

Tompkins Cortland Community College  
**Master Course Syllabus**

**Course Discipline and Number: WGST 200**  
**Course Title: Images of Women**

**Year: 2023-2024**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

An exploration of the manner in which women have been, and are portrayed in literature, films, and mass media. PESL 120, 121, and 122 (or prior completion of ESL 103) Prerequisites: RDNG 116 if required by placement testing; ENGL 099 or prior completion or concurrent enrollment in ESL 103 if required by placement testing. 3 Cr. (3 Lec.) Occasionally.

### **Course Context/Audience**

This course is designed for Women and Gender Studies majors or as an unrestricted liberal arts elective. It is especially appropriate for Communication and Media Arts majors.

### **Basic Skills/Entry Level Expectations**

**Writing:** W2 Student should have completed ENGL 099 (if needed). The course requires short written responses and/or short papers without documentation, particularly personal reflection or narrative.

**Math:** M0 Course requires very little or no math.

**Reading:** R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

### **Course Goals**

By successfully completing this course students will:

1. Acquire an understanding of how stereotypical images of women are created.
2. Gain a greater appreciation of the issues affecting or relating to women's public personas.
3. Gain insight into the forces responsible for the creation of popular images of women.

**Course Objectives/Topics**

<b>Objective/Topic</b>	<b># Hours</b>
Media Venues	3 Hours
Historical Images of Women	3 Hours
Women's Voice	3 Hours
Women as Slaves	3 Hours
Conformity and the Cult of the Dominant Image	3 Hours
Women's Body Images – Adolescence and Adult	3 Hours
The Beauty Myth	3 Hours
Social Class Issues	3 Hours
Feminine Forms as a Sales Tool	3 Hours
Challenges to Traditional Female Images	3 Hours
Women and Sports	3 Hours
Hate Speech and Female Images	3 Hours
Women's Subversion of the Status Quo	3 Hours
Girls vs. Women	3 Hours
Women as Activists	3 Hours

**General Education Objectives/Emphasis**

<b>CRITICAL THINKING OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions. Consider analytically the viewpoints of self and others.</li> </ul>	<p>Students will closely examine various forms of media to begin to identify the ways in which women and/or femininity are portrayed.</p> <p>Students will become familiar with multiple sources through which they may examine the portrayal of women in literature films and mass media.</p> <p>Students will discuss others' (especially advertisers') perceptions of women. They will probe the origins for perceptions and attitudes that result in images.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Students will realize the vastness of the influence that the media has over their lives and the lives of others around them.</p> <p>Students will realize the possible courses of actions they may pursue to change and react against negative images of women.</p> <p>Students will learn how to respond as consumers to these images of women.</p>

### Instructional Methods

Teaching methodology should rely on readings, classroom discussion, and individual research. Students should be expected to conduct a social activist project and present it to the class. Visual materials in the form of computer generated clips and videos should be used.

### Methods of Assessment/Evaluation

Method	% Course Grade
Weekly Discussion Questions	45%
Analytic Papers	30%
Activist Project	25%

### Text(s)

Reading Women's Lives, Latest edition, Pearson Custom Publishing.

### Bibliography

Where the Girls Are, Douglas, Susan, 1995, Random House.

Gendered Domains: Rethinking Public and Private in Women's Past, Helly, Dorothy O. and Reverby, Susan M., 1992, Cornell UP.

Boots of Leather, Slippers of Gold, Kennedy, Elizabeth, 1994, Penguin.

The World Split Open, Rosen, Ruth, 2000, Penquin.

Barbie and Ruth. Gerber, Ruth. 2009, Harper.

### Other Learning Resources

<b>Audiovisual</b> Iron-Jawed Angels The Little Mermaid Pocahantas Reviving Ophelia Mona Lisa Smile
<b>Electronic</b> No resources specified
<b>Other</b> No resources specified