



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts Social Sciences

COURSE: GEN 2002: Women in Literature

Date: 10/22/2018

Credit Hours: 3.0

Prerequisite(s): None

Delivery Method: **Lecture** **0 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>: H3 911D

CATALOG DESCRIPTION:

This course looks closely at literature by and/or about women as it informs their gendered identity. Historical and chronological discussion of gender role definition and the relationship between that and how women are viewed and view themselves is a key component of this course. Discussion of readings, films, and other media trace the development of women's writings and increases students' appreciation and awareness of the excellence in women's writing.

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. 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..

Competency 1.1 Describe, define, and identify various types of gender roles, such as women as "angels of the house," etc.

Competency 1.2 Describe, define, and identify various periods of gender role development

Competency 1.3 Describe, define, and identify the causes of change in gender roles' development

Competency 1.4 Define gender and describe gender norms, identities, and roles; discuss the relationship between gender, as understood to be a social construction, and sex, a term of biological distinguishment

Outcome 2. Analyze and discuss fiction, understanding and appreciating important themes and concerns of the writers and understanding how earlier pieces affect the later writings.

Competency 2.1 Describe and define the major themes and concerns of the fiction presented

Competency 2.2 Identify major themes in specific works of literature

Competency 2.3 Explain how major themes are presented and developed through the specific details of a text.

Competency 2.4 Compare/contrast selected works to those that follow

Outcome 3. Appreciate the range, quality, and diversity of style in literature.

Competency 3.1 Identify, define, and describe the elements of fiction and poetry, such as narrator, setting, plot, speaker, tone, etc.

Competency 3.2 Demonstrate knowledge of the quality of literature, perhaps by discussing the use of literary elements in a work, such as the use of metaphor, personification, symbolism, etc..

Competency 3.3 Evaluate a piece based on its ability to effectively communicate its theme through the use of stylistic elements, such as metaphor, narration, etc.

Competency 3.4 Discuss the differences that race, gender, ethnicity, geographical location, economic position, and philosophical/theological background makes in a writer's texts.

Outcome 4. Analyze various literary works by and about women for what they say about gender.

Competency 4.1 Identify representative works by both male and female authors

Competency 4.2 Critique works regarding the messages they send about gender, i.e., complete gender analyses of the works for what the texts say overtly about gender and about what their subtext reveals

Competency 4.3 Critique and evaluate works from a literary perspective, using the elements of literature, such as theme, figurative language, etc.

Outcome 5. Demonstrate an understanding of the influence that theories about and definitions of gender have on writers' beliefs about gender and about themselves.

Competency 5.1 Explain and discuss theories of gender

Competency 5.2 Explain and discuss historical definitions of gender

Competency 5.3 Synthesize those discussions with analyses of writers' works

Competency 5.4 Synthesize those discussions with analyses of writers' biographies

Outcome 6. Express the way society and literature impact one's gender development, and vice versa.

Competency 6.1 Explain the relationship between a societal change or movement and the corresponding change in literature in regard to gender.

Competency 6.2 Explain the relationship between one's gender development and how it is expressed through a work of literature and/or a change in or effect upon society.

Outcome 7. 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 7.1 Demonstrate a link between their lives (through career choice,

assumptions about themselves or the world, etc.) and the cultural definitions of gender.

Competency 7.2 Demonstrate a link between their own writing and the effect of their gendered identity on it

Competency 7.3 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	
<p>Goal 1: To construct a critical awareness of and appreciate diversity</p>	<p>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 women in writings or art, whether philosophical, literary, etc..</p> <p>2. Analyze and discuss fiction, understanding and appreciating important themes and concerns of the writers and understanding how earlier pieces affect the later writings. Outcome</p> <p>3. Appreciate the range, quality, and diversity of style in literature.</p> <p>4. Demonstrate an understanding of the influence that theories about and definitions of gender have on writers' beliefs about gender and about themselves.</p> <p>6. Express the way society and literature impact one's gender development, and vice versa.</p>
Second Goal	
<p>Goal 6: To recognize what it means to act ethically and responsibly as an individual and as a member of society.</p>	<p>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 women in writings or art, whether philosophical, literary, etc..</p> <p>7. 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.</p>
Third Goal	

<p>Goal 7: To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.</p>	<p>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 women in writings or art, whether philosophical, literary, etc..</p> <p>4. Demonstrate an understanding of the influence that theories about and definitions of gender have on writers' beliefs about gender and about themselves.</p> <p>6. Express the way society and literature impact one's gender development, and vice versa.</p> <p>7. 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.</p>
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COURSE TOPICS AND CONTENT REQUIREMENTS:

1. History of gender roles through literary, scientific, and philosophical readings, such as but not limited to the writings of Aristotle, Plato, St. Thomas Aquinas, Hume, Kant, Darwin, De Beauvoir, Pisan, Friedan, and John Stuart Mill
2. Images of women as depicted in literature by and about women, both overtly and subtextually, in such pieces as, but not limited to, the Bible and the works of Anne Bradstreet, William Bradford, Ernest Hemingway, Kate Chopin, and Charlotte Perkins Gilman
3. Introduction to gender as a socially-constructed aspect of identity
4. Assigned readings in literary criticism on the authors discussed
5. Viewing of films and the integration of other media, where appropriate, to illuminate the issues discussed
6. Current perspectives and research on the relationship between writing and gender and on gender formation

INSTRUCTIONAL METHODS:

1. Analysis of readings and lecture on gender development
2. Analysis of readings and lecture on images of gender in literature
3. Reading and discussion of materials related to course, such as films or other media
4. Examinations, papers, and presentations--intended not only to measure recall but to promote "new" critical thinking and analytical skills, as well
5. Writing as a learning tool

INSTRUCTIONAL MATERIALS:

Textbooks
Webpages
Podium/Lectern
Black/Whiteboard
Chalk/Erase Markers
Classroom/Smart Course Management Software
Desks for students
TV/VCR
Videos/DVDs
Overhead projector and transparencies
Photocopies/digital copies of instructional materials
PowerPoint

These materials may vary by delivery method.

Note: Longman and W.W. Norton & Company have anthologies of women's writings.

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/videos.
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 accessible online.
5. Students must participate in discussion sessions, demonstrating ability to critique texts based on concepts covered in readings and lecture.
6. Students must attend and/or access lecture/discussions.

OTHER REFERENCES

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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	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
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 women in writings, whether philosophical, literary, etc.																																
1.1 Describe, define, and identify various types of gender roles, such as women as "angels of the house," 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	X	
1.2 Describe, define, and identify various periods 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	X	
1.3 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	X	
1.4 Define gender and describe gender norms, identities, and roles; discuss the relationship between gender, as understood to be a social construction, and sex, a term of biological distinguishment		X	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 2. Analyze and discuss fiction, understanding and appreciating important themes and concerns of the writers and																																

5.1 Explain and discuss theories 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	
5.2 Explain and discuss historical 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	X
5.3 Synthesize those discussions with analyses of writers' 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
5.4 Synthesize those discussions with analyses of writers' biographies	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. Express the way that society and literature impact's one's gender development, and vice versa																																
5.1 Explain the relationship between a societal change or movement and the corresponding change in literature 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	X
5.2 Explain the relationship between one's gender development and how it is expressed through a work of literature 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	X
Outcome 6. 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.																																
6.1 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	X
6.2 Demonstrate a link between their own writing and the effect of their gendered identity on it	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 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	X