

**STATUS: A**

**COMMON COURSE NUMBER:** LIT 2510

**COURSE TITLE:** Male Female Images in Literature

**CREDIT HOURS:** 3

**CONTACT HOURS BREAKDOWN:**

**Lecture/Discussion** 48

**Lab**

**Other**

**Contact Hours/Week** 3

**CATALOG COURSE DESCRIPTION:**

Prerequisite: None

Corequisite: None

An exploration of the ways Literature represents and perpetuates sex roles in society with a particular emphasis on the stereotyping of women. Reading includes drama, short stories, novels and poetry from classical to contemporary.

“Prerequisite: Eligibility for ENC1101”

General Education Requirements - Associate of Arts Degree, meets Area(s):

General Education Requirements - Associate in Science Degree, meets Area(s):

**UNIT TITLES:**

- 1. Socialization of Masculine and Feminine Identities**
- 2. Literary Archetypes and stereotypes**  
**Women on a Pedestal**  
**Eternal Feminine/Knight Protector**  
**Women as Enemy**
- 3. The Mother - Angel or Mom?**
- 4. The Submissive Female as a Tragic Figure/The Dominant Male**
- 5. Women as Sex Objects/Don Juans**
- 6. The Woman/Man Slave**
- 7. The Woman/Man Developing**
- 8. The Liberated Woman/Man**

**LAST REVIEW Academic Year 2006-07**

**NEXT REVIEW Academic Year 2011-12**

*Interim Revision Dates:*

## **I. Course Overview:**

Upon successful completion of this course, the students should demonstrate an understanding of the elements of fiction, should learn how literature and other media reflects, perpetuates, and changes sex roles in society, to evaluate fiction in terms of its stereotyping of male and female characters, and to understand the effects of such stereotyping on the reader.

## **II. Units:**

### **Unit 1. Socialization of Masculine and Feminine Identities**

#### **General Outcome:**

- 1.0 The students should be able to describe the sociological patterning of masculine and feminine identities, the myths which surround male and female differences, the historical contributions of actual men and women, and the ways writers reflect and perpetuate sex role stereotyping.

#### **Specific Learning Outcomes:**

Upon successful completion of this unit, the students should be able to:

- 1.1 Differentiate and evaluate traditional masculine and feminine sex roles in society.
- 1.2 Discuss societal methods of socializing sex role patterns.
- 1.3 Discern the perpetuation of stereotyped sex roles in short literature, advertisements, the media, and art.
- 1.4 Describe sexism inherent in popular media, song lyrics, fairy tales, comic strips, or children's books.

## **Unit 2. Literacy Archetypes and Stereotypes**

### **General Outcome:**

- 2.0 The students should be able to identify gender archetypes and stereotypes as found in literature. These should include, but not be limited to: the submissive female; women on a pedestal; woman as enemy; and the eternally feminine woman.

### **Specific Learning Outcomes:**

Upon successful completion of this unit, the students should be able to:

- 2.1 Identify the stereotypical gender roles found in traditional and contemporary literature.
- 2.2 Discuss the submissive female/dominant male figures as described in literature and contemporary media.
- 2.3 Describe the elevation of the female in literature and the appropriateness of such evaluation.
- 2.4 Delineate the depiction of women as enemies.
- 2.5 Identify the characterization of the female as an eternally feminine character with the male in the role of knight protector.

### **Unit 3. The Mother - Angel or Mom?**

#### **General Outcome:**

3.0 The students should be able to discern the various depictions of the mother in literature.

#### **Specific Learning Outcomes:**

Upon successful completion of this unit, the students should be able to:

- 3.1 Identify the various ways in which literature describes the role of the mother.
- 3.2 Discuss the effects of such depiction on readers.

## **Unit 4. The Submissive Female/The Dominant Male**

### **General Outcome:**

- 4.0 The students should be able to identify and discuss the literary depiction of women as submissive and of males as dominant.

### **Specific Learning Outcomes:**

Upon successful completion of this unit, the students should be able to:

- 4.1 Identify various ways in which submission and dominant characteristics are linked to gender roles.
- 4.2 Relate these roles to plot development.
- 4.3 Discuss the effects of these roles in literature on the reader.

## **Unit 5. Women as Sex Objects/Don Juans**

### **General Outcome:**

- 5.0 The students should be able to recognize women stereotyped as sex objects and men stereotyped as Don Juans in literature.

### **Specific Learning Outcomes:**

Upon successful completion of this unit, the students should be able to:

- 5.1 Identify the characterization of females as sex objects.
- 5.2 Identify males characterized as Don Juans.
- 5.3 Describe the effects of such characterization on literary plots.
- 5.4 Describe the effects of such characterization on the reader.

## **Unit 6. The Woman/Man Slave**

### **General Outcome:**

- 6.0 The students should be able to identify the isolated male or female as depicted in literature.

### **Specific Learning Outcomes:**

Upon successful completion of this unit, the students should be able to:

- 6.1 Identify the depiction of the isolated man or woman.
- 6.2 Determine ways in which sex roles and stereotypes have contributed to the isolation.
- 6.3 Discuss the effects of the isolated characters on the reader.

## **Unit 7. The Developing Man/Woman**

### **General Outcome:**

- 7.0 The students should be able to identify literary characters who are seeking to free themselves from traditional roles and to evaluate the effects of these characters' behavior on themselves and on others.

### **Specific Learning Outcomes:**

Upon successful completion of this unit, the students should be able to:

- 7.1 Identify characters who are seeking to be free of traditional gender roles.
- 7.2 Discuss methods by which characters seek this freedom.
- 7.3 Describe the effects of their success or failure on themselves and on other characters.

## **Unit 8. The Liberated Woman/Man**

### **General Outcome:**

- 8.0 The students should be able to identify literary characters who are liberated from traditional gender roles.

### **Specific Learning Outcomes:**

Upon successful completion of this unit, the students should be able to:

- 8.1 Describe the characteristics of a liberated woman or man in literature.
- 8.2 Discuss the ways in which such liberation is achieved.
- 8.3 Recognize the effects of such liberation on the other characters in literature.