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Senate Info. 3/22/11

Liberal Studies

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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: JRNL 250 Women and the Press

Instructor(s) of Record: Patricia I. Heilman

Phone: 7-4411

Email: pheilman@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?

This will be my first online course. I completed the IUP workshops on Developing Distance Education Workshops (Nov. 13, 2000), Using Web CT (Nov. 21, 200), Introduction to Moodle (March 3, 2010), Moodle Forum (March 31, 2010), Moodle Quizzes (May 25, 2010), Moodle Gradebook (May 26, 2010), Moodle Assignments (May 26, 2010). In my journalism classes, I have incorporated some online learning opportunities for students, including tutorials in using advanced software, and the submission of news stories on deadline by using email. The discipline of journalism today is almost entirely computer-based, so my familiarity with computers as a learning environment dates back to 1988 when I helped to configure the first networked Macintosh computer classroom on campus.

Regarding my discipline: I am a Full Professor of Journalism and have taught 11 different courses across the undergraduate major, both lower and upper division. I developed this particular course, JRNL 250, have taught it since 1990, and hope to offer it online for winter session 2010-2011. In my last five-year evaluation, more than 80% of students continued to rate my teaching Above Average/Superior, particularly in courses with a strong computer component. In addition, more than 90% felt they learned valuable skills in my classes.

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

In each module, students will complete a set of readings (from their textbook as well as online readings) and then do an online quiz that will measure their mastery of the material. In addition, I will provide an online PowerPoint outline of each of the readings so students will know which concepts are key to understanding the developing role of women in journalism. Students will also need to respond to questions posted on the Moodle Forums. These questions will require students to demonstrate comprehension of the readings as well as their reflections on those readings.

• **Students will examine the historic role of women in American journalism.**

In addition to the assigned textbook and online readings and online quizzes, students will also be required to do online research on assigned historical figures (Ida Wells Barnett, Sigrid Schultz, Maggie Higgins, Margaret Fuller, Peggy Hull and Emma Bugbee are a few examples) and share that research via the Moodle Forums. Some of the sites the students will be directed to

examine for this historical perspective include: American Women's History/Journalism (<http://frank.mtsu.edu/~kmiddlet/history/women/wh-jour.html>), Women's History/Journalism (http://womenshistory.about.com/od/journalists/Women_Journalists_and_Editors.htm), Creating Human Interest: Famous Journalists (<http://www.writesite.org/html/famous.html>). Three films via streaming video will also be shown, illustrating the intersections of the women's suffrage movement with women's progress in the field of journalism, the lives of Nellie Bly and Ida Wells Barnett, and the role of the black press during the civil war. Study sheets for the videos will be provided online so students will be able to discern the crucial elements of these films.

- **Students will explore the current status of women in media through course readings and through first-person interviews.**

Students will explore some of the key feminist concepts as they affect journalists through readings provided online by the instructor and through exploration of key websites that address and monitor these issues. These websites include: Equality and Quality: Setting Standards for Women in Journalism (www.ifj.org/assets/docs/231/007/a61e5e7-2c52b07.pdf), Journalism & Women Symposium (www.jaws.org), and Women in Journalism: Newspaper Milestones (www.nysl.nysed.gov/nysnp/womenlucey.htm). Students will also interview a contemporary woman journalist using questions that have been constructed by the class using Moodle Forum (a draft set of possible questions will be provided online by the instructor as a starting point for student input).

- **Students will gather and analyze data on the upward mobility of women and minorities in the news media.**

The results of the interview assignment (which will include questions on salary, promotions, discrimination, glass ceiling experiences, among others) will be discussed through Moodle Forums. The class results will be compared with status reports on women's advancement in the profession as contained in text readings, readings provided by the instructor online and students' independent exploration of the websites listed in the previous objective. In addition, interviews of contemporary Pennsylvania journalists conducted by the instructor and captured in MP3 files will be available on Moodle for students to use in formulating their own assessments of the current status of women in journalism.

- **Students will demonstrate an ability to discern gender bias in news coverage and suggest solutions to this problem.**

Online Powerpoints with a description of the different forms of gender bias (exclusion, story placement, story assignment, presence/absence of bylines, women's inclusion/exclusion as sources in stories, backlash stories, discriminatory language, etc.) will be provided online. In addition, samples of biases from newspaper pages will also be provided online by the instructor. Coupled with text and supplementary readings provided by the instructor, students will demonstrate comprehension of this material through online quizzes and an assignment where students will monitor a daily newspaper online or in print form using monitoring sheets provided by the instructor. At the conclusion of the monitoring, students will assess the degree of gender bias in their selected newspaper. Class results will be discussed in the Moodle Forum.

3. **How will instructor-student and student-student, if applicable, interaction take place?**


Students will interact with both instructor and other members of the class through Moodle Forums throughout the course. A schedule of Moodle Forums will be provided online so students will be able to schedule time for participation. Students will be required to respond to the instructor's posted questions, but may also post questions or topics of their own. As instructor, I

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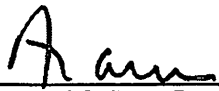
Step Two: Departmental/Dean Approval

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

Negative

 8/27/10
Signature of Department Designee Date

Endorsed:

 10/6/10
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


 10/13/10
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

 10/18/10
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

will read and respond to posts in the forums. In addition, students may email me with any particular problems, questions or concerns. I will respond within an 8 a.m. to 9 p.m., Monday through Friday, time period.

4. How will student achievement be evaluated?

The course grade will be determined through three assignments (interview, book review, newspaper monitoring), quizzes (10), class exercises/discussions (12 Moodle Forums, internet research on assigned historical figures, completion of study guides that complement online videos), and a final. Point breakdown is as follows:

Assignment/Activity/Test	Points
Interview Assignment	15
Book Review	15
Newspaper Monitoring	20
Quizzes	20
Class Exercises/Discussions	10
Final	20

The letter grade will be determined as follows:

90 to 100	A
80 to 89	B
70 to 79	C
60 to 69	D
Below 60	F

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

Students will have only one opportunity to take the quiz for each module. The questions and order of the multiple choice answers on the quizzes and final will be shuffled so students will receive different presentations of the quiz/final. Quizzes will be timed, providing students with 30 minutes to take each quiz, and the time period in which a student may take a quiz will be limited to 24 hours. The final will also be timed (students will have two hours to complete the final once they have logged onto the test) and a 24-hour time period during which to take the final.

Fifty percent of the grade will come from performance on the assignments. Each student will select a different person to interview, a different book to review and a different newspaper to monitor. This will insure that students are working independently on these assignments.

Students who perform well on quizzes but poorly on discussion forums of those concepts will receive a private email and may be issued a separate quiz. In addition, each student will be required to read the Academic Integrity Policy and sign a statement to that effect.

- B. Submit to the department or its curriculum committee the responses to Items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson.

I. Catalog Description

Explores the role of women in American journalism. Includes study of lives/careers of women journalists and their specific contributions to the profession. Emphasis on evolution of equal opportunity for women and other minorities in the American press. Attention to the changing definition of news as influenced by the inclusion of women and minorities in editorial roles.

II. Course Objectives

1. Students will examine the historic role of women in American journalism.
2. Students will explore the current status of women in media through course readings and through first-person interviews.
3. Students will gather and analyze data on the upward mobility of women and minorities in the news media.
4. Students will demonstrate an ability to discern gender bias in news coverage and suggest solutions to this problem.

III Detailed Course Outline

Week 1

- A. **Course Overview: Introduction to the study of press history and women's role**
 - a. Will address the question of why study women's role in American journalism history
 - b. Preliminary information on some prominent female journalists and their contributions to the field.
- B. **Identifying students' knowledge of women journalists**
 - a. Online assignment with photos of famous women journalists which students will be asked to identify. Ungraded.
 - b. Similar assignment with photos of famous male journalists which students will be asked to identify. Ungraded.
 - c. Online chat on the results.

Weeks 2-7

- A. **Ancient History: Study of the women's suffrage movement and its link to women's advancement in journalism.**
 - a. In-depth study of the women's suffrage movement.
 - b. Examination of key principals, including Elizabeth Cady Stanton and Susan B. Anthony.
 - c. Examination of the women-run suffrage newspapers and other publications
- B. **The Suffrage Movement and the First Wave of Feminism**
 - a. How the suffrage movement encouraged the feminist movement in other areas
 - b. How the press became a vehicle for the transmission of feminist ideals
 - c. Factors that contributed to the development of feminism movements
- C. **The connection between the Women's Suffrage movement and the abolitionist movement**
 - a. Study of the key leaders of both movements and their interactions
 - b. Examination of the role of the African-American press in the abolitionist movement
 - c. Discord between the two camps
- D. **Examination of key African-American women leaders and journalists**
 - a. The interconnection of the suffrage and abolitionist movements through their women leaders.
 - b. Areas of commonality and areas of disagreements

Weeks 8 – 9

- A. An examination of key Pennsylvania women journalists and their contributions to the field**
 - a. Nellie Bly
 - b. Jane Grey Swisshelm
 - c. Ida Tarbell

Weeks 10 – 12

- A. Present History: The Second Wave of Feminism and the Role of Women Journalists**
 - a. Eleanor Roosevelt and women White House correspondents
 - b. Major story contributions by these women journalists
 - c. WWII and its impact on women in journalism
 - d. The 1960s societal changes and their impact on women moving into the field.
- B. Politics, Sports, Foreign Affairs and Legal Remedies to Discrimination in the Field of Journalism**
 - a. The case against the New York Times
 - b. The case against the Associated Press
 - c. The Girls in the Balcony: The Humiliation of Women in the National Press Club
 - d. Political reporting by women
 - e. Sports and Foreign Affairs Reporting by women

Weeks 13-14

- A. Discerning Gender and Racial Biases in the Media**
 - a. Placement of stories
 - b. Exclusion
 - c. Lack of bylines
 - d. Photographic bias
 - e. Backlash stories
 - f. “Hot” language
- B. Contemporary Examples of Bias in the News**
 - a. Discussion of students’ findings
 - b. Analysis of progress in eliminating discrimination

Week 15

- A. Final**

Assignments

Interview Assignment. Each student will select a non-IUP media woman to interview using questions devised by the class. The person must be currently employed in news-editorial at either a newspaper, magazine, radio or television station (DJs, production assistants, etc., are not appropriate for this assignment). You may ask questions in addition to those developed by the class, but the class questions must be asked. Tape record the interview. (Be sure to obtain interviewee's permission). Transcribe the interview. Type in question-and-answer format. Assignment will be graded on content and quality of interview and adherence to deadlines.

Book Review. Each student will select a book from the bibliography provided. Read and TYPE a one page, **SINGLE-SPACED** report/review (minimum of 500 words). Be sure to include your opinion of the book and what you learned about the course topic from the book

Newspaper Monitoring. Each student will read an online daily newspaper and note evidences of gender/racial/ethnic stereotyping and/or bias on the monitoring sheets provided. The student will submit

the monitoring sheets, along with samples of the articles containing these biases, and a report containing an analysis of the bias and a rating of the newspaper on gender/racial/ethnic fairness. The typed report should be two to three pages in which you summarize your monitoring results, cite specific examples of biases from selected stories and draw overall conclusions on the newspaper as far as bias is concerned. Assignment will be graded on quality of detection and supportability of rating, adherence to all deadlines. Students are responsible for gaining access to the online version of the daily newspaper.

Quizzes: Students will take quizzes on the textbook readings as well as online lectures.

Class exercises/discussions. Students will participate in forum discussions, chat rooms and other feedback vehicles. Entries judged on quality of responses as well as frequency of engagement.

Test. Final - consisting of multiple choice, completion and short essay.

IV. Course Methods and Evaluation

A. Lectures

Will be delivered through online Powerpoints as well as online DVDs. Forums and chat rooms will be used to clarify points and gauge student comprehension of major points.

B. Assignments/Activities

The assignments listed above will enable students to further explore key points in the course as well as conduct first-person research and analysis

C. Quizzes and Tests

There will be weekly quizzes and a final – all online and times.

Evaluation Methods

Assignment/Activity/Test	Percentage of Grade
Interview Assignment	15
Book Review	15
Newspaper Monitoring	20
Quizzes	20
Class Exercises/Discussions	10
Final	20

V. Grading

90 to 100	A
80 to 89	B
70 to 79	C
60 to 69	D
Below 60	F

VI. Attendance Policy

This is an online version of the course. However, students will be graded on participation in forums, chat rooms, online quizzes and tests.

VII . Recommended textbook and supplementary readings

Beasley, Maurine H. and Sheila J. Gibbons. Taking Their Place: A Documentary History of Women and Journalism. Washington, D.C.: American, UP, 1993.

Bradley, Patricia. **Women and the Press: The Struggle for Equality.** Evanston, Ill.: Northwestern UP, 2005.
(required)

Mills, Kay. A Place in the News: From Women's Pages to the Front Pages. NY: Columbia UP, 1990.

Online readings as assigned.

VIII. Special Resource Requirements

Students will need reliable internet access. Depending on which newspaper they choose for the newspaper monitoring assignment, there may be a fee charged by the newspaper for limited-time access to the daily editions.

IX. Bibliography

Online sources

Journalism & Women Symposium

www.jaws.org

Women in Journalism: Newspaper Milestones

<http://www.nysl.nysed.gov/nysnp/womenlucey.htm>

Women Journalists and Editors

http://womenshistory.about.com/od/journalists/Women_Journalists_and_Editors.htm

Women in Journalism

<http://www.wpcf.org/oralhistory/ohhome.html>

Equality and Quality: Setting Standards for Women in Journalism

<http://www.ifj.org/assets/docs/231/007/a61e5e7-2c52b07.pdf>

American Women's History: A Research Guide – Journalists

<http://frank.mtsu.edu/~kmiddlet/history/women/wh-jour.html>

Books

Biography

Arico, Santo L. Oriana Fallaci: The Woman and the Myth. Carbondale: Southern Illinois P, 1998.

Ayer, Eleanor H. Margaret Bourke-White: Photographer for the World. NY: Dillon P, 1992.

Bailey, Brooke. The Remarkable Lives of 100 Women Writers and Journalists. Holbrook, Mass.: Bob Adams, Inc., 1994.

Blackman, Ann. Seasons of Her Life: A Biography of Madeleine Korbel Albright. NY: Scribner, 1998.

Bourke-White, Margaret. Portrait of Myself. NY: Simon & Schuster, 1963.

Brady, Kathleen. Ida Tarbell: Portriat of a Muckraker. Pittsburgh: U of Pittsburgh P, 1989.

Cockburn, Leslie. Looking For Trouble: One Woman, Six Wars, and a Revolution. NY: Anchor Books, 1998.

Cowles, Virginia. Looking for Trouble. NY and London: Harper & Brothers, 1941.

Davis, Frank Marshall. Livin' the Blues: Memoirs of a Black Journalist and Poet. Madison: U of Wisconsin P, 1992.

Dickerson, Nancy. Among Those Present: A Reporter's View of 25 Years in Washington. NY: Random House, 1976.

Duster, Alfreda M., ed. Crusade for Justice: The Autobiography of Ida B. Wells. Chicago: U of Chicago P, 1970.

Edwards, Julia. Women of the World: The Great Foreign Correspondents. NY: Houghton Mifflin, 1988.

Ellerbe, Linda. And So It Goes: Adventures in Television. NY: G.P. Putnam's Sons, 1986.

Felsenthal, Carol. Power, Privilege and The Post: The Katharine Graham Story. NY: G.P. Putnam's Sons, 1993.

- Ferraro, Geraldine. Changing History: Women, Power and Politics. Rhode Island: Moyer Bell, 1993.
- Furman, Bess. Washington Byline. NY: Alfred A. Knopf, 1949.
- Gabriel, Mary. Notorious Victoria: The Life of Victoria Woodhull, Uncensored. Chapel Hill: Algonquin Books of Chapel Hill, 1998.
- Gellhorn, Martha. The Face of War. Atlantic Monthly Press, 1988.
- The View From the Ground. Atlantic Monthly Press, 1988.
- Geyer, Georgie Anne. Buying the Night Flight: The Autobiography of a Woman Foreign Correspondent. Washington: Brassey's, 1996.
- Goldberg, Vicki. Margaret Bourke-White: A Biography. NY: Harper & Row, 1986
- Goldsmith, Barbara. Other Powers: The Age of Suffrage, Spiritualism and the Scandalous Victoria Woodhull. New York: Alfred A. Knopf, 1998.
- Gordon, Linda and Gary Y. Okihiro, eds. Impounded: Dorothea Lange and the Censored Images of Japanese American Internment. NY: WW Norton & Co., 2006.
- Dorothea Lange: A Life Beyond Limits. NY: WW Norton & Co., 2009.
- Graham, Katharine. Personal History. New York: Alfred A. Knopf, 1997
- Greenfield, Meg. Washington. New York: Public Affairs, 2001.
- Greenwald, Marilyn S. A Woman of the Times: Journalism, Feminism, and the Career of Charlotte Curtis. Athens: Ohio UP, 1999.
- Heilbrun, Carolyn G. The Education of a Woman: The Life of Gloria Steinem. N.Y.: The Dial Press, 1995.
- Higgins, Marguerite. News is a Singular Thing. Garden City, NY: Doubleday & Co., 1955.
- Our Vietnam Nightmare. NY: Harper & Row, 1965.
- War in Korea: The Report of a Woman Combat Correspondent. Garden City, NY: Doubleday & Co., Inc., 1951.
- Hobbs, Lisa. I Saw Red China. NY: McGraw-Hill Book Co., 1966
- Jakes, John. Great Women Reporters. NY: G.P. Putnam's Sons, 1969.
- Kane, Harnett T. Dear Dorothy Dix: The Story of a Compassionate Woman. NY: Doubleday & Co., Inc., 1952.
- Kroeger, Brooke. Fannie: The Talent for Success of Writer Fannie Hurst. NY: Random House, 1999.
- Kurth, Peter. American Cassandra: The Life of Dorothy Thompson. Boston: Little, Brown & Co., 1990.
- Mann, Judy. Mann For All Seasons. NY: MasterMedia Limited, 1990.
- May, Antoinette. Witness to War. New York: Beaufort Books, 1983.
- McBride, Mary Margaret. A Long Way From Missouri. NY: G.P. Putnam's Sons, 1959.
- McClendon, Sarah. Mr. President, Mr. President: My 50 Years of Covering the White House. LA: General Publishing Group, 1996.
- McDonald, Lucile. A Foot in the Door. Pullam, WA: Washington State UP, 1997.
- McMurry, Linda O. To Keep The Waters Troubled: The Life of Ida B. Wells. NY: Oxford UP, 1998.
- Marzolf, Marian. Up From the Footnote: A History of Women Journalists. NY: Hastings House, 1977.
- Minutaglio, Bill & W. Michael Smith. Molly Ivins: A Rebel Life. NY: PublicAffairs, 2009.
- Moore, Molly. A Woman at War: Storming Kuwait with the U.S. Marines. NY: Charles Scribner's Sons, 1993.
- Musgrove, Patches. Vietnam: Front Row Center, Vols. 1 and 2. Calif.: Halgrove Pub., 1986.
- Nivat, Anne. Chienne De Guerre: A Woman Reporter Behind the Lines of War in Chechnya. NY: PublicAffairs, 2001.
- Ostroff, Roberta. Fire in the Wind: The Life of Dickey Chapelle. NY: Ballantine Books, 1992.
- Ross, Ishbel. Ladies of the Press. NY: Harper & Brothers, 1936.
- Ross, Lillian. Reporting Back: Notes on Journalism. Washington, D.C.: Counterpoint, 2002.
- Sanders, Marion K. Dorothy Thompson: A Legend in Her Time. Boston: Houghton Mifflin, 1973.
- Schilpp, Madelon G. & Sharon M. Murphy. Great Women of the Press. Carbondale, Ill.: Southern Illinois UP, 1984.
- Smith, Wilda M. and Eleanor A. Bogart. The Wars of Peggy Hull: The Life and Times of a War Correspondent. El Paso: Texas Western P, 1991.
- Sorel, Nancy Caldwell. The Women Who Wrote The War. NY: Arcade Pub., 1999.
- Spirn, Anne Whiston. Daring to Look: Dorothea Lange's Photographs & Reports from the Field. Chicago: U of Chicago P, 2008.
- Spirn, Anne Whiston. Daring to Look: Dorothea Lange's Photographs & Reports from the Field. Chicago: U of Chicago P, 2008.
- Stahl, Leslie. Reporting Live. NY: Simon & Schuster, 1999.
- Steinem, Gloria. Moving Beyond Words. NY: Simon and Shuster, 1994.
- Outrageous Acts and Everyday Rebellions, 2nd ed.. New York: Henry Holt Co., 1995.
- Thomas, Helen. Dateline: White House. New York: MacMillan, 1975.

- _____. Front Row at the White House: My Life and Times. NY: Scribner, 1999.
- Wagner, Lilya. Women War Correspondents of World War II. NY: Greenwood P, 1989.
- Webb, Kate. On The Other Side: 23 Days With the Viet Cong. NY: Quadrangle Books, 1972.

Women's Issues

- Allen, Donna and Ramona Rush, Susan J. Kaufman, eds. Women Transforming Communications: Global Intersections. Thousand Oaks: Sage, 1996.
- Babcock, Linda and Sara Laschever. Women Don't Ask: The High Cost of Avoiding Negotiation – and Positive Strategies for Change. NY: Bantam Books, 2007.
- Ask For It: How Women Can Use the Power of Negotiation to Get What They Really Want. NY: Bantam Books, 2008.
- Baker, Jean H. Sisters: The Lives of America's Suffragists. NY: Hill and Wang, 2005.
- Bausum, Ann. With Courage and Cloth: Winning the Fight for a Woman's Right to Vote. Wash., D.C.: National Geographic, 2004.
- Benedict, Helen. Virgin or Vamp. New York: Oxford UP, 1992.
- Brownmiller, Susan. In Our Time: Memoir of a Revolution. NY: The Dial Press, 1999.
- Cimbala, Paul A. & Randall M. Miller. Against the Tide: Women Reformers in American Society. Westport, Conn.: Praeger Books, 1997.
- Creedon, Pamela J., ed. Women in Mass Communication: Challenging Gender Values. Newbury Park: Sage Pub., 1989
- Douglas, Susan J. Where the Girls Are: Growing Up Female With the Mass Media. NY: Random House, 1995.
- Faludi, Susan. Backlash: The Undeclared War Against American Women. NY: Crown, 1991
- Flett, Christopher V. What Men Don't Tell Women about Business. Hoboken, NJ: John Wiley & Sons, Inc., 2008.
- Frederick, Bonnie & Susan McLeod, eds. Women and the Journey: The Female Travel Experience. Pullam, WA: Washington State UP, 1997.
- Fuller, Margaret. Woman in the Nineteenth Century. NY: Oxford UP, 1994
- Kristof, Nicholas D. and Sheryl WuDunn. Half the Sky: Turning Oppression into Opportunity for Women Worldwide. NY: Alfred A Knopf, 2009.
- Goodwin, Jan. Price of Honor: Muslim Women Lift the Veil of Silence on the Islamic World. Boston: Little, Brown & Co., 1994.
- Griffiths, Sian, ed. Beyond the Glass Ceiling: Forty Women Whose Ideas Shape the Modern World. Manchester: Manchester UP, 1996.
- Harragan, Betty Lehan. Games Mother Never Taught You. NY: Warner, 1977.
- Joseph, Ammu and Kalpana Sharma, eds. Whose News? The Media and Women's Issues. Thousand : Oaks, CA: Sage Pub, 1994.
- Kristof, Nicholas D. and Sheryl WuDunn. Half the Sky: Turning Oppression into Opportunity for Women Worldwide. NY: Alfred A Knopf, 2009.
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- Norris, Pippa, ed. Women, Media and Politics. New York: Oxford UP, 1997.
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- Rivers, Caryl. Slick Spins and Fractured Facts: How Cultural Myths Distort the News. NY: Columbia UP, 1996.
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- Ross, Ishbel. Charmers and Cranks: Twelve Famous American Women Who Defied the Conventions. NY: Harper & Row, 1965.
- Schneir, Miriam. Feminism in Our Time. NY: Random House, 1994
- Sherr, Lynn. Failure is Impossible: Susan B. Anthony in Her Own Words. New York, Times Books, 1995.
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- Wolf, Naomi. Fire with Fire: The New Female Power and How It Will Change the 21st Century. NY: Random House, 1993.

Journalism History

- Abramson, Phyllis Leslie. Sob Sister Journalism. NY: Greenwood P, 1990.
- Beadle, Mary E. & Michael Murray, eds. Indelible Images: Woman of Local Television. Ames: Iowa State UP, 2001.
- Beasley, Maurine. Eleanor Roosevelt and the Media: A Public Quest for Self-fulfillment. Urbana: U of Illinois P, 1987.

- , & Sheila Gibbons. Taking Their Place: A Documentary History of Women and Journalism. Washington, D.C.: American UP, 1993.
- , & Sheila Silver. Women in Media: A documentary source book. Washington, D.C.: Women's Institute for Freedom of the Press, 1977.
- Bennion, Sherilyn Cox. Equal to the Occasion. Reno: U of Nevada P, 1990.
- Braden, Maria. She Said What? Lexington, Ky.: U of Kentucky P, 1993
- Collins, Gail. When Everything Changed: The Amazing Journey of American Women from 1960 to the Present. NY: Little, Brown & Co., 2009.
- Dawkins, Wayne. Black Journalists: The NABJ Story. Merrillville, IN: August Press, 1997.
- Duncan, Jacci, ed. Making Waves: The 50 Greatest Women in Radio and Television. Kansas City: Andrews McMeel Pub., 2001.
- DuPlessis, Rachel Blau and Ann Snitow, eds. The Feminist Memoir Project: Voices From Women's Liberation. NY: Three Rivers Press, 1998.
- Elwood-Akers, Virginia. Women War Correspondents in the Vietnam War, 1961-1975. Metuchen, NJ: The Scarecrow P, Inc., 1988
- Endres, Kathleen L. and Therese L. Lueck. Women's Periodicals in the United States: Consumer Magazines. Westport, Conn.: Greenwood Pres, 1995
- , Women's Periodicals in the United States: Social and Political Issues. Westport, Conn.: Greenwood Pres, 1996.
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- Hosley, David & Yamada, Gayle. Hard News: Women in Broadcast Journalism. NY: Greenwood, 1987
- Marlane, Judith. Women in Television News Revisited. Austin, U of Texas P, 1999.
- Mitford, Jessica. Poison Penmanship: The Gentle Art of Muckraking. NY: Alfred A. Knopf, 1979.
- Okker, Patricia. Our Sister Editors: Sarah J. Hale and the Tradition of 19th Century Women Editors. Atlanta: U of Georgia P, 1995.
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- Robertson, Nan. The Girls in the Balcony: Women, Men and The New York Times. NY: Random House, 1992.
- Royster, Jacqueline Jones, ed. Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900. Boston: Bedford/St. Martin's, 1997.
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- Seger, Linda. When Women Call the Shots: The Developing Power and Influence of Women in Television and Film. NY: Henry Holt, Inc., 1996.
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Gay/Lesbian

- Alwood, Edward. Straight News: Gays, Lesbians, and the News Media. NY: Columbia UP, 1996.
- Streitmatter, Rodger. Unspeakable: The Rise of the Gay and Lesbian Press in America. Boston, Faber & Faber, 1995.

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SAMPLE LECTURE

- A. The Second Wave of Feminism and the Role of Women Journalists**
- a. Eleanor Roosevelt and women White House correspondents
 - b. Major story contributions by these women journalists
 - c. WWII and its impact on women in journalism
 - d. The 1960s societal changes and their impact on women moving into the field.

The Three Phases when women moved into journalism in great numbers:

1. When Eleanor Roosevelt was First Lady
2. During World War II
3. During the Women's Movement of the 1960s and 1970s

Phase I: Eleanor Roosevelt

- Brought women into government
- Brought women's ideas to bear on government
- Insisted that only women reporters cover her press conferences. She held about 350 press conferences during her 12 years in the White House.
- Provided opportunities for female advancement by opening door to DC journalism
- Visited ordinary working Americans -- and brought women reporters along.
- She served as a commentator on many issues, including the rights of women and youth, civil rights and peace. See some of her newspaper columns, titled "My Day" at: <http://www.pbs.org/wgbh/amex/eleanor/sfeature/myday.html>
- She spoke out in 1933 on the government's discharge of married women workers in order to cut the budget.

- She made women's views on issues important to the country and the media.
- The press conferences became a vehicle for building a communications network among women.
- Her press conferences during WWII covered topics as diverse as:
 - Assistance to an African-American educator
 - Support for housing for women government workers in Washington
 - Concern about discrimination against African-American women in the military
 - Criticism of a policy forbidding Army nurses to marry
- Many women reporters owed their jobs to Eleanor Roosevelt's policy on women covering her press conferences
 - Ruby A. Black was hired by UPI as its first Washington woman correspondent in 1933 to cover Eleanor
 - Ruby wrote: "what I am trying to tell you is that she (Eleanor Roosevelt) is a real person, that she is a boon to the newspaperwomen because she does not let us down, because we do not feel awkward when we talk to her."

Phase 2: World War II

- Male reporters went off to war; female reporters were hired as replacements
- Women were recruited by colleges and universities to fill seats left vacant by men gone off to war
- Journalism/English were considered acceptable majors for women
- Some males did not return from the war or to their reporting jobs after the war; some women got to stay on
- Some women established themselves as indispensable to their news organizations, and stayed on as well.
- Women liked working!
- Anne O'Hare McCormick, one of the most acclaimed foreign correspondents of the 20th century, wrote on foreign affairs for the NYT. Her "Abroad" column was one of the most widely read.
- See her column, "A Little Left of Center," for an example of the female touch on President Roosevelt's foreign policy:
<http://www.questia.com/read/6277189?title=27d%201936%20June%2021.%20Still%20%22A%20Little%20Left%20of%20Center.%22%20a%20Visitor%20Finds%20the%20President%20Holding%20His%20Course%20Firmly.>

Phase 3: The 1960s and the Second Wave of Feminism

- In the 1960s, more women were graduating from college – some were the daughters of the women who attended college during WWII
- Women were rejecting the 1950s stereotypes of women's roles
- Women were marrying later
- Birth control advances allowed for family planning
- Families needed dual incomes
- Writing had been considered an acceptable female occupation
- Vietnam War took male reporters out of the news rooms
- Civil Rights Movement triggered a re-evaluation of how women were treated
- Equal Pay Act/EEOC established
- Female role models on newspapers -- those women who retained their jobs after WWII.
- Anna Quindlen was hired at the NYTimes during the early 1970s, right after the class action suit had been filed by the NYTimes women.
- Became a columnist: See some of her writings at www.annaquindlen.com
- Hazel Brannon Smith and the coverage of civil rights in the South by women journalists
 - Championed civil rights with her column, "Through Hazel's Eyes."
 - In 1964 she was the first woman to win a Pulitzer Prize for editorial journalism.
 - She called for justice to be colorblind.
 - She exposed mistreatment of African Americans by Holmes County, Mississippi, officials.
 - Her newspapers were almost put out of business by the White Citizens' Council

- Her husband lost his job as a hospital administrator
- The Council started a weekly newspaper to compete with hers
- They organized an advertising boycott of all her publications that lasted 17 years
- Read about her and her work at: <http://mshistory.k12.ms.us/articles/283/hazel-brannon-smith-pulitzer-prize-winning-journalists>, <http://www.nytimes.com/1994/05/16/obituaries/hazel-brannon-smith-80-editor-who-crusaded-for-civil-rights.html>
- <http://www.mssu.edu/iswne/bios/Smith.htm>
- 1970s women journalists: Connie Chung, Jane Pauley, Joan Lunden, Maureen Dowd. Explore their contributions at: <http://www.museum.tv/eotvsection.php?entrycode=chungconnie>, <http://www.museum.tv/eotvsection.php?entrycode=pauleyjane>, <http://www.biography.com/articles/Joan-Lunden-262764>, <http://www.biography.com/articles/Maureen-Dowd-278915>

ASSIGNMENT:

Choose **one** of the following questions based on the material covered in this module and from the suggested online readings and write a two-to-three paragraph reflection:

1. Eleanor Roosevelt allowed only women reporters to cover her press conferences, opening the door for women journalists to move into Washington, D.C. journalism. Do you believe Mrs. Roosevelt's actions were justified? Were there other ways she could have assured equal opportunity for women journalists?
2. What are some of the images from Anne O'Hare McCormick's "A Little Left of Center" column that show the feminine perspective on foreign policy?
3. Hazel Brannon Smith was a champion of both women's and civil rights. List some of her major contributions to the advancement of both groups.

I. Catalog Description

JN 250 Women and the Press

3 credits
3 lecture hours
(3c-0l-3sh)

Prerequisite: EN 101, Sophomore Standing

Explores the role of women in American journalism. Includes study of lives/careers of women journalists and their specific contributions to the profession. Emphasis on evolution of equal opportunity for women and other minorities in the American press. Attention to the changing definition of news as influenced by the inclusion of women and minorities in editorial roles.

II. Course Objectives

1. Students will examine the historic role of women in American journalism.
2. Students will explore the current status of women in media through course readings and through first-person interviews.
3. Students will gather and analyze data on the upward mobility of women and minorities in the news media.
4. Students will demonstrate an ability to discern gender bias in news coverage and suggest solutions to this problem.

III. Course Outline

- A. Course Overview (1 lecture)
- B. Ancient History. An historical overview of women's progress in journalism, including an exploration of the lives, careers and contributions of notable female journalists. (8 lectures)
- C. Present History. A discussion on and examination of today's women leaders in the press. (8 lectures)
- D. Politics, Sports and Foreign Affairs. How women journalists have transformed the news coverage of these three fields (8 lectures).
- E. Is the News Gender Neutral? An examination of news bias in general with particular emphasis on gender and racial bias. (8 lectures)
- F. Using the Courts. An exploration of the legal options for insuring gender and racial equality in news coverage and in the news room. (5 lectures)
- G. Forging Ahead. Class discussion on plans for the advancement of women in the media. (2 lectures)
- H. Sacrificing for the Future. Discussion on the challenges for women entering the media. (2 lectures)

IV. Evaluation Methods

The final grade for the course will be determined as follows:

- 25% Interview Assignment. Each student will select a media woman to interview using questions devised by the class. You may ask questions in addition to these, but these questions must be asked. Again, since these interviews will be published as part of class project, each student must select a different media woman to interview. Tape record the interview. (Be sure to obtain interviewee's permission). Transcribe the interview. Type in question-and-answer format. Typed interview due: 11th week. Assignment will be graded on content and quality of interview.
- 15% Book Review. Each student will elect a book from the bibliography attached to this syllabus. Read and TYPE a one page, SINGLE-SPACED report/review (minimum of 500 words). Be sure to include your opinion. Only one person per book as these reports will be copied for class distribution. Report due: 7th week. Assignment will be graded on depth of understanding of the reading and quality of critical review.
- 10% Journal. Each student will keep a journal throughout the semester where reflections on readings, class discussions and related conversations/events will be recorded. The journal will be collected periodically for review. Journal will be graded on completeness of entries and depth of reflection.
- 25% Tests. Two tests (mid-term and final) consisting of multiple choice, completion and short essay. 100 points each.
- 15% Newspaper Monitoring. For a two-week period, each student will read a daily newspaper and note evidences of gender/racial/ethnic stereotyping and/or bias. The student will submit this "evidence," along with samples of the articles containing these biases, in a report containing an analysis of the bias and a rating of the newspaper on gender/racial/ethnic fairness. Assignment will be graded on quality of detection and supportability of rating.
- 10% Class exercises/discussions. Students will participate in exercises such as role playing, group discussions, project critiques and guest speaker presentations. Grade will be based on both quantity and quality of performance.

Grading

90 to 100	A
80 to 89	B
70 to 79	C
60 to 69	D
Below 60	F

V. Reading Assignments

Text: Mills, Kay. A Place in the News: From the Women's Pages to the Front Page, New York: Columbia UP, 1990.

Handouts will be provided as part of the reading assignments.

VI. Special resource requirements

No special equipment or resources are needed.

VII. WOMEN AND THE PRESS
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(Books/articles not designated by availability can be obtained through Inter-Library Loan located in Stapleton Library. Allow approximately two weeks)