

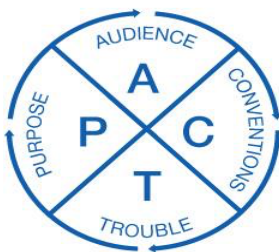
**WGST 150: WOMEN IN MOVIES (Online)****Instructor:** Matt Carter**Office:** Online**Office Hours:** By Appointment (phone or video)**Email:** [mcarter16@mix.wvu.edu](mailto:mcarter16@mix.wvu.edu)**Phone:** (304) 575-7467; Do not call or text after 9 pm.

**Goals:** This course looks at the images of women in a wide range of movies, including Disney films, action films, comedies, dramas, romances, science fiction, horror, and westerns. Students will utilize contemporary film and gender theory to interrogate how categories of identities such as gender, race, class, sexuality, religion, nation, and so on intersect with experience. The course will focus on multiple dimensions of this experience to better understand how film displays social, political, and cultural fears, anxieties, and desires through tropes. Because of the breadth and scope of this course, we will focus exclusively on Hollywood films; therefore, the course seeks to understand them by comparing within and among genres, as well as across cultures and time periods.

**Disclaimer:** To fully engage with women's representation in film, we must confront controversial imagery. To that end, class materials will show nudity; profanity; sexual content (including the full range of sexualities and sexual experiences); physical violence, including sexual violence; and, finally, misogynistic, racist, homophobic, transphobic, and otherwise offensive language and images. If you anticipate that engaging with any of these might be too difficult, this course may not be a good fit. If unsure, please research the films on the syllabus before enrolling. If you register, you will be expected to engage with *\*all\** of the course's materials. If you want to discuss this more before deciding, please write to me with your concerns.

**Women's & Gender Studies requirements fulfilled:** Intermediate elective

This class supports the Eberly College of Arts and Science's commitment to fostering students' abilities in writing, speaking, visual presentations, and multimedia communication. For resources, please visit [SpeakWrite.wvu.edu](http://SpeakWrite.wvu.edu).



**Purpose:** What exactly do I want to happen?

**Audience:** Who is reading, listening, or viewing?

**Conventions:** What is expected in this context?

**Trouble:** What could get in the way of my goals?

**Learning Outcomes:**

**Ultimate Learning Outcome**

Students will critique films to analyze and evaluate how gender and other social categories such as race, ethnicity, sexual orientation, class, religion, and nation intersect and are represented.



**Mediation Learning Outcomes**

Students will collect literary and academic research in Women's and Gender Studies scholarship in relationship to feminist film theory and use it in film analysis.



Students will apply concepts related to feminist film theory and Women's and Gender Studies research to analyze films from different genres, historical periods, and cultures.



**Foundational Learning Outcomes**

Students will define and explain concepts related to feminist film theory and Women's and Gender Studies scholarship using film orally and in writing.

**Required Texts:**

**Readings:** There is no textbook to purchase for the class. Articles are on eCampus as pdf files, links to electronic books in the library, websites, or video links. Access readings through the course modules located on the course content page of eCampus.

**Films:** Some films **may be available** to stream from WVU Library eReserves (electronic reserves). To access movies, log onto the WVU library eReserves page: <https://reserves.lib.wvu.edu/>. The screen view will be a small box if the films are available. Follow the instructions for eReserve login, select this class, and select the movie you wish to view.

All films can be accessed through **Amazon**. The average cost to rent a movie through Amazon is \$2.00-\$5.00. There are 11 films, but some are available through eReserves. **There are no textbooks to purchase for this course - only movie rentals for films not available through eReserves.**

**Format:** This online course will be conducted exclusively through eCampus. All communication will be done electronically. In case of an emergency or outage of eCampus, you should contact me for help. For help using eCampus: Go to <http://ecampus.wvu.edu/>

If you have technical problems with eCampus, contact the WVU Office of Information Technology (OIT) <http://oit.wvu.edu/> For further assistance, please contact the OIT Help Desk at 293-4444 or [oithelp@mail.wvu.edu](mailto:oithelp@mail.wvu.edu).

**eCampus -- Getting Started and Getting Help –**

You can find a guide to eCampus at <https://ecampus.wvu.edu/student/training-and-support> & <https://ecampus.wvu.edu/support/student-faqs>

To log in, go to: <https://ecampus.wvu.edu/>  
Select the WVU Main Campus eCampus Login link.

Log in using your MIX (MYID). You can access more detailed login information at <https://ecampus.wvu.edu/about/login-information>

**WVU Online and Extended Campus Help-**

WVU Online and Extended Campus Resources available at <http://online.wvu.edu/students/>

Grading	
Quizzes (10 of 11 @ 15 points each)	150 pts (15% of Final Grade)
Discussion Board Posts (10 of 11 @ 35 points each)	350 pts (35% of Final Grade)
Critical Response Posts (6 @ 50 points each)	300 pts (30% of Final Grade)
Project	100 pts (10% of Final Grade)
Final Exam	100 pts (10% of Final Grade)
	1000 pts total

*A= 900-1000    B=800-899    C=700-799    D=600-699    F= 599 and below*

**Criteria for Letter Grades:**

An “A” assignment is well-researched, well-organized, and well-written. In addition to the “B” requirements, the student will demonstrate independent insight and creativity. For example, they will employ other authors’ writings to serve their points or develop a novel analysis.

A “B” assignment is well-written, well-researched, and well-organized. The student will skillfully use gender to compare. The student’s analysis will be fully developed but lack creativity. For example, the student repeats a point from class rather than developing new ideas.

A “C” assignment has some research, organization, or writing weaknesses. However, it conforms to the assignment's parameters in terms of length, number of sources, variety of sources, etc. In addition, the student will concisely and accurately summarize course materials, but there will be weaknesses in their analytical skills. For example, the student will present a recognizable but underdeveloped argument that is too general or is not supported by evidence.

A “D” assignment will be a poorly organized, researched, and written paper, although the student has attempted to do the necessary work. For instance, it may be shorter than required, use a minimum of sources, have significant writing and citation errors, or have errors in the summary of course material.

An “F” assignment shows no understanding of the assignment, evidence of an attempt to do the assignment or evidence of plagiarism. It does not demonstrate the student's basic comprehension of the course material.

I want you to succeed in this course and your goals, but I need to assign grades based on external circumstances. You are graded based on the work you turn in, not so that your GPA will meet the requirements for your major, scholarships, or other programs.

**Assignments (Due dates are on the calendar, and detailed descriptions will be posted to eCampus):**

**Modules:** There are 18 modules in this course. You will explore all content in the module and complete all learning activities and assessments within that module. Refer to the Online Calendar document (located in the Start Here section of the eCampus course) for more detailed information.

**Introduction Discussion Board Post:** This discussion board is designed for you to get to know your classmates. There are two parts to this discussion board. This assignment is not graded; however, 10 points will be deducted if you do not complete both parts.

1. Post an original response.
2. Respond to at least two of your classmates.

**Quizzes:** There are quizzes in most modules (Modules 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, and 14). Quizzes are open note/book and accessed and completed through eCampus. Quizzes **MUST** be completed before **11:59 PM** on their due date. Eleven quizzes are assigned, and I count the top 10 in the final grade calculation. Each quiz is worth 15 points; for a total of 150 points.

**Discussion Boards:** A significant component of this course will be discussion based through the discussion boards. For most modules (Modules 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, and 14), students are required to write a reflective discussion based on the prompts and questions given. You may use media or a link to information in your discussion board, such as website attachments, YouTube clips, etc. Also, you may post a link to a video or some other form of media (podcast, blog, etc.) in which you verbally answer the questions/prompts. Eleven discussion board posts are assigned, each worth 35 points. I count the top 10 discussion boards in the final grade calculation for a total of 350 points. See the course calendar for response due dates. Discussion Board Posts must be posted at **11:59 PM** on their due date.

Remember that your discussion post should represent how you speak in class. It should be academic but can be more refined than a formal essay or speech. Responses should be respectful of other peoples' opinions and not disparaging. It is essential to keep in mind the classroom contract during these activities. Typical posts are at least 500 words (approximately two pages) to address the discussion board questions adequately.

**Critical Response Discussion Board Posts:** This semester, six Critical Response Discussion Board Posts are due. They are in modules 5, 10, and 15. You are required to respond to **both** Critical Response Discussion boards linked in each of these three modules. All six Critical Response Discussion Boards are counted in the final grade calculation. Each Critical Response Discussion Board is worth 50 points for a total of 300 points.

A critical response discussion board requires you to engage critically in reading, which is the art of analyzing and evaluating a text. This moves beyond information processing or personal responses. Critical responses allow opportunities to experience meaningful conversations in which a person can read, write, listen, speak, and reflect on the content, ideas, complexities, and real-world applications of Women and Gender Studies, Film Studies, and Cultural Studies. To complete the critical response discussion boards, you are required to complete the following three steps:

- Step 1) Text: Choose a piece of a classmate's post to use as part of a more extensive discussion. Please copy and paste it and post it on the discussion board. Make sure to cite your classmate and include the discussion board prompt to which you are referring.
- Step 2) Respond: Make nuanced connections among the previous readings, films, lectures, or classmates' post(s). Add on to the argument, push back against the idea, state questions that the post raised for you academically, socially, politically, etc., **and** state why this section of your peer's post resonated with you. There is a reason you chose to respond to it. What was it?
- Step 3) Apply: This is an extension of step two. Apply your classmate's post and your response to a real-world text. The word text is defined broadly. It could be a film (outside of one we have used in class), a news story, a website, an event, a meme, an image, or another type of real-world text related to cultural, social, and political discourse or social data). Make sure to include the text that you used in the discussion.

### Helpful Hints:

- Use tangible examples instead of personal anecdotes or generalizations.
- Make connections, ask questions, engage with your peers, use course content, and show the process of making sense of films as cultural products and "snapshots" of society.

**Projects:** For the project, you will pick a genre of film from the following: Horror, Drama, Science Fiction, Action, Western, Noir, Disney, Parody, Blaxploitation, Crime, Comic Book, Musicals, Historical Dramas, War, Romantic Comedies, Teen, Queer Cinema, or Fantasy. You will analyze the genre using themes, topics, material we have covered in class, and academic research. In the analysis, you must include the history of the genre, critically engage with at least three films (outside of the ones we viewed in the course) within the genre, and analyze how gender, sexuality, race, class, religion, and so on are represented in the genre. You must use at least six sources in your project, and two must be academic and peer-reviewed. I am allowing you to choose your final project format for this project. You will produce either a three to five-page paper or a PowerPoint with 12 to 14 slides. You may propose a different form of presentation with approval from me. The final project is worth 100 points. The project is due at 11:59 pm on May 25<sup>th</sup>.

**Final Exam:** The final exam will be open note, cumulative, and consist of short answer, multiple choice, true or false, and fill-in-the-blank questions. The final exam is due at 11:59 pm on May 26<sup>th</sup>.

**Academic Integrity Statement:** The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code [http://studentlife.wvu.edu/office\\_of\\_student\\_conduct/student\\_conduct\\_code](http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code). Should you have any questions about possibly improper research citations or references or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

### **Plagiarism Description and Penalties:**

Plagiarism is a severe form of cheating. To plagiarize is to claim another's ideas or to write as one's own. It is a form of stealing.

Plagiarism can take several forms. Students often associate the term with writers who copy entire passages from a book, magazine, encyclopedia, or other printed source and turn them into an instructor as their work. This is the most blatant form of plagiarism and the easiest for instructors to detect. After all, instructors can usually recognize a passage lifted from *Time* magazine or other sources with distinctive styles. Instructors can almost always recognize professional writing, even if they cannot immediately identify its source.

But plagiarism takes several other forms. For instance, students plagiarize when they borrow ideas from other writers without giving them credit. In this case, students might not even use the other writer's language; nevertheless, they steal the writer's content. Students also plagiarize when they present another student's work (*or the work of a professional paper writing service or copied from a Web Site*) as their own. Thus, documentation involves more than just citing the source of direct quotations.

Because plagiarism is such a complex concept to come to grips with in its entirety, take note of the following summary definition:

1. Plagiarism includes literal repetition without acknowledgment of the writings of another author. All significant *words, phrases, clauses, or passages* in a student's paper taken directly from the source material must be enclosed in quotation marks and acknowledged either in the text itself or in foot or endnotes.
2. Plagiarism includes borrowing without acknowledging another writer's general plan, outline, or argument structure in creating one's organization.

3. Plagiarism includes borrowing another's ideas and representing them as one's own. To paraphrase the thoughts of another writer without acknowledging it is to plagiarize.
4. Plagiarism includes allowing any other person or organization (including those found on the internet) to prepare the paper and submit it as one's work.

Plagiarism in the course will not be tolerated. Penalties for plagiarism include but are not limited to failure in the course, suspension, and permanent expulsion from the university. For more information, consult the "Academic Integrity/Dishonesty Policy" link: <http://www.arc.wvu.edu/admissions/integrity.html>.

### **Policies:**

**Withdrawing from Course:** You must start from courses yourself through the STAR system. You are NOT automatically withdrawn if you stop participating, and instructors may no longer administratively withdraw students for non-attendance.

**Late work:** I do **NOT** begin deducting points from the assignment until it is two days past the due date. After two days, each additional day subtracts 10% off the grade.

**Getting grades:** You can use the eCampus My Grades tool to keep track of your grades and assignments.

**Asking questions about grades:** Grading is stressful for faculty and students—no one likes to give or receive low grades. Therefore, I want to make sure that I have evaluated you fairly. If you're going to review an assignment to learn how you may improve your performance, **I will be happy to do that by appointment over the phone or via video.** I must be contacted within five days of the grade posting. All grades are final after five days of the posted date.

**Inclusivity Statement:** The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any accommodation to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293- 6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

**Sexual Misconduct and Resources:** West Virginia University (WVU) does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Policy 44]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-9355 or 304-293- 4431 (24-hour hotline), and locally within the community at the Rape and Domestic Violence Information Center (RDVIC), 304- 292-5100 or 304-292-4431 (24-hour hotline). For students at WVU-Tech, contact the Women's Resource Center at 304-255-1585 (toll-free at 1-888-825-7836) or REACH at 304-340-3676. For students at Potomac State, contact the PSC Psychological Services Office at 304-788-6976, and locally in Keyser, the Family Crisis Center, 304-788-6061 or 1-800-698-1240 (24-hour hotline). For more information, please consult WVU policies at <http://titleix.wvu.edu>.

**Classroom Contract & Interpersonal Expectations for WGST 150: Women in Movies Online**

This is an online course, which means that the success of the course relies on the regular participation of each member. It is designed as a seminar discussion-based course, so I expect continual communication between myself and students and between students. Even though this interaction is over the internet and will not be face-to-face, the same etiquette used in the classroom should be considered.

*This etiquette includes:*

- Respect for others (their viewpoints, their values, their beliefs)
- The right to disagree but requires sensitivity to the viewpoints of others
- Taking responsibility for being involved in developing the issues and topics relevant to this course
- Active participation in all elements of the course
- Continual feedback to the instructor about the course, course assignments, and individual viewpoints, a commitment to the mutual exchange of ideas. This means we will not isolate definitive ‘answers’ to the issues we raise, but we will actively explore and respect the multiple sides to those issues
- A responsibility to ‘police’ ourselves

In this course, we will attempt to develop a community, and this requires trust. To build trust, we must know that we can share our ideas without being attacked. This also requires allowing other class members the trust and freedom we expect. Therefore, recognizing how difficult it can be to communicate solely online and how this anonymity can offer both a feeling of freedom to say what one thinks and the risk of being misunderstood, I will try my best to accurately phrase my posts to truly reflect my opinions in a way that will not hurt others.

*Trust can be developed through the following:*

- The use of “I” statements to voice your opinion and not target others personally
- Thoroughly read your peers’ posts, and do not make comments that take their words out of context
- Not pressuring other classmates to conform to my beliefs or to discuss topics beyond their comfort level
- Not making assumptions about classmates’ sex, gender, gender identity, sexual orientation, race, class, ability, ethnicity, or other characteristics.

*As a student, it is your responsibility to:*

- Complete assigned work and readings for class
- Participate
- Listen to others
- Respect others
- Keep an open mind
- Talk to the instructor if you have any concerns

*As your instructor, I see it as my responsibility to:*

- Offer guidance and facilitation
- Redirect inappropriate behavior
- Respect all opinions
- Keep class interesting and current

*Some ideas adapted from:*

Osborne, R.E., Kriese, P., Tobey, H., Johnson, E. (2009). Putting it all together: incorporating “SoTL practices for teaching interpersonal and critical thinking skills in an online course. *InSight: A Journal of Scholarly Teaching*, 4, 44-55.



Assignment Due Dates	Topic	Film	Assignments ( <u>All Assignments Due at 11:59 pm</u> )
May 8 – May 9	Module 1: Introductions	No Film Required for This Module	<ul style="list-style-type: none"> <li>● Original Post Due May 8</li> <li>● Two Response Posts Due May 9</li> </ul>
May 10	Module 2: Introduction to Film	Student Film Choice	<ul style="list-style-type: none"> <li>● Discussion Post One Due May 10</li> <li>● Quiz One Due May 10</li> </ul>
May 11	Module 3: New Queer Cinema	<i>But I'm a Cheerleader (1999)</i>	<ul style="list-style-type: none"> <li>● Discussion Post Two Due May 11</li> <li>● Quiz Two May 11</li> </ul>
May 12	Module 4: White Savior Narrative	<i>The Help (2011)</i>	<ul style="list-style-type: none"> <li>● Discussion Post Three Due May 12</li> <li>● Quiz Three Due May 12</li> </ul>
May 13	Module 5: Critical Response One and Two	No Film Required for This Module	<ul style="list-style-type: none"> <li>● Critical Response One Due May 13</li> <li>● Critical Response Two Due May 13</li> </ul>
May 14	Module 6: Femme Fatales	<i>The Postman Always Rings Twice (1946)</i>	<ul style="list-style-type: none"> <li>● Discussion Post Four Due May 14</li> <li>● Quiz Four Due May 14</li> </ul>
May 15	Module 7: Comic Book Vixens	<i>Birds of Prey (2020)</i>	<ul style="list-style-type: none"> <li>● Discussion Post Five Due May 15</li> <li>● Quiz Five May 15</li> </ul>
May 16	Module 8: Afrofuturism	<i>Black Panther (2018)</i>	<ul style="list-style-type: none"> <li>● Discussion Post Six Due May 16</li> <li>● Quiz Six Due May 16</li> </ul>
May 17	Module 9: Fembots: Gender & Artificial Intelligence	<i>Ex Machina (2014)</i>	<ul style="list-style-type: none"> <li>● Discussion Post Seven Due May 17</li> <li>● Quiz Seven Due May 17</li> </ul>
May 18	Module 10: Critical Response Three and Four	No Film Required for This Module	<ul style="list-style-type: none"> <li>● Critical Response Three May 18</li> <li>● Critical Response Four Due May 18</li> </ul>
May 19	Module 11: Horror	<i>Get Out (2017)</i>	<ul style="list-style-type: none"> <li>● Discussion Post Eight Due May 19</li> <li>● Quiz Eight Due May 19</li> </ul>
May 20	Module 12: Outlaws	<i>Thelma and Louise (1991)</i>	<ul style="list-style-type: none"> <li>● Discussion Post Nine Due May 20</li> <li>● Quiz One Nine May 20</li> </ul>
May 21	Module 13: Food, Culture, and Film	<i>Ramen Shop (2019)</i>	<ul style="list-style-type: none"> <li>● Discussion Post Ten Due May 21</li> <li>● Quiz Ten Due May 21</li> </ul>

May 22	Module 14: Disney	Any of the following: <ul style="list-style-type: none"> <li>• <i>Snow White</i> (1937)</li> <li>• <i>Cinderella</i> (1950) or (2015)</li> <li>• <i>Sleeping Beauty</i> (1959)</li> <li>• <i>Little Mermaid</i> (1989)</li> <li>• <i>Aladdin</i> (1992) or (2019)</li> <li>• <i>Pocahontas</i> (1995)</li> <li>• <i>Mulan</i> (1998)</li> <li>• <i>Princess and the Frog</i> (2009)</li> <li>• <i>Tangled</i> (2010)</li> <li>• <i>Brave</i> (2012)</li> <li>• <i>Frozen</i> (2013)</li> <li>• <i>Moana</i> (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Post Eleven Due May 22</li> <li>• Quiz Eleven Due May 22</li> </ul>
May 23	Module 15: Critical Response Five and Six	No Film Required for This Module	<ul style="list-style-type: none"> <li>• Critical Response Five Due May 23</li> <li>• Critical Response Six Due May 23</li> </ul>
May 24	Module 16: Project Workshop	No Film Required for This Module	<ul style="list-style-type: none"> <li>• Nothing Due in This Module</li> </ul>
May 25	Module 17: Projects	No Film Required for This Module	<ul style="list-style-type: none"> <li>• Genre Analysis Projects Due May 25</li> </ul>
May 26	Module 18: Final Exam	No Film Required This Week	<ul style="list-style-type: none"> <li>• Final Exam Due May 26</li> </ul>