



# **ILLINOIS VALLEY COMMUNITY COLLEGE**

## **COURSE OUTLINE**

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

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

**Date:** 19 August 2016

**Credit Hours:** 3.0

**Prerequisite(s):**

**Delivery Method:**

<input checked="" type="checkbox"/> <b>Lecture</b>	<b>0 Contact Hours (1 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Seminar</b>	<b>0 Contact Hours (1 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Lab</b>	<b>0 Contact Hours (2-3 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Clinical</b>	<b>0 Contact Hours (3 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Online</b>	
<input type="checkbox"/> <b>Blended</b>	

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

**IAI Equivalent –*Only for Transfer Courses***-go to <http://www.itransfer.org>: H9 900

### **CATALOG DESCRIPTION:**

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 male and female students in this context.

## 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:

1. Examine the development of gender norms, identities, and roles as they are shaped by historical, political and social 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.

## 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	<p>Outcome 1: Examine the development of gender norms, identities, and roles as they are shaped by historical, political and social factors, such as the representation of men and women in film, literature, music, popular media, and visual art.</p> <p>Outcome 2: Study the history, contributions, and achievements of women throughout Western civilization and the world.</p> <p>Outcome 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.</p> <p>Outcome 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.</p> <p>Outcome 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.</p>
Second Goal	<p>Outcome 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</p>
Goal 6: To recognize understand what it	<p>Outcome 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</p>

<p>means to act ethically and responsibly as an individual and as a member of society.</p>	<p>men's experiences.</p> <p>Outcome 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.</p> <p>Outcome 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.</p>
<p>Third Goal</p>	
<p>Goal 7: To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.</p>	<p>Outcome 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.</p> <p>Outcome 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.</p> <p>Outcome 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.</p>

**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, Susan Ehrlich Martin, Lise Eliot, Jo Freeman, Betty Friedan, Barbara Heye, 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, and speaking.

### **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.

### **INSTRUCTIONAL MATERIALS:**

Podium/Lectern  
 Black/Whiteboard  
 Chalk/Erase Markers  
 Classroom  
 Desks for students  
 TV/VCR/Projector  
 Videos  
 Overhead projector and transparencies  
 Photocopies of instructional materials  
 Textbooks and Readings  
 Course management software

### **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

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.

4. Oral presentation (either individual or group).
5. Participation in class discussion sessions.
6. Lecture.

Grading scale to be determined by the instructors.

## **OTHER REFERENCES**

Armstrong, Karen. The Gospel According to Women: Christianity's Creation of the Sex War in the West. New York: Doubleday, 1987.

Bate, Barbara. Communication and the Sexes. New York: Harper & Row, 1988.

Benstock, Shari, ed. Feminist Issues in Literary Scholarship. Bloomington: Indiana University Press, 1987.

Bridenthal, Renate; Koonz, Claudia; and Susan Stuard, eds. Becoming Visible: Women in European History. Geneva, IL: Houghton Mifflin Company, 1987.

Cook, Pam, and Philip Dodd. Women and Film. Philadelphia: Temple University Press, 1993.

Ferguson, Susan J. Mapping the Social Landscape. Mountain View, California: Mayfield Publishing, 1996.

Frazer, Elizabeth; Hornsby, Jennifer; and Sabina Lovibond. Ethics: A Feminist Reader. Cambridge: Blackwell, 1993.

Freeman, Jo. Women: A Feminist Perspective. Mountain View, California: Mayfield, 1995.

Friedan, Betty. The Feminine Mystique. New York: Dell Publishing, 1983.

Fuller, Margaret. Woman in the Nineteenth Century. New York: W.W. Norton & Co., 1971.

Gilbert, Sandra M., and Susan Gubar. The Madwoman in the Attic. New Haven: Yale University Press, 1979.

Kerber, Linda K.; Kessler-Harris, Alice, and Kathryn Kish Sklar, eds. U.S. History as Women's History. Chapel Hill: University of North Carolina Press, 1995.

Kerber, Linda K., and Jane Sherron de Hart. Women's America: Refocusing the Past. New York: Oxford University Press, 1995.

Kimmel, Michael. The Gendered Society. 6<sup>th</sup> edition. New York: Oxford University Press, 2016.

Kuhn, Annette with Susannah Radstone. The Woman's Companion to International Film. London: Virago Press, 1990.

Lernoux, Penny. Hearts of Fire: The Story of the Maryknoll Sisters. New York: Orbis Books, 1993.

Mill, John Stuart. The Subjection of Women. New York: Prometheus Books, 1986.

Newton, Judith, and Deborah Rosenfelt. Feminist Criticism and Social Change. New York: Methuen, 1985.

Randall, Margaret. Sandino's Daughters: Testimonies of Nicaraguan Women in Struggle. Vancouver: New Star Books, 1981.

Randall, Margaret. Sandino's Daughters Revisited: Feminism in Nicaragua. New Jersey: Rutgers University Press, 1994.

Rosaldo, Michelle Zimbalist, and Louise Lamphere. Woman, Culture, and Society. Stanford: Stanford University Press, 1993.

Sapiro, Virginia. Women in American Society. Mountain View, CA: Mayfield Publishing, 1990.

Showalter, Elaine. The New Feminist Criticism. New York: Pantheon Books, 1985.

Thiébaux, Marcelle. The Writings of Medieval Women. New York: Garland Publishing, 1994.

Tompkins, Jane. Sensational Designs. New York: Oxford University Press, 1985.

# Course Competency/Assessment Methods Matrix

(Dept/# Course 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			
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D									
	Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																		
	<b>Outcome 1: Examine the development of gender norms, identities, and roles as they are shaped by historical, political and social factors, such as the representation of men and women in film, literature, music, popular media, and visual art.</b>		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X									
	Describe gender characteristics as culturally ascribed in several different cultures, as well as in their own.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X									
	Discuss norms and roles as they appear in other cultures and in their own.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X									



Identify norms and roles as depicted in popular media.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X	X
Discuss the difference between sex and gender (biological from sociological).		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X	X
<b>Outcome 2: Study the history, contributions, and achievements of women throughout Western civilization and the world.</b>		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X	X
Identify the gender roles of women and men in early Western history, e.g., Assyria, Egypt, Greece, and Rome		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X	X
Discuss changes made to the understanding of sexual difference made by women and/or men		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X	X
Discuss women who made contributions to equality, or who ‘surpassed’ their gender role expectations, in various different fields, e.g. Art, literature, philosophy, 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
<b>Outcome 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 experiences.</b>		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X	X
Discuss how gender roles influence current women’s and men’s life experience.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X	X

Discuss how race influences current humans' life experience.		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X	X
Discuss how class influences current humans' life experience.		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X
Discuss how age influences current humans' life experience.		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X
<b>Outcome 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.</b>		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X
Demonstrate knowledge concerning sex and gender from more than one academic field.		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X
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.		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X	X	X	X	X

