and rewards for women?
for men? What values, attitudes, and beliefs do the images and messages perpetuate about
gender? Demonstrate your understanding by applying one of the following analytical
frameworks to a discussion of gender portrayals: social cognitive theory, cultivation analysis,
or reflection hypothesis and symbolic annihilation.

14* The Internet: Gender Empowerment or Exploitation?
USE DIGITAL TECHNOLOGY FOR AT LEAST ONE HOUR – select ones you usually use such
as a webzine, music, YouTube, Facebook, Twitter, Pinterest, Tumblr, app or other social media.
Apply the six media literacy core concepts to analyze the nature of the interactivity, content
and target audience in terms of gender, sexual identity, age and ethnicity. Note the language,
images, advertising, links, navigation, graphic design and layout — colors, font, special features.
What is the purpose of the particular website, social media or app? What message does it
convey about the role of women and men? How does it compare with other gendered media?
Be prepared to apply the analytical frameworks to your experience.

15 Dynamics of Changing Media Images in a Digital Democracy: Strategies & Challenges
Select a gender-related media issue that is important to you. Be prepared to explain its
significance, identify key players, discuss the impact on different audiences and specific changes
you would like to see happen. Cite 3 specific ways you can make a difference to affect change.
Use your Learning Portfolio to prepare for this media activity.
Learning is an on-going process. A learning portfolio is a tool to help students assess their own progress as learners in a specific subject area. Creating a learning portfolio is an individualized experience that provides an opportunity for students to review, revise and reflect on their understanding of a topic.

Guidelines The focus of this Learning Portfolio is the community service-learning project. Students will define specific learning goals for the project, evaluate their progress toward meeting the goals, and reflect on their learning experience.

Write your learning assessment in three parts:

(1) **Learning Goals.** State two learning goals and briefly explain why these are important and the extent to which you accomplished each goal. The goals should be specific and reflect a range of skills and breadth of knowledge about the subject area. (1 page)

(2) **Learning Assessment.** Document your progress toward meeting your learning goals. Write a reflective analysis about what you learned from your participation in the service-learning project and explain how you can continue to learn about the issue. Apply media literacy core concepts to your specific insights into the role media play in society. Refer to your Media Journal entries and pertinent information from the readings, videos, class lectures and discussions. Be specific. (2 pages)

Consider the following questions as you reflect on specific critical thinking skills and strategies, processes and concepts, personal changes and decisions, and other significant concerns or insights about the media issue:

- What am I learning? Be specific about skills, concepts, facts, media policy and practices.
- How am I learning? Discuss the different ways you learned about the topic.
- What particular experiences enhanced my learning and sparked new understandings?
- In what ways have I personally changed during the learning process?
- What other skills and knowledge do I want to learn about the subject?
- What are some specific things I can do to continue to learn about the subject area?
- What specific media changes would I like to see happen and how can I affect change?

(3) **Tagline.** Write a 140 character message to share on social media that captures what you learned about media and body image. If needed, you may write more than one.

**LENGTH** 3 pages (Include a bibliography if you cite statistics or refer to relevant sources. Use APA or MLA style)
MEDIA CRITIQUE

Your Media Critique is a critical analysis that provides insight into the purpose, intended meaning, and potential influence of media you use every day. The critique can focus on any electronic or print media form you choose – TV show, movie, video game, song lyrics, music videos, radio, newspaper, magazine, book, advertising, website, app, social media or other digital technology.

Guidelines

(1) Topic Selection
Five different Media Critiques are described on the following pages. Choose one.

(2) The Critique
Carefully read the description of the critique you select and use the suggested questions to develop your critical analysis. Write a Media Critique in three sections:

Part 1: Introduction
Briefly explain the significance of the topic and explain why you chose to analyze it.
Be specific.

Part 2: Media Literacy Analysis
Apply the six media literacy core concepts. Be specific. Use examples.
Media messages are constructed.
Each medium has different characteristics and uses specific techniques to construct messages.
Media messages are produced for a particular purpose.
Media messages have embedded values and points of view.
People understand the same message in different ways.
Media messages influence our attitudes, values, beliefs, behaviors, and the democratic process.
For additional insight into your analysis, apply one of the analytical frameworks.
Pick the one most relevant to your topic:
Agenda-setting to analyze the news media process
Social Cognitive Theory to explain the potential social effects on audience members
Cultivation Analysis to explain the potential impact on the audience or society at large
Reflection Hypothesis and Symbolic Annihilation to explain key factors that contribute to the media production and distribution process

Part 3: Conclusions
Summarize key points and draw conclusions.

(3) Length: 3-4 pages

(4) Due Date
Check Course Grade section of the syllabus.
Reminder: Media Critique is due at the start of class!
Late assignments will NOT be accepted.
MEDIA CRITIQUE

NEWS COVERAGE OF WOMEN AND MEN

Is there a double standard for men and women in the news business? How do media define “women’s” news? How is it different from “men’s” news? What is emphasized in news about women and women’s issues and concerns? What of importance goes unreported? What is the status conferred on women and men? What potential impact does news have on the status of women and men in society?

For one week—from Sunday through Saturday—monitor the news coverage of women and men in print, broadcast or online news outlets. Determine how often women and men are quoted and photographed; the status conferred on women and men as newsmakers or sources, placement of the story, column space or air time, and reporter or anchor attributes. Select one daily newspaper, or one regularly scheduled local or national TV newscast or online news outlet:

Broadcast news: survey an entire 30 or 60 minute daily newscast (broadcast or cable news).
Online news: survey a traditional or alternative daily news source such as a newspaper/news blog.

Drawing on your findings, demonstrate your media literacy skills by analyzing the news medium’s treatment of gender and potential impact of the coverage. Discuss the relationship of the press to gender in terms of agenda setting and newsworthiness.

GENDER ADVERTISING

What is the advertising world’s image of the modern woman and man? What assumptions about the role of men and women in American society are embedded in the ads? What attitudes and values about gender are cultivated and fostered? Does the message reinforce or challenge gender stereotypes? Is the ad socially responsible?

Select two ads to compare that reflect different advertising approaches for the same product type designed to reach women and/or men via print media: sexist vs. nonsexist. Examine how each ad attempts to “sell” us, what gender roles it offers to emulate, and which values and beliefs about males and females in our society it generates. Compare and contrast the implicit and explicit values, the implied and stated claims, kinds of methods used to achieve those appeals, intended target audience, context within which the ad appears in the publication, and potential consequences of the message.

Analyze the ads using media literacy core concepts and describe the elements of gender advertising, as well as the analytical framework that best applies to your critique: reflection hypothesis and symbolic annihilation or cultivation analysis. Submit the ads (original or photocopy) with your analysis.
MAGAZINES: THE MODERN WOMAN AND MAN
How are women and men portrayed in magazine fact and fiction? How accurately do women’s and men’s magazines reflect contemporary sex roles? Do women’s and men’s magazines contribute to perpetuating gender stereotypes or fostering gender equality?

Choose two magazines to compare – two women’s, or two men’s, or one woman’s and one man’s magazine. For each magazine, create a profile of the ideal woman/man depicted on the cover, featured in articles and editorials, and promoted in advertising. Characterize the men and women, both real and fictional, portrayed in these magazines and the messages conveyed about male and female roles in our society. What picture of the modern man and woman emerges?
What cultural and social values are expressed? What attitudes and beliefs about the role of women at work and at home are fostered? What are the editorial views and commitment to women’s rights? Who are the writers and other staff members? Who are the primary advertisers and the target audience?

Compare the gender images reflected in these magazines in terms of media literacy core concepts and the one analytical framework that best applies to your analysis: reflection hypothesis and symbolic annihilation, or cultivation analysis, or agenda-setting. Include magazine title, price, and date.

TV, MOVIES, MUSIC & VIDEO GAMES: CULTURAL STORYTELLING
What do media stories tell us about male and female roles and relationships? What do males and females look like? What types of life roles seem to be suggested as appropriate? What do they do for work or play? What do they value and believe in? How do they treat one another? What are their goals? Who wields the power? Do you find the gender portrayals in any way objectionable?

For a minimum of 2 hours, watch TV or a movie, or play video games, or listen to music. Note how women and men are depicted in both the content and commercials, including product placements, as well as previews if applicable. Assume you are an alien from a nonsexist planet who has had no prior contact with Americans other than your limited media exposure. Based on that experience, write a report to your commander-in-chief that demonstrates your superior critical thinking skills.

Analyze what men and women and boys and girls are like in American society and who creates these messages and why. Explain in terms of media literacy core concepts and the one analytical framework that best applies to your analysis: social cognitive theory or cultivation analysis or reflection hypothesis and symbolic annihilation. Include titles of programs, songs or games.

NEW MEDIA AND THE GENDER DIVIDE: EMPOWERMENT OR EXPLOITATION
Surf the Internet for gender-specific Web content. How do websites, apps or social media targeted to females differ from those targeted to males? What cultural and social values are expressed in the editorial content, visual images, and advertising? What beliefs and attitudes about gender roles in American society are fostered?

Select two websites, or two apps, or two social media to analyze in-depth: one specifically targeted to women and the other targeted to men. Compare and contrast the respective mission or purpose, target audience, topics, links, and original launch date. Critique the content, prose style and linguistic choices, layout and design, typeface and color, or other methods used to appeal to the audience.

What are the main characteristics of this format? What is emphasized? What articles, photographs and other visual images are featured? How are they presented? Who is the staff? What products and companies advertise on this site? How accurately does the editorial content and advertising represent contemporary sex roles for men and women? What are the strengths and weaknesses?

Use media literacy strategies to critique the Web content and apply the one analytical framework that best explains the potential impact: reflection hypothesis and symbolic annihilation, cultivation analysis, social cognitive theory or agenda setting and newsworthiness. Include URLs to access specific pages you refer to in your analysis.
Talk Back about what you see, hear and read in the media. Write a business letter that is either complimentary or critical about a media issue related to your Media Critique and is also relevant to the Get REAL! project. Tell people who profit from the media and set guidelines about content what you think about gender images and messages communicated in the media culture.

The most effective way to voice your opinion is to refuse to purchase products or use media whose messages, imagery and language do not support your values. Don’t buy the advertised product or watch a particular TV show, rent or go to a movie, subscribe to a magazine, read a newspaper or blog, listen to a radio station, certain DJ or recording artist, purchase a CD or DVD, play a videogame, visit a website, stream a program or download an App. If you like the message, commend them and ask that they keep doing what they’re doing.

When you send this message to the advertiser, manufacturer, corporation, retailer, media outlet or celebrity endorser, make sure you let them know why you do or don’t support their product. Tell them what you like and don’t like, why you feel this way, and what you plan to do about it.

Think about what you want to say based on the concepts you learned and to whom you should send a copy of your letter — people in power in the media, advocacy groups, business and professional organizations, government agencies and public officials, as well as high-profile celebrities. Consider everyone you think should know about your concern. Be clear and concise and address the letter to a specific person. You are a consumer with purchase power. Use your economic clout!

Letters are judged on the relevance of the ideas and information, clarity and organization of comments, application of the concepts and issues, list of key players to receive a copy, and professionalism of your letter, including format, typos and grammar. Resources for writing a business letters are on the course website.

GUIDELINES:
BUSINESS LETTER: Your letter must be typed and conform to standard business letter format and style: include date, your return address, sender and recipient addresses, salutation, and closing.
PROOFREAD your letter to avoid typos, misspellings, incorrect grammar, and other errors that detract from the professionalism you are trying to communicate.
Errors will result in a lower grade.
LENGTH: one page
Submit 2 copies of your letter with a separate page attached that lists names, titles, and addresses of persons to whom you plan to send copies of the letter.
DUE: check Course Schedule in the syllabus
NO LATE LETTERS ACCEPTED
Weekly Readings. Course readings are from online sources that include scholarly research, surveys, public opinion polls, news reports, magazine articles, editorials, advertisements, blogs, video interviews, and other web resources. For the most up-to-date version, check online at: www.BeMediaLiterate.com

Additional Readings. Students are required to use media and keep informed of current gender issues, policies and practices via newspapers, magazines, TV, radio, the Internet, and other sources. Additional readings will be assigned during the semester.

Oviatt Library Reserve.
Reserve materials listed in Readings & Resources are available at Course Reserves (4th floor, East Wing) or via Electronic Reserves @ library.csun.edu/CourseReserves (password available from instructor)

SUGGESTED RESOURCES
For media facts, research, analysis, topical discussions and commentary, check out these websites and links to related sites:

- About-Face
- Adios Barbie
- Alliance for Women in Media
- Annenberg Political Fact Check
- Columbia Journalism Review
- Dads & Daughters
- 4th Estate.net
- Fairness & Accuracy in Reporting
- Federal Communications Commission
- Federal Trade Commission
- Feminist Majority Foundation
- Feminist.com
- Free Press
- Gay and Lesbian Alliance Against Defamation
- Geena Davis Institute on Gender in Media
- Girls Inc
- Girls, Women + Media Project
- Guerrilla Girls
- International Women’s Media Foundation
- Journalism & Women Symposium
- Kaiser Family Foundation
- Media Report to Women
- National Federation of Press Women
- National Organization for Women
- Pew Internet & American Life Project
- Rutgers Center for American Women and Politics
- She Source
- SPARK Movement
- Women, Action & the Media
- Women in Film
- Women in Media & News
- Women’s eNews
- Women’s Media Center
- Women on the Web
GUIDELINES

- Readings and viewings listed in this section correspond to the weekly topics on the syllabus.
- Download assigned readings and create a J371 folder to read offline and/or print hard copies.
- Complete assigned readings/viewings prior to class. Be prepared to discuss topics and issues.
- Readings with asterisks * indicate to focus on the highlights.
- Readings with plus signs + are suggested further reading supplemental to lecture and not required.
- The most up-to-date list is available online at J371 Readings at www.BeMediaLiterate.com

YOU ARE RESPONSIBLE FOR THE MOST CURRENT ONLINE VERSION OF THE READING LIST.

Instructions for Accessing Online Sources

Point your mouse over the URL and click to view the site.
If a link is not working, use your Internet skills to search for a workable link for the article.
Please report any broken links to the professor: b_eisenstock@yahoo.com
Make sure to use the latest version of Adobe Reader (download free at www.adobe.com)

Introduction: Women, Men, Media and Society

The Problem That Has No Name – Betty Friedan
http://www.bemedialiterate.com/friedan-chapter1.html

If Men Could Menstruate – Gloria Steinem
http://www.bemedialiterate.com/steinem-ch1.html

Blame It on Feminism – Susan Faludi
http://www.bemedialiterate.com/faludi-ch1.html

The Fourth Wave(s) of Feminism – Jessica Valenti


* The Internalization of Women’s Issues

* A Second, Quiet Revolution, A Woman’s Nation, 2009

* The Rebirth of the Feminist Manifesto: Come for the Lady Gaga, Stay for the Empowerment


TED Talks: Reinventing Feminism ~ Courtney Martin (11:27)
Watch: http://www.ted.com/talks/courtney_martin_reinventing_feminism.html

* TED Talks: Tales of Passion ~ Isabel Allende (17:56)

* TED Talks: Radical Women, Embracing Tradition ~ Kavita Ramdas (19:11)
Watch: http://www.ted.com/talks/kavita_ramdas_radical_women_embracing_tradition.html

* New York Times Hangout Panel: The Feminine Mystique, 50 Years Later (2/12/13) (32:10)
**Historical Perspective: Changing Roles of Women and Men**

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<tr>
<th><strong>Background</strong></th>
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<td>Declaration of Sentiments</td>
<td><a href="http://www.nps.gov/wori/historyculture/declaration-of-sentiments.htm">http://www.nps.gov/wori/historyculture/declaration-of-sentiments.htm</a></td>
</tr>
</tbody>
</table>


+ A History of the American Suffragist Movement: Timeline  
http://www.suffragist.com/timeline.htm


**Time Magazine, Special Issues: Women**  
The State of the American Woman (2009)  
http://www.time.com/time/specials/packages/0,28757,1930277,00.html  
The Unfinished Revolution: Viewpoint  
http://www.time.com/time/specials/packages/article/0,28804,1930277,1930142,00.html  
What Women Want Now  
http://www.time.com/time/specials/packages/article/0,28804,1930277_1930145,00.html  
The Argument about Women Working Is Over  
http://www.time.com/time/specials/packages/article/0,28804,1930277_1930124,00.html

Saving the World’s Women: Why Women’s Rights Are the Cause of Our Time  
A New Gender Agenda  
The Women’s Crusade  
A Powerful Truth: Multimedia Presentation  

*World Savvy Monitor: Global Status of Women 2009*  
Update October 2009:  
Did You Know?  
Understanding the Headlines  
+ Annotated Timeline  

**Overarching Themes:**  
Why Does Gender Equality Matter Today?  
http://worldsavvy.org/monitor/index.php?option=com_content&view=article&id=545&Itemid=980  
Gender Equality is Both a Means and…  
The Path to Gender Equality  
HerStory: Journalism Pioneers and Trailblazers

* Taking Their Place: A Documentary History of Women in Journalism
  Oviatt Library Course Reserves
  (Supplemental reading about women’s significant contributions to American journalism
  featuring excerpts from their original writing – chapters 1-16, 21-25)

Women with a Deadline: Female Printers, Publishers, and Journalists from the Colonial Period to WW I
  The National Women’s History Museum Exhibit Online
  www.nwhm.org/online-exhibits/womenwithdeadlines/wwd2.htm

Gender Equality – Naomi Wolf

Steinem’s Story, for a New Generation

Gloria: In Her Own Words (47)

* TED Talks: Gloria Steinem: Her Perspective ~ interviewed by Salamishah Tillet (14:04)
  Watch: http://tedxwomen.org/speakers/gloria-steinem/

* In the Beginning: “First Responders” to Women’s Media Center (10:18)
  Watch: http://www.youtube.com/watch?v=SFgc0U62yOM

* Women in Leadership: Journalism ~ The National Archives, March 15, 2010 (1:29:00)
  Watch: http://www.youtube.com/watch?v=nqCJdX9_610
Media Sexism and Social Control


http://www.nytimes.com/2012/02/12/opinion/sunday/marriage-suits-educated-women.html?pagewanted=all

Why Women Still Can’t Have It All, The Atlantic, July/August 2012
http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-can-8217-t-have-it-all/9020/

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http://www.wimnonline.org/press/#groups
LEARNING EVALUATION GUIDELINES

Students are evaluated on their written and oral performance in the class. Each student is responsible for obtaining required course materials and completing his/her own assignments. Students unable to submit assignments due to illness or emergency should notify the professor before the due date and make alternative arrangements. It is the instructor’s prerogative not to accept late assignments. Students should keep a copy of all their written work until the end of the semester.

Any student in this course who has a disability that may prevent him/her from demonstrating his/her abilities should contact me personally to discuss accommodations necessary to ensure full participation.

WRITTEN ASSIGNMENTS. Written work is judged on the clarity, comprehensiveness and organization of comments, apparent understanding of the subject, relevance of ideas and information, and selection and range of research sources. Make sure to avoid plagiarism and conform to usual standards of form and style. Students who need assistance with their writing can contact the Writing Lab at the Learning Resource Center in BH 408.

Checklist:

☐ CITE SOURCES. Make sure all assignments include proper source attributions and citations.

☐ TYPE AND DOUBLE-SPACE (12-point font), unless otherwise indicated on the assignment.

☐ PROOFREAD. Work will be graded down for misspellings, typos, grammar, and other writing errors.

☐ DEADLINES. Late work will automatically receive a lower grade or NOT be accepted.

☐ E-MAIL. Use e-mail to ask a brief question or report an absence. DO NOT e-mail assignments.

Recommended Online Resources

INFORMATION COMPETENCE VOCABULARY
http://library.csun.edu/ResearchAssistance/Vocabulary

WEB LITERACY
http://novemberlearning.com/resources/information-literacy-resources

EVALUATING WEB SITES: Techniques to Apply & Questions to Ask
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html
To download a Web Page Evaluation Checklist, click:
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Handouts.html#EvalForms

PLAGIARISM 101: RECOGNIZING and AVOIDING PLAGIARISM
http://www.plagiarism.org

NOTETAKING, LISTENING, PARTICIPATION
http://www.dartmouth.edu/~acskills/success/notes.html

WRITING RESEARCH PAPERS, ANNOTATED BIBLIOGRAPHIES & BUSINESS LETTERS
http://owl.english.purdue.edu/ Click: Non-Purdue Instructors and Students

COPYRIGHT CRASH COURSE
http://copyright.lib.utexas.edu/copypol2.html

COPYRIGHT & FAIR USE
http://fairuse.stanford.edu/

TECHNIQUES FOR ACTIVE LISTENING
http://www.mediaed.org/Handouts/ActiveListening.pdf

HOW TO READ A BOOK, v4.0
http://pme.people.si.umich.edu/PDF/howtoread.pdf
 overall learning goal: learn critical thinking, research, and writing skills to deconstruct media messages and analyze the role and responsibility of mass media in cultivating gender expectations, reinforcing sex role stereotypes, and perpetuating attitudes about women and men in American society.

specifically, students will:

- gain perspective about the historical and contemporary contributions of women to the field of journalism and mass communication.

- identify sex role stereotyping, digital manipulation, and nonsexist media portrayals and examine the impact of media storytelling on the status of men and women in society.

- apply media research and theories to analyze gender issues in news, TV shows, movies, advertising, video games, music, websites, social media, and emerging digital media.

- cultivate a greater sensitivity to gendered spoken and written language and visual representations and reflect on personal experience, beliefs and assumptions about gender influenced by media technology.

- demonstrate media literacy skills to access, analyze, evaluate, and create media content and to empower gender equality in a participatory digital global society.
STUDENT LEARNING OUTCOMES

**J372 Diversity and the Media / J371 Women, Men and Media**

*Prerequisite:* Completion of lower-division writing requirement

*Course Requirement:* Writing assignments totaling a minimum of 2500 words

*Journalism Majors:* Upper-division electives

*Non-Majors:* GE Subject Exploration / IC and WI requirements

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Journalism Department Program Learning Outcomes

**Journalism Mission:**
The Department of Journalism strives to prepare its students to become well-educated, principled citizens who are capable of initiating careers as skilled journalists, public relations practitioners and other related communication professionals.

**Program Learning Outcomes:**
- Students will be able to report and write for diverse publics, using proper grammar and punctuation, word usage and spelling, sentence and storytelling structures across multiple journalistic formats.
- Students will be able to gather and analyze information, including basic numerical concepts, using reporting techniques, such as interviewing, observation, and researching primary and secondary sources.
- Students will be able to think critically, creatively and independently.
- Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.
- Students will apply tools and technologies appropriate for the news media professions in which they work to communicate for and with diverse publics.
- Students will be able to understand and apply the historical, theoretical, legal and societal contexts for producing and consuming news media for consumers, for local to global publics.
**Non-Majors: J371 Women, Men and Media / J372 Diversity and the Media**

**Designated General Education (GE) Subject Exploration**

**Information Competence (IC) and Writing Intensive (WI) Requirements**

**General Education (GE):**

**Comparative Cultural Studies/Gender, Race, Class, Ethnicity Studies and Foreign Languages**

**Goal:** Students will understand the diversity and multiplicity of cultural forces that shape the world through the study of cultures, gender, sexuality, race, religion, class, ethnicities and languages with special focus on the contributions, differences and global perspectives of diverse cultures and societies.

**GE Student Learning Outcomes:**
1. Describe and explain how race, ethnicity, class, gender, religion, sexuality and other markers of social identity impact life experiences and social relations.
2. Analyze and explain the deleterious impact and privileges sustained by racism, sexism, ethnocentrism, classism, homophobia, religious intolerance or stereotyping on all sectors of society.

**Information Competency (IC) Subject Exploration:**

**Comparative Cultural Studies/Gender, Race, Class, Ethnicity Studies and Foreign Languages**

Students will progressively acquire information competence skills by developing an understanding of information retrieval tools and practices as well as improving their ability to evaluate and synthesize information ethically.

**IC Student Learning Outcomes.** Students will:
1. Determine the nature and extent of information needed;
2. Demonstrate effective search strategies for finding information using a variety of courses and methods;
3. Locate, retrieve, and evaluate a variety of relevant information including print and electronic formats;
4. Organize and synthesize information in order to communicate effectively;
5. Explain the legal and ethical dimensions of the use of information.

**Writing Intensive (WI) Upper-division GE course:**

Students will develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of writing within different disciplinary contexts. Writing intensive courses will build upon the skills gained in the Analytical Reading and Expository Writing section of Basic Skills. In each WI course students will be required to complete writing assignments totaling a minimum of 2500 words.

**WI Student Learning Outcomes.** Students will:
1. Develop and clearly define their ideas through writing;
2. Ethically integrate sources of various kinds into their writing;
3. Compose texts through drafting, revising, and completing a finished product;
4. Express themselves through their writing by posing questions, making original claims, and coherently structuring complex ideas;
5. Revise their writing for greater cogency and clarity;
6. Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc.) where appropriate.

For further information: [http://catalog.csun.edu/general-education/](http://catalog.csun.edu/general-education/)
GUIDELINES for PREVENTING PLAGIARISM

DON’T turn in someone else’s work as your own
DON’T copy words or ideas from someone else without giving credit
DON’T fail to put a quotation in quotation marks
DON’T give incorrect information about the source of a quotation
DON’T change words but copy the sentence structure of a source without giving credit
DON’T copy so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

CSUN PLAGIARISM POLICY

The Journalism Department is committed to the highest standards of academic excellence and integrity. Plagiarism and other forms of cheating are not tolerated. Make sure to properly cite and reference facts, ideas, quotes or other source materials. Remember that even a phrase, sentence or paragraph must be appropriately attributed to its source. This includes information posted on the Internet that is protected by U.S. copyright laws – passing it off as your own is a violation of CSUN’s plagiarism policy. Students who plagiarize or cheat will receive an “F” on the assignment and/or for the course grade. Students may also be reported to the Dean of Students for possible further disciplinary action. For an explanation of behavior defined as cheating and a detailed description of disciplinary procedures, consult the CSUN catalog.

READ THE PLAGIARISM POLICY CAREFULLY. FOLLOW THE STEPS BELOW TO INDICATE THAT YOU HAVE READ AND UNDERSTAND THE POLICY:

(1) Print out this page.
(2) Sign and date this form. Include your class and time.
(3) Hand in this form (entire page) by the third class meeting.

NAME ________________________________ class J ___ day/time ______

(print your name)

I, ____________________________________________,

(your signature)

have read and understand the CSUN Plagiarism Policy.

Date ______________________