ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts and Social Sciences

COURSE: GEN 2001 Women in Ancient Cultures

Date: Spring/Summer 2020

Credit Hours: 3

Prerequisite(s):   None

Delivery Method: ☒ **Lecture**   **3 Contact Hours** (1 contact = 1 credit hour)

                  ☐ **Seminar**   **0 Contact Hours** (1 contact = 1 credit hour)

                  ☐ **Lab**   **0 Contact Hours** (2-3 contact = 1 credit hour)

                  ☐ **Clinical**   **0 Contact Hours** (3 contact = 1 credit hour)

                  ☒ **Online**

                  ☒ **Blended**

Offered: ☒ **Fall**   ☒ **Spring**   ☒ **Summer**

IAI Equivalent –***Only for Transfer Courses***-go to *http://www.itransfer.org*: HF907 D

CATALOG DESCRIPTION:
This course is designed to give students an understanding of the foundation of both western civilization and patriarchy, especially as they apply to the status and relationships of men and women today. Students will learn of archeological finds, including architecture, art, literature—both *belles letters* and otherwise—and human remains and also of social, philosophical, and historical theories that explain or attempt to explain the ideologies of ancient societies.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

☐ To apply analytical and problem solving skills to personal, social, and professional issues and situations.

☐ To communicate successfully, both orally and in writing, to a variety of audiences.

☒ To construct a critical awareness of and appreciation for diversity.

☐ To understand and use technology effectively and to understand its impact on the individual and society.

☐ To develop interpersonal capacity.

☒ To recognize what it means to act ethically and responsibly as an individual and as a member of society.

☒ To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.

☐ To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

Outcome 1: Identify significant events, people, ideas and historical trends that have shaped our Western culture socially, culturally and politically, particularly as feminism has come to inform study across disciplines.

Competency 1.1 Identify key historical trends, especially as they occur cross-culturally.

Competency 1.2 Demonstrate knowledge of how individual actions and historical trends are inter-related.

Competency 1.3 Understand and appreciate the multiple cause and effect relationships of historical trends and events.

Competency 1.4 Critically examine and place historical events, people, ideas and trends into a larger historical context.

Competency 1.5 Demonstrate their understanding of how the past influences the present.

Competency 1.6 Define feminism as a philosophical movement and demonstrate how it can change the lens through which one views gender and history.

Outcome 2: Examine the development of gender norms, identities, and roles as they are shaped by historical, political, and social factors, such as the representation of women in writings or art, whether philosophical, literary, etc., as well as coming to an understanding of how roles and gendered identities are social constructed.

Competency 2.1 Describe how gender identity is constructed, i.e., how biology   does not dictate how a culture or an individual determines gendered identity—whether psychosocial, sexuality-oriented, etc..

Competency 2.2 Describe, define, and identify various types of gender roles, such as women as "gatherers," men as "hunters," etc..

Competency 2.3 Describe, define, and identify various periods of gender role development and theories of gender role development.
Competency 2.4 Describe, define, and identify the causes of change in gender roles' development.

Outcome 3. Analyze various artifacts for what they say or may say about gender and gender roles.
Competency 3.1 Identify representative literary or philosophical works
Competency 3.2 Identify representative archeological finds
Competency 3.3 Critique works/finds or conclusions drawn from those works/ finds regarding the messages they send about gender, i.e., complete gender analyses of the works for what they say or suggest overtly about gender and about what the secondary sources about them reveal
Competency 3.4 Critique and evaluate works from a historical perspective, relating the gender issue(s) to social, philosophical, and political context.

Outcome 4. Students will be able to examine historical, social, and philosophical and ideals and concepts both through written and oral expression.
Competency 4.1 Use and develop critical thinking skills
Competency 4.2 Gain an understanding of historical analysis
Competency 4.3 Gain an understanding of social analysis
Competency 4.4 Gain an understanding of philosophical analysis
Competency 4.5 Evaluate circumstances and events within the context of the times and the present
Competency 4.6 Organize historical concepts

Outcome 5: Students will learn to understand and appreciate the cultural diversity of Western civilization for its relevance to modern society and for its historical importance.
Competency 5.1 Recognize and understand how diverse groups have been treated and perceived throughout history
Competency 5.2 Recognize how and why cultural attitudes toward different groups have changed over time
Competency 5.3 Gain an awareness of the historical roots and problems of intolerance, sexism, and racist or ethnic bigotry
Competency 5.4 Gain a historical appreciation for the contributions and perspectives of diverse members of society
Competency 5.5 Place their own lives within the context of the cultural diversity and history of Western civilization

Outcome 6: Students will be introduced to various perspectives of ancient history.
Competency 6.1 Understand the idea that history is a scholarly interpretation of the past
Competency 6.2 Realize historical interpretations change over time
Competency 6.3 Understand why historical interpretations change
Competency 6.4 Think critically and explain why some historical interpretations are more convincing than others

Outcome 7: Students will be introduced to scholarly historical sources.
Competency 7.1 Explain the difference between primary and secondary
   historical sources
Competency 7.2 Identify a diversity of important historical sources
Competency 7.3 Analyze documents historically
Competency 7.4 Recognize the historical bias of some documents

Outcome 8: Express the way culture and ideology impact one's gender development, and vice versa.
Competency 8.1 Explain the relationship between a culture's artifact(s) and its
   ideologies, especially in regard to gender
Competency 8.2 Explain the relationship between one's gender development
   and how it is expressed through an artifact or work of art and/or a change
   in or effect upon society

Outcome 9: Consider their own lives, and their own writing and thoughts, as the products of a gendered identity, in light of these historical perspectives, and be empowered to think critically on topics such as cultural and political values and norms.
Competency 9.1 Demonstrate a link between their lives (through career choice,
   assumptions about themselves or the world, etc.) and the cultural
   definitions of gender
Competency 9.2 Demonstrate a link between their own assumptions of gender
   and those assumptions made about gender historically
Competency 9.3 Analyze and evaluate their gendered lives through the
   theoretical perspectives provided in the course

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS
[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To construct a critical awareness of and appreciation for diversity	2. Examine the development of gender norms, identities, and roles as they are shaped by historical, political, and social factors, such as the representation of women in writings or art, whether philosophical, literary, etc. 3. Analyze various artifacts for what they say or may say about gender and gender roles. 8. Express the way culture and ideology impact one's gender development, and vice versa. 9. Consider their own lives, and their own writing and thoughts, as the products of a gendered identity, in light of these historical perspectives, and be empowered to think critically on topics such as cultural and political values and norms.

Second Goal	
To recognize what it means to act ethically and responsibly as an individual and as a member of society	4. Students will be able to examine historical, social, and philosophical ideals and concepts both through written and oral expression. 8. Express the way culture and ideology impact one's gender development, and vice versa. 9. Consider their own lives, and their own writing and thoughts, as the products of a gendered identity, in light of these historical perspectives, and be empowered to think critically on topics such as cultural and political values and norms.
Third Goal	
To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit	2. Examine the development of gender norms, identities, and roles as they are shaped by historical, political, and social factors, such as the representation of women in writings or art, whether philosophical, literary, etc.. 3. Analyze various artifacts for what they say or may say about gender and gender roles. 4. Students will be able to examine historical, social, and philosophical and ideals and concepts both through written and oral expression. 8. Express the way culture and ideology impact one's gender development, and vice versa. 9. Consider their own lives, and their own writing and thoughts, as the products of a gendered identity, in light of these historical perspectives, and be empowered to think critically on topics such as cultural and political values and norms.

COURSE TOPICS AND CONTENT REQUIREMENTS:
Ancient Cultures may include but are not limited to:
1. Ancient Mesopotamia
2. Ancient Egypt
3. Classical Greece
4. Classical Rome
5. Early Judeo-Christian societies
6. Ancient America/s

Introduction to gender as a socially-constructed aspect of identity, and history as a constructed narrative about the past, influenced as much by historians as by the actual people of the past

INSTRUCTIONAL METHODS:
Lecture
Discussion
Videos
Viewings of ancient artifacts

Readings of ancient literature
Question and answer sessions
Individual instruction and counseling
In class and/or out of class writing

INSTRUCTIONAL MATERIALS:
Webpages
Textbooks
Podium/Lectern
Black/Whiteboard
Chalk/Erase Markers
Classroom/Smart Classroom Course Management Software
Desks for students
TV/VCR
Videos/DVDs
Overhead projector and transparencies
PowerPoint
Photocopies/PDFs of Instructional materials

These materials may vary by delivery method. For online offerings, additional interactive computer/classroom management software—such as BlackBoard,,etc.—will likely be required.

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:
Grading scale to be determined by instructor.
1. Students must read assigned readings from primary and secondary sources and view assigned films.
2. Students must pass mid-term and final examinations.
3. Students must submit a paper, papers, and/or journal writings to a combined minimum total of fifteen (15) pages.
4. Students must give an oral presentation (either individual or group) or prepare a presentation for online delivery.
5. Students must attend and participate in discussion sessions, demonstrating ability to critique films based on concepts covered in readings and lecture.
6. Students must attend/access lecture/discussions.

Students' learning may be assessed through, but not limited to, the following methods:

Written Exams
Quizzes
Papers
Book reviews
Class attendance
Graded Class participation and discussion
Online Discussions
Group Projects

OTHER REFERENCES

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    Search for History's Hidden Heroines*. New York: Warner Books, Inc., 2002.

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    Mayfield Publishing, 1996.

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    New   York: Vintage Books, 1990. Print.

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    95. Print.

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    Reader*. Cambridge: Blackwell, 1993.

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Differences." *Current Directions in Psychological Science* 16.5 (2007): 259-263.

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Course Competency/Assessment Methods Matrix

Course Prefix, Number and Name	Assessment Options																														
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	D	C	_	_	_	D	D						
Outcome 1: Identify significant events, people, ideas and historical trends that have shaped our Western culture socially, culturally and politically.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
1.1 Identify key historical trends.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
1.2 Demonstrate knowledge of how individual actions and historical trends are inter-related.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
1.3 Understand and appreciate the multiple cause and effect relationships of historical trends and events.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
1.4 Critically examine and place historical events, people, ideas and trends into a larger historical context.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
1.5 Demonstrate their understanding of how the past influences the present.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
1.6 Define feminism as a philosophical movement and demonstrate how it can change the lens through which one views gender and history.				X		X	X	X	X	X	X	X	X	X	X	X			X		X							X		X	X	X

Outcome 2: Examine the development of gender norms, identities, and roles as they are shaped by historical, political, and social factors, such as the representation of women in writings or art, whether philosophical, literary, etc.	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
2.1 Describe how gender identity is constructed, i.e., how biology does not dictate how a culture or an individual determines gender identity—whether biological, psychosocial, sexual, etc..	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
2.2 Describe, define, and identify various types of gender roles, such as women as "gatherers," men as "hunters," etc.			X		X	X	X	X	X	X	X	X	X	X	X	X		X		X							X		X	X	X
2.2 Describe, define, and identify various periods of gender role development and theories of gender role development	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
2.3 Describe, define, and identify the causes of change in gender roles' development	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
Outcome 3: Analyze various artifacts for what they say or may say about gender and gender roles.	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
3.1 Identify representative literary or philosophical works	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
3.2 Identify representative archeological finds	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
3.3 Critique works/finds or conclusions drawn from those works/finds regarding the messages they send about gender, i.e., complete gender analyses of the works for what they say or suggest overtly about gender and about what the secondary sources about them reveal.	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
3.4 Critique and evaluate works from a historical perspective, relating the gender issue(s) to social, philosophical, and political context.	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X
Outcome 4: Students will be able to examine historical, social, and philosophical	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X

and ideals and concepts both through written and oral expression.																														
4.1 Use and develop critical thinking skills		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
4.2 Gain an understanding of historical analysis		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
4.3 Gain an understanding of social analysis		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
4.4 Gain an understanding of philosophical analysis		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
4.5 Evaluate circumstances and events within the context of the times and the present		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
4.6 Organize historical concepts		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
Outcome 5: Students will learn to understand and appreciate the cultural diversity of Western civilization for its relevance to modern society and for its historical importance.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
5.1 Recognize and understand how diverse groups have been treated and perceived throughout history		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
5.2 Recognize how and why cultural attitudes toward different groups have changed over time		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
5.3 Gain an awareness of the historical roots and problems of intolerance, sexism, and racist or ethnic bigotry		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
5.4 Gain a historical appreciation for the contributions and perspectives of diverse members of society		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
5.5 Place their own lives within the context of the cultural diversity and history of Western civilization		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
Outcome 6: Students will be introduced to various perspectives of ancient history.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
6.1 Understand the idea that history is a scholarly interpretation of the past		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
6.2 Realize historical interpretations change over time		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X
6.3 Understand why historical interpretations change		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X

6.4 Think critically and explain why some historical interpretations are more convincing than others		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X
Outcome 7: Students will be introduced to scholarly historical sources.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X
7.1 Explain the difference between primary and secondary historical sources		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X
7.2 Identify a diversity of important historical sources		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X
7.3 Analyze documents historically		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X
7.4 Recognize the historical bias of some documents		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X
Outcome 8: Express the way culture and ideology impact one's gender development, and vice versa.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X
8.1 Explain the relationship between a culture's artifact and its ideologies, especially in regard to gender		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X
8.2 Explain the relationship between one's gender development and how it is expressed through an artifact or work of art and/or a change in or effect upon society		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X
Outcome 9: Consider their own lives, and their own writing and thoughts, as the products of a gendered identity, in light of these historical perspectives, and be empowered to think critically on topics such as cultural and political values and norms.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X
9.1 Demonstrate a link between their lives (through career choice, assumptions about themselves or the world, etc.) and the cultural definitions of gender		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X
9.2 Demonstrate a link between their own assumptions of gender and those assumptions made about gender historically		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X
9.3 Analyze and evaluate their gendered lives through the theoretical perspectives provided in the course		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X