

LSC Use Only Proposal No:

LSC Action-Date:

AP-12/6/12

UWUCC Use Only Proposal No:

UWUCC Action-Date:

12-67

App-2/5/13

Senate Action Date:

App-2/26/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Pat Heilman	Email Address PHeilman@iup.edu
Proposing Department/Unit Journalism	Phone 724-357-4411

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

1. Course Proposals (check all that apply)

New Course

Course Prefix Change

Course Deletion

Course Revision

Course Number and/or Title Change

Catalog Description Change

Current course prefix, number and full title: JRN250 Women and the Press (existing LS elective)

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

2. Liberal Studies Course Designations, as appropriate

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

Learning Skills

Knowledge Area

Global and Multicultural Awareness

Writing Across the Curriculum (W Course)

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

Global Citizenship

Information Literacy

Oral Communication

Quantitative Reasoning

Scientific Literacy

Technological Literacy

3. Other Designations, as appropriate

Honors College Course

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

Women's Studies (already part of the minor)

4. Program Proposals

Catalog Description Change

Program Revision

Program Title Change

New Track

New Degree Program

New Minor Program

Liberal Studies Requirement Changes

Other

Current program name:

Proposed program name, if changing:

5. Approvals

	Signature	Date
Department Curriculum Committee Chair(s)	<i>Patricia J. Heilman</i>	11-7-12
Department Chairperson(s)	<i>Patricia J. Heilman</i>	11-7-12
College Curriculum Committee Chair	<i>Patricia J. Heilman</i>	11-14-12
College Dean	<i>Patricia J. Heilman</i>	11/14/12
Director of Liberal Studies (as needed)	<i>Del H. Postell</i>	12/7/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	2/5/13

Received

NOV 15 2012

Liberal Studies

I. Catalog Description

JRNL250 Women and the Press

3c-01-3cr

Prerequisites: ENGL 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. Emphasizes 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 Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLOs)

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

Objective 1:

Explain the historic role of women in American journalism.

Expected Undergraduate Student Learning Outcome 1

Informed learners

Rationale:

Assignments will require students to identify, through an examination and analysis of their journalistic writings, the role women journalists played in recording the history of the United States, with particular attention to social movements such as suffrage, abolition and civil rights.

Objective 2:

Contrast the current status of women in media compared to their historic counterparts.

Expected Undergraduate Student Learning Outcome 2

Empowered learners

Rationale:

Through course readings, first-person interviews with women journalists and written assignments, students will analyze the role of contemporary women journalists in exposing the issues of today and be able to compare and contrast today's news stories with those written by historic women journalists they have studied in their readings, films, book, newspaper and internet research.

Objective 3:

Examine the upward mobility of women and minorities in the news media.

Expected Undergraduate Student Learning Outcomes 2 and 3

Empowered and Responsible learners

Rationale:

Through first-person interviews with contemporary women journalists and class discussions on the individual findings, students will understand the complexities of the "glass ceiling" for

women in the professions and recommend societal changes to achieve justice and equality for women journalists.

Objective 4:

Recognize and evaluate gender bias in news coverage and recommend solutions to this problem.

Expected Undergraduate Student Learning Outcomes 2 and 3

Empowered and Responsible learners

Rationale:

Through readings, lectures and contemporary examples, students will learn to recognize gender, racial, ethnic and lifestyle bias in news coverage. Through the newspaper monitoring assignment, students will apply that knowledge by performing data analysis.

III. Detailed Course Outline

a. Introduction to the study of press history and women's role (1 hour)

- i.** Will address the question of why study women's role in American journalism history
- ii.** Preliminary information on some prominent female journalists and their contributions to the field.

b. Identifying students' knowledge of women journalists (2 hours)

- i.** In-class exercise with photos of famous women journalists which students will be asked to identify.
- ii.** Similar exercise with photos of famous male journalists which students will be asked to identify.
- iii.** Class discussion on the results and implications of those results.

c. Ancient History: Study of the women's suffrage movement and its link to women's advancement in journalism. (4 hours)

- i.** In-depth study of the women's suffrage movement.
- ii.** Examination of key principals, including Elizabeth Cady Stanton and Susan B. Anthony.
- iii.** Examination of the women-run suffrage newspapers and other publications

d. The Suffrage Movement and the First Wave of Feminism (6 hours)

- i.** How the suffrage movement encouraged the feminist movement in other areas
- ii.** How the press became a vehicle for the transmission of feminist ideals
- iii.** Factors that contributed to the development of feminism movements
- iv.** Quiz

- e. The connection between the Women’s Suffrage movement and the abolitionist movement (5 hours)**
 - i.** Study of the key leaders of both movements and their interactions
 - ii.** Examination of the role of the African-American press in the abolitionist movement
 - iii.** Discord between the two camps
- f. Examination of key African-American women leaders and journalists (6 hours)**
 - i.** The interconnection of the suffrage and abolitionist movements through their women leaders.
 - ii.** Areas of commonality and areas of disagreements
- g. An examination of key historic Pennsylvania women journalists and their contributions to the field (6 hours)**
 - i.** Nellie Bly
 - ii.** Jane Grey Swisshelm
 - iii.** Ida Tarbell
 - iv.** Quiz
- h. Present History: The Roosevelts, WWII, The Second Wave of Feminism and the Role of Women Journalists (4 hours)**
 - i.** Eleanor Roosevelt’s efforts to open Washington, D.C., to women correspondents
 - ii.** Major story contributions by the early D.C. women journalists
 - iii.** WWII and its impact on women in journalism
 - iv.** The 1960s societal changes and their impact on women moving into the field.
- i. Politics, Sports, Foreign Affairs and Legal Remedies to Discrimination in the Field of Journalism (4 hours)**
 - i.** “The Girls in the Balcony”: The Humiliation of Women in the National Press Club pre 1971
 - ii.** Political reporting by women
 - iii.** Sports and Foreign Affairs Reporting by women
 - iv.** The case against the New York Times
 - v.** The case against the Associated Press
- j. Discerning Gender and Racial Biases in the Media (3 hours)**
 - i.** Bias through placement of stories
 - ii.** Bias through exclusion as sources
 - iii.** Bias through lack of front-page bylines
 - iv.** Photographic bias

- v. Bias through backlash stories
 - vi. Bias through “Hot” language
 - vii. Quiz
- k. **Contemporary Examples of Bias in the News (1 hour)**
- i. Discussion of students’ findings
 - ii. Analysis of progress in eliminating discrimination
- l. **Final (2 hours)**

IV. Evaluation Methods

(The assignments that follow are meant as examples of how the liberal studies electives’ competencies can be met)

- a. **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. (15% of grade)
Information Literacy – EUSLO II – Empowered Learner
- b. **Book Review.** Each student will select a book from the bibliography provided. Read and TYPE a one-to-two page, **SINGLE–SPACED** report/review (minimum of 500 words). Using the library and/or Internet searches, find two-to-three other articles on the same topic/person. Be sure to include your opinion of the book, information from the other articles and what you learned about the course topic from the book. (15% of grade)
Information Literacy – EUSLO II – Empowered Learner
- c. **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. (20% of grade)
Information Literacy – EUSLOs II and III – Empowered Learner and Responsible Learner
- d. **Quizzes:** Students will take quizzes on the textbook readings as well as online lectures. (10% of grade)

- e. 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. (15% of grade)
- f. Test. Final - consisting of multiple choice, completion and short essay. (25% of grade)

Grading Scale

Assignment/Activity/Test	Percentage of Grade
Interview Assignment	15
Book Review	15
Newspaper Monitoring	20
Quizzes	10
Class Exercises/Discussions	15
Final	25
TOTAL	100

V. Example Grading Scale

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

VI. Undergraduate Course Attendance Policy

The university attendance policy will be implemented in class.

VII. Required Textbook(s), Supplemental Books and Readings

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

Examples of Supplemental Readings:

Davies, David R., ed. The Press and Race: Mississippi Journalists Confront the Movement. Jackson: UP of Mississippi, 2001.

Ivins, Molly. Bill of Wrongs. NY: Random House, 2007

Robertson, Nan. The Girls in the Balcony: Women, Men and The New York Times. NY: Random House, 1992.

Spirn, Anne Whiston. Daring to Look: Dorothea Lange's Photographs & Reports from the Field. Chicago: U of Chicago P, 2008.

VIII. Special Resource Requirements

None.

IX. Bibliography

Books

Baker, Jean H. Sisters: The Lives of America's Suffragists. NY: Hill and Wang, 2005.

Beaseley, Maurine H. & Sheila J. Gibbons. Taking Their Place: A Documentary History of Women and Journalism. Washington, D.C.: American, UP, 2005.

Davies, David R., ed. The Press and Race: Mississippi Journalists Confront the Movement. Jackson: UP of Mississippi, 2001.

Davis, Belva with Bill Cosby and Vicki Haddock. Never in my Wildest Dreams: A Black Woman's Life in Journalism. San Francisco: Berrett-Koehler, 2012.

Ivins, Molly. Bill of Wrongs. NY: Random House, 2007

Newkirk, Pamela. Within the Veil: Black Journalists, White Media. New York: NYU, 2000.

Robertson, Nan. The Girls in the Balcony: Women, Men and The New York Times. NY: Random House, 1992.

Spirn, Anne Whiston. Daring to Look: Dorothea Lange's Photographs & Reports from the Field. Chicago: U of Chicago P, 2008.

Whitt, Jan. Women in American Journalism: A New History. Urbana and Chicago: U of Illinois P., 2008.

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](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>

JRNL 250 Women and the Press

Summary of proposed revisions

- A. Course outcomes have been updated to reflect the new expected student learning outcomes and common learning objectives.
- B. Expected undergraduate Student Learning Outcomes (EUSLOs) have been designated in specific sample course assignments.
- C. Liberal studies course approval general information questions have been addressed.

Sample assignment for a Liberal Studies Course.

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. (20% of grade)

Grading rubric

Excellent (90 – 100 percent)

The monitoring was complete and accurate. The bias rating reflected a complete understanding of the bias concepts. The analysis paper was drawn from the data collected. Sufficient samples were provided to buttress the findings.

Good (75 – 90 percent)

The monitoring was adequate and mostly accurate. The bias rating reflected an understanding of the bias concepts. The analysis paper was partially drawn from the data collected. Some samples were provided to buttress the findings.

Poor (Below 75 percent)

The monitoring was incomplete and inaccurate. The bias rating did not reflect an understanding of the bias concepts. The analysis paper was not drawn from the data collected. In sufficient samples were provided to buttress the findings.

I. Liberal Studies Course Approval General Information

1. This course can be taught by any member of the department. Beginning fall 2010 faculty meet at least two times a semester through the assessment committee to discuss course objectives and outcomes. Faculty in the department use the syllabus of record to teach this course.
2. This course explores the contributions of gender, racial, ethnic, lifestyle and physically disabled minorities to the field of journalism. Each lecture, reading, assignment and discussion is based on the perspectives and contributions of these minority groups.
3. The book review assignment requires students to read one of the following:
 - a. a biography of a woman or minority journalist
 - b. a collection of journalism by a woman or minority journalist
 - c. an issue-based work of nonfiction that covers a specific time period and/or a specific social injustice where the advancement of women and minorities in the field of journalism was impacted.
4. This course has been a part of the women's studies minor as well as a liberal studies elective since the mid-1990s. The structure and content of the course is based on the supposition that students' knowledge of the discipline is limited to their exposure to the news as news consumers. As such, the course does not emphasize the profession of journalism itself, but, instead, the history of women in the profession. Students are not required to write in a journalistic style and prior knowledge of the history of the field is not needed to succeed in this course.

Checklist for Liberal Studies Electives Course Proposals

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

LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____

UWUCC USE Only
Number: _____
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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Patricia I. Heilman Phone 4411
Department Journalism

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Women and the Press
Suggested 20 character title

New Course* JN250 Women and the Press
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval+ JN250 Women and the Press
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

_____ New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)
[Signature] Feb. 15 1995 [Signature] 2-15-95
Department Curriculum Committee Department Chair

_____ College Dean

_____ College Curriculum Committee

+ Director of Liberal Studies (where applicable) *Provost (where applicable)

I. Catalog Description

JN 250 Women and the Press

3 credits
3 lecture hours
(3c-01-3sh)

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
BIBLIOGRAPHY
2-95

- Arocha, Zita. "Women predominate in j-schools." Washington Post. Oct. 15, 1985, B1, B7.
- Beasley, Maurine. Eleanor Roosevelt and the Media: A Public Quest for Self-fulfillment. Urbana: U of Illinois P, 1987. (973.917R67756)
- , & 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.
- , "In Defense of the 'Women in Journalism' Study." Editor & Publisher. Dec. 14, 1985, 44, 33.
- & Theus, Kathryn T. The New Majority: A Look at What the Preponderance of Women in Journalism Education Means to the Schools and to the Profession. Lanham, MD: UP of America, 1988.
- Belford, Barbara. Brilliant Bylines. NY: Columbia UP, 1987. (070.92 B41b)
- Braden, Maria. She Said What? Lexington, Ky.: U of Kentucky P, 1993
- Brady, Kathleen. Ida Tarbell: Portriat of a Muckraker. Pittsburgh: U of Pittsburgh P, 1989. (818.4 T172b)
- Buchanan, Edna. The Corpse Had a Familiar Face: Covering Miami, America's Hottest Beat. NY: Random House, 1987.
- Cline, Carolyn Garrett et al. The Velvet Ghetto: The Impact of the Increasing Percentage of Women in Public Relations and Business Communications. San Francisco: International Association of Business Communicators Foundation, 1986.
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- Covey, Alan, ed. A Century of Women. Atlanta: TBS Books, 1994.
- Creedon, Pamela J., ed. Women in Mass Communication: Challenging Gender Values. Newbury Park: Sage Pub., 1989. (302.23 W842m)
- Edwards, Julia. Women of the World: The Great Foreign Correspondents. NY: Houghton Mifflin, 1988. (070.433 Ed96w)
- Ellerbe, Linda. And So It Goes: Adventures in Television. NY: G.P. Putnam's Sons, 1986.

- Faludi, Susan. Backlash: The Undeclared War Against American Women. NY: Crown, 1991. (305.40973 F199b)
- Felsenthal, Carol. Power, Privilege and The Post: The Katharine Graham Story. NY: G.P. Putnam's Sons, 1993.
- Flander, Judy. "Women in Network News: Have They Arrived or is Their Prime Time Past?" Washington Journalism Review. March 1985, 39-43.
- Fung, Victoria M. "Sexism at the Networks: Anchor Jobs Go to Young Women and Experienced Men." Washington Journalism Review, October 1988, 20-24.
- Furman, Bess. Washington Byline. NY: Alfred A. Knopf, 1949.
- Gilkes, Lillian. Cora Crane. Bloomington, Ind., 1960. (813.4 C85g)
- Goldberg, Vicki. Margaret Bourke-White: A Biography. NY: Harper & Row, 1986.
- Goodman, Ellen. At Large. NY: Summit Books, 1981.
- Henry, Susan. "Reporting 'deeply and at first hand': Helen Campbell in the 19th-century Slums." Journalism History, 11, 18-25, 1984.
- "Dear Companion, ever-ready co-worker: A Woman's Role in a Media Dynasty." Journalism Quarterly, 64, 301-312, 1987.
- Hickok, Lorena A. One Third of a Nation: Lorena Hickok Reports on the Great Depression. Urbana: U of Illinois P, 1981. (338.542 H528n28)
- Hosley, David & Yamada, Gayle. Hard News: Women in Broadcast Journalism. NY: Greenwood, 1987.
- Hunter-Gault, Charlayne. In My Place. New York: Vintage Books, 1992.
- Ivins, Molly. Molly Ivins Can't Say That, Can She? NY: Random House, 1991.
- Nothin' but Good Times Ahead. NY: Random House, 1993.
- Journey, Dorothy. "Percentage of Women Editors Creeps Upward to 11.7 --but Other Fields Continue to Progress Faster." ASNE Bulletin, Jan. 1986, 8-9.
- Kroeger, Brooke. Nellie Bly: Daredevil, Reporter, Feminist. NY: Random House, 1994. (070.92 C643k)
- Kurth, Peter. American Cassandra: The Life of Dorothy Thompson. Boston: Little, Brown & Co., 1990.
- Logie, Iona Robertson. Careers for Women in Journalism: A Composite Picture of 881 Salaried Women Writers at Work in Journalism, Advertising, Publicity and Promotion. Scranton: International Textbook, 1983. (070 L82)

- McCall, Nathan. Makes Me Wanna Holler: A Young Black Man in America. NY: Random House, 1994.
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- Mills, Kay. A Place in the News: From Women's Pages to the Front Page. NY: Columbia UP, 1990.
- Milton, Joyce. The Yellow Kids: Foreign Correspondents in the Heyday of Yellow Journalism. NY: Harper & Row, 1989. (071.309034 M642y)
- Moore, Molly. A Woman at War: Storming Kuwait with the U.S. Marines. NY: Charles Scribner's Sons, 1993.
- Morgan, Robin. The Word of a Woman: Feminist Dispatches, 1968-1992. NY: W.W. Norton & Co., 1992.
- Nelson, Jill. Volunteer Slavery: My Authentic Negro Experience. Chicago: Noble Press Inc., 1993. (070.92 N334v)
- Quindlen, Anna. Thinking Out Loud: On the Personal, the Political, the Public and the Private. NY: Random House, 1993. (814.54 Q43t)
- Read, Phyllis J. and Bernard L. Witlieb. The Book of Women's Firsts. NY: Random House, 1992.
- Richler, Mordecai, ed. Writers on World War II: An Anthology. NY: Alfred A. Knopf, 1991. (808.80358 W939r)
- Ricchiardi, Sherry and Virginia Young. Women on Deadline: A Collection of America's Best. Ames: Iowa State UP, 1991.
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- Robbins, Trina. A Century of Women Cartoonists. Northampton, Mass.: Kitchen Sink Press, 1993.
- Ross, Ishbel. Charmers and Cranks: Twelve Famous American Women Who Defied the Conventions. NY: Harper & Row, 1965. (973.092 R733C)
- Ladies of the Press. NY: Harper & Brothers, 1936. (974.71 D399)
- Rothmyer, Karen. Winning Pulitzers: The Story Behind Some of the Best News Coverage of Our Time. NY: Columbia UP, 1991. (070.92 R745w)
- Sanders, Marlene & Rock, Marcia. Waiting for Prime Time: The Women of Television News. Urbana: U of Illinois P, 1988.
- Schilpp, Madelon G. & Sharon M. Murphy. Great Women of the Press. Carbondale, Ill.:

Southern Illinois UP, 1984.

Sherr, Lynn. "You Asked Me Back as a Reporter." Radio-Television News Directors Association Communicator. Oct. 1986, 33-36.

Showalter, Elaine. Sister's Choice: Tradition and Change in American Women's Writing. Oxford: Clarendon Press, 1991. (810.99287 Sh82s)

Sloan, David Wm. and Laird B. Anderson. Pulitzer Prize Editorials: America's Best Editorial Writing, 1917-1993, 2nd ed. Ames: Iowa State UP, 1994.

Smith, Conrad, Fedin, Eric S. & Ferguson, Carol Ann. "Sex Discrimination in Earnings and Story Assignments among Local Television News Reporters." Journalism Quarterly, Spring 1988, 3-11.

Steinem, Gloria. Moving Beyond Words. NY: Simon and Shuster, 1994.

Streitmatter, Rodger. Raising Her Voice: African-American Women Journalists Who Changed History. Lexington: U of Kentucky P, 1994.

Taibbi, Mike & Sims-Phillips, Anna. Unholy Alliances: Working the Tawana Brawley Story. San Diego: Harcourt Brace Jovanovich, 1989.

Tuman, Myron C. Crossfire: A Video Reader. Boston: Allyn & Bacon, 1994.

Wolf, Naomi. Fire with Fire: The New Female Power and How It Will Change the 21st Century. NY: Random House, 1993.

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

Course Analysis Questionnaire

A. Details of the Course

- A1 This course will be an elective in the B.A. in Journalism program. This course will also be an elective in the Women's Studies Minor as well as a Liberal Studies elective.
- A2 This course does not require changes in any other courses or programs in the department.
- A3 A one-credit version of this course has been offered as a Special Topic during the Fall 1991 semester. Twenty-seven students enrolled in the course.
- A4 This course is not intended to be dual level.
- A5 This course is not to be taken for variable credit.
- A6 Similar courses are offered at these institutions:

Ohio State University: Communication and Gender in Interpersonal and Organizational Settings
Communication, Gender, and Society

University of Maryland: News Coverage of Racial Issues

A catalog description for each course is attached to this proposal.
- A7 This course is not a requirement for accreditation by the Association for Education in Journalism and Mass Communication.

B. Interdisciplinary Implications

- B1 This course will not be team taught.
- B2 This course does not overlap with other courses at the University.
- B3 One seat in this course will be made available for Continuing Education students.

C. Implementation

- C1 No new faculty are needed to teach this course. One section of this course can be accommodated in Dr. Heilman's Spring semester teaching every other year. To make room for it, JN 327 Layout, Design and Production will be taught fall semesters only. JN250 Women and the Press will rotate with JN446 Advanced Reporting in the spring semester. Since all three courses are electives within the program, alternating them will provide an additional choice for the students without affecting the available seats in any semester.

- C2
 - a. Current space allocations are adequate to offer this course.
 - b. The department's television and vcr are available in the department's lecture room.
 - c. The department budget is sufficient to purchase supplies for this course.
 - d. Library holdings are adequate. Resources for this course will be included in the department's annual library budget. Also, the Women's Studies Center has agreed to purchase some items if needed.
 - e. No travel funds will be necessary.
- C3 No grant funds are associated with this course.
- C4 This course will be offered once every two years, usually in the spring semester.
- C5 One section of this course will be offered at a time.
- C6 Twenty-five students will be accommodated in this course. The nature of the class exercises and the writing assignments restricts enrollment to this number.
- C7 This course's enrollment limits are not addressed by the Association for Education in Journalism and Mass Communications.

D. Miscellaneous

No additional information is necessary.

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

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

LEARNING SKILLS:

 First Composition Course Second Composition Course
 Mathematics

KNOWLEDGE AREAS:

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

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

Prim	Sec	Incid	N/A
<u> x </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> x </u>	<u> </u>	<u> </u>
<u> x </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> x </u>
<u> x </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> x </u>	<u> </u>	<u> </u>
<u> x </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> x </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> x </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> x </u>	<u> </u>	<u> </u>

A. Intellectual Skills and Modes of Thinking:

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
2. Literacy—writing, reading, speaking, listening.
3. Understanding numerical data.
4. Historical consciousness.
5. Scientific inquiry.
6. Values (Ethical mode of thinking or application of ethical perception).
7. Aesthetic mode of thinking.

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

C. Understanding the Physical Nature of Human Beings

D. Collateral Skills:

1. Use of the library.
2. Use of computing technology.

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

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

Liberal Studies Course Approval

- IV. A. This is not a multiple-section/multiple instructor course.
- B. The primary focus of this course is women with secondary focus on racial and ethnic minorities.
- C. One of the assignments in this course is to read and review one of the books from the bibliography listing.
- D. This introductory course, open to any IUP student, is designed to acquaint students with the role the press plays in American life and how women have participated in and been influenced by the press. JN105 Journalism and Mass Media is the introductory course for journalism majors and minors. The major focus of JN 105 is the varied professions contained under the "Journalism" umbrella and how those professions have an impact on American society; students planning to become practitioners must be aware of the tremendous power that profession wields.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

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

Liberal Studies Elective Criteria which the course must meet:

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

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

University of Maryland

JOUR 453 News Coverage of Racial Issues (3)

Junior standing. Analysis of news media coverage of issues relating to racial minorities in the United States, with special attention to Hispanics, Asian Americans, African Americans and Native Americans.

Ohio State University

332 Communication and Gender in Interpersonal and Organizational Settings U 5

An examination of the role of communication in creating and holding into place stereotypical sex differences in interpersonal and organizational communication settings

362 Communication, Gender, and Society U 5

An examination of the role of communication in creating and holding into place societally accepted gender identities.

Women's Studies
Indiana University of Pennsylvania
352 Sutton Hall
Indiana, Pennsylvania 15705-1087

(412) 357-4753



February 14, 1995

Dr. Patricia Heilman
Journalism Department
IUP
Indiana, PA 15705

Dear Pat:

The Women's Studies program is pleased to support the development and approval of Women and the Media. The course will strengthen the Women's Studies program and is consistent with the goals of the program. We believe the course will have appeal to journalism students and will inform them about important professional and social issues relevant to their work. In addition, we anticipate that students interested in women's issues from many other departments will also be attracted to and benefit from the course.

Thank you for the opportunity to review your syllabus and bibliography. I enjoyed discussing the course with you. The course meets all criteria for inclusion in the Women's Studies minor course of study. Further, the approach, materials, and planned pedagogy are exemplary.

We wish you success in the approval process and in the conduct of your course. Let us know if there is any support we may offer you. We will be sure to keep your course in mind when ordering books and films.

Sincerely,

A handwritten signature in cursive script that reads 'Maureen C. McHugh'.

Maureen C. McHugh
Director of Women's Studies

MCM/mlm

