



# ILLINOIS VALLEY COMMUNITY COLLEGE

## COURSE OUTLINE

**DIVISION:** Humanities, Fine Arts & Social Sciences

**COURSE:** GEN 2000 Gender through Cultures and Centuries

Date: Spring 2022

Credit Hours: 3

*Complete all that apply or mark "None" where appropriate:*

Prerequisite(s): None

Enrollment by assessment or other measure?  Yes  No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor:  Yes  No

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**  
 **Virtual Class Meeting (VCM)**

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

### **CATALOG DESCRIPTION and IAI NUMBER (if applicable):**

This interdisciplinary course examines the historical development of gender norms, identities, and roles as they have been shaped and changed by cultural and political factors. The course promotes understanding of the significance that gender plays in societies. The opportunity to learn about the history and contributions of women in the arts and sciences and to think critically regarding these issues is available to all students in this context. IAI Equivalent: H9 900

## **ACCREDITATION STATEMENTS AND COURSE NOTES:**

This course is approved as a potential component of the Social Justice certificate.

## **COURSE TOPICS AND CONTENT REQUIREMENTS:**

1. Assigned readings of historical texts to be drawn from the works of assigned writers, such as (but not limited to) Margaret Fuller, John Stuart Mill, Elizabeth Cady Stanton, Gloria Steinem, and Mary Wollstonecraft, and the Bible.
2. Assigned readings of literary texts to be drawn from the works of assigned writers, such as (but not limited to) Maya Angelou, Elizabeth Bishop, Anne Bradstreet, the Brontës, Elizabeth Barrett Browning, Kate Chopin, Emily Dickinson, Charlotte Perkins Gilman, Nathaniel Hawthorne, Ernest Hemingway, O. Henry, Marianne Moore, Gloria Naylor, Sylvia Plath, Adrienne Rich, Christina Rossetti, Alice Walker, Phyllis Wheatley, Walt Whitman, and William Carlos Williams.
3. Assigned readings of social science and science texts to be drawn from the works of assigned writers, such as (but not limited to) Karen Armstrong, Judith Butler, Susan Ehrlich Martin, Lise Eliot, Jo Freeman, Betty Friedan, Barbara Heye, Patricia Hill Collins, Rosabeth Kanter, Michael Kimmel, Barbara Katz Rothman, Penny Lernoux, Elaine Pagels, Margaret Randall, Michelle Zimbalist Rosaldo, Rosemary Ruether, Judith Wither, and Mary Zey-Farrell.
4. Assigned viewings of art works or films by or depicting women.
5. Lectures on the history of ideas related to sex and gender; literary, political, and social movements and theories; and relevant biographical and cultural data.
6. Opportunities to practice skills in reading, writing, thinking, speaking, and empathizing.

## **INSTRUCTIONAL METHODS:**

1. Analysis of historical and literary texts, art, and media through reading, discussion, and lectures.
2. Synthesis of philosophical, political, and social movements and historical figures through reading, discussion, and lectures.
3. Examinations, quizzes, papers, and presentations--intended not only to measure recall but to promote "new" critical thinking and analytical skills, as well.

## **EVALUATION OF STUDENT ACHIEVEMENT:**

1. Assigned readings from primary and secondary sources.
2. Mid-term and final examinations.
3. A paper, papers, and/or journal writings to a combined minimum total of fifteen (15) pages.

## **INSTRUCTIONAL MATERIALS:**

### **Textbooks**

As chosen by instructor

### **Resources**

Podium/Lectern

Black/Whiteboard

Chalk/Erase Markers

Classroom--Desks for students

TV/VCR/Projector

Videos

Overhead projector and transparencies

Photocopies of and/or weblinks to instructional or reading materials

Course management software

## **LEARNING OUTCOMES AND GOALS:**

### **Institutional Learning Outcomes**

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

### **Course Outcomes and Competencies**

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

1. Examine the development of gender norms, identities, and roles as they are constructed and reproduced by historical, political, social, and personal factors, such as the representation of men and women in film, literature, music, popular media, and visual art.
  - a. Describe gender characteristics as culturally ascribed in several different cultures, as well as in their own.
  - b. Discuss norms and roles as they appear in other cultures and in their own.
  - c. Identify norms and roles as depicted in popular media.
  - d. Discuss the difference between sex and gender (biological from sociological)
2. Study the history, contributions, and achievements of women throughout Western civilization and the world.
  - a. Identify the gender roles of women and men in early Western history, e.g., Assyria, Egypt, Greece, and Rome.
  - b. Discuss changes made to the understanding of sexual difference made by women and/or men.
  - c. Discuss women who made contributions to equality, or who ‘surpassed’ their gender role expectations, in various different fields, e.g. Art, literature, philosophy, etc.
3. Understand the impact that gender--and to a lesser extent, race, social class, and age—has had, has, and will continue to have on women’s and men’s experiences.
  - a. Discuss how gender roles influence current women’s and men’s life experience
  - b. Discuss how race influences current humans’ life experience
  - c. Discuss how class influences current humans’ life experience
  - d. Discuss how age influences current humans’ life experience
4. Show, via the interdisciplinary approach, relationships of theories and research on sex, gender, and sexuality in fields such as (but not limited to) the arts, biology, business, communication (and language) studies, literature, psychology, and sociology.
  - a. Demonstrate knowledge concerning sex and gender from more than one academic field.

- b. Discuss examples that show that when more than one field's knowledge of sex or gender is combined with another's, a separate conclusion may be drawn that is different or greater than the two independent pieces.
- 5. Consider their own lives, as either males or females, in light of these perspectives, and to empower these students to think critically on topics such as cultural and political values and norms.
  - a. Identify how they act in relation to gender role characteristics and expectations
  - b. Identify how their expectations have been influenced by gender role characteristics and expectations, personally and professionally.