



# ILLINOIS VALLEY COMMUNITY COLLEGE

## COURSE OUTLINE

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

**COURSE:** GEN 2002 Women in Literature

Date: Spring 2022

Credit Hours: 3

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

Prerequisite(s): ENG 1001 with a C or better

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:

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

Offered:  Fall  Spring  Summer

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

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. IAI equivalent: H3 911D

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

None

## **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:**

Instructional methods may include but are not limited to:

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, quizzes, group work, 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 (In-class and out-of-class writing assignments)
6. Student conferences

## **EVALUATION OF STUDENT ACHIEVEMENT:**

Grading scale at the discretion of the 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

## **INSTRUCTIONAL MATERIALS:**

### **Textbooks**

Textbook to be determined by instructor

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

### **Resources**

Podium/Lectern

Black/Whiteboard

Dry Erase Markers  
Classroom and Desks or LMS  
TV/VCR, Videos, projector  
Guest Lectures  
Photocopies of/links to instructional materials  
Computers/SMART classrooms  
Webpages  
Library resources, etc.

The use of these materials will vary by delivery method.

## **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:

**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.