

Eastern Illinois University
Revised Course Proposal
CMN 3903, Rhetoric of Gender and the Body

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

- 1. Course prefix and number, such as ART 1000: CMN 3903**
- 2. Title (may not exceed 30 characters, including spaces): Rhetoric of Gender and Body**
- 3. Long title, if any (may not exceed 100 characters, including spaces): Rhetoric of Gender and the Body**
- 4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3**
- 5. Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
- 6. Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2012
- 7. Course description (not to exceed four lines):** This course is an exploration of the ways in which identity categories, such as woman and man, feminine and masculine, homosexual and heterosexual, are constructed and maintained through public and popular discourses. In part, we will study the theoretical literatures in communication, feminism, poststructural, and queer theory that “trouble” supposedly static categories of gender.
- 8. Registration restrictions:**
 - a. Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None
 - b. Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. **None**
 - c. Who can waive the prerequisite(s)? NA**
No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. Co-requisites** (course(s) which MUST be taken concurrently with this one): None
 - e. Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
 - f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: NA
 - g. Degree, college, major(s), level, or class** to be excluded from the course, if any: None
- 9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NA
- 10. Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
- 11. Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- a. Students will analyze and evaluate the ways in which gender, particularly concepts of femininity and masculinity, are social, historical, and cultural constructions rather than a natural, biological “given.”
- b. Students will understand the ways in which gender intersects with other social constructions (sexuality, race, ethnicity, class, etc.) and with human biology.
- c. Students will research critical theoretical perspectives that analyze how gender constructions shape the realities of women’s and men’s lives, particularly in U.S. society.
- d. Students will learn how heteronormativity and compulsory heterosexuality influence a variety of cultural artifacts, from news media discourses to film.
- e. Students will create a final project that will demonstrate how material and discursive forces produce a disciplining function that enforces a binary gender system. Students will also deconstruct the ways in which specific discourses and practices challenge or “trouble” gender norms and expectations.

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

NA

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

NA

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Learning Objectives	Reading Resp.	Quizzes/exams	Leading class Participation	Final project
A	x	x	x	x
B	x	x	x	x
C	x		x	x
D	x		x	x
E	x	x	x	x

- Students will be required to write reading responses for class readings. These responses will demonstrate college level writing and critical thinking, will make connections with other readings and class discussions, and will make applications to social and political issues.
- There will be reading quizzes and/or exams that will assess students’ progress in reading and synthesizing class materials.
- Students will be expected to lead class discussion during the course of the semester where they will be required to prepare discussion questions ahead of time, and use multi-media resources to teach their topic.

- The class will culminate in a creative final project that will be designed to stimulate conversation about course concepts with the university and/or Charleston community. The students will be expected to work in teams, meet goals, and present a project that challenges cultural gender assumptions.

3. Explain how the instructor will determine students' grades for the course:

General percentage breakdown guidelines:

Class participation	10%
Reading responses	15%
Quizzes	10%
Leading class	15%
Final project	50%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

NA

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

NA

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Unit 1: Theoretical Foundations

Week 1 Course Introduction

Topic: Second Wave feminism

de Beauvoir, "Introduction" *The Second Sex*

Week 2 Radicalesbians, "The Woman Identified Woman"

Wittig, "One is Not Born a Woman"

Topic: Queering Theory

Sullivan, "Queer: A Question of Being or a Question of Doing?"

Unit 2: Gender Performance

Week 3Topic: Doing Gender

Butler, “Subjects of Sex/Gender/Desire”

Sullivan, “Performance, Performativity, Parody, and Politics”

Week 4Topic: Performing Femininity

Sloop, “In Death, a Secret ‘Finally and Fully Exposed’”

Topic: Performing Masculinity

Halberstam, “An Introduction to Female Masculinity”

Week 5Topic: Disciplining Gender

Film: *Gender Rebels* or *Transgeneration*

Sloop, “Disciplining the Transgendered”

Film: *Trained in the Ways of Men*

Week 6Topic: Disciplining Gender (cont.)

Gronnvoll, “Gender (In)Visibility at Abu Ghraib”

Film: *Boys Don’t Cry*

Week 7Topic: Disciplining Gender (cont.)

Butterworth, Katie Hnida

Feinberg, *Stone Butch Blues* (excerpt)

Unit 3: Queer Bodies

Week 8Topic: “Women’s” bodies

Koedt, “The Myth of the Vaginal Orgasm”

Greer, “The Female Eunuch”

Topic: “Men’s” bodies

Connell, “Men’s Bodies”

Week 9Topic: Trans-bodies

Beatie, *Labor of Love* (excerpt)

Green, *Becoming a Visible Man* (excerpt)

Film: *Transamerica*

Week 10Topic: Sexing the Body

Fausto-Sterling, “Dueling Dualisms” and “Gender Systems”

Topic: Fixing bodies

Sloop, “Re-membering David Reimer”

Week 11Topic: Drag kings and queens

Halberstam, “Drag Kings”

Film: *Paris is Burning*

Unit 4: Consequences of Gender “Norms”

Week 12Intersections: Race and Gender

CR: Sullivan, “Queer Race”

Johnson, *Sweet Tea* (excerpt)

Week 13Topic: Masculinity and “innate” violence

Hatty, “Gender Theatrics: Marking the Difference”

Week 14Gendered entertainment

Neroni, “Expressions of Masculinity: The Traditions of Violence in American Film”

Inness: *Tough Girls* (excerpt)

Week 15Final class project

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

Currently, this course is a public address course that we find to be theoretically limiting, as well as insufficient for meeting the needs and interests of students enrolled in the Communication Society and Popular Culture (CS&PC) option. As part of making our curriculum more coherent, we propose changing this course from a public address course that surveys the contributions of women to the rhetorical canon, to one that examines assumptions of gender. This reflects the ways in which gender is currently studied in critical communication. This course will be a required course for students who join the CS&PC option area. It is one of three courses that scrutinize identity categories – gender, race, and class – as they are constructed through public and popular discourse. This class will satisfy a current need in Communication Studies to reflect the critical trajectory of the discipline and humanities as a whole. Through the class assignments, this course will also provide the students with a solid integrative learning experience and practical application.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** NA
- b. **If the course or some sections of the course may be technology delivered, explain why.** NA

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Required of students enrolled in the CS&PC option area.

3. If the course is similar to an existing course or courses, justify its development and offering.

This course does not duplicate any courses offered in the university. Courses that discuss gender tend to focus on gender as a discrete category or gender roles as they influence law, culture, and popular culture. This course will focus on gender (as opposed to sex) as a rhetorical construction, and on the ways in which public and media discourses influence cultural gender constructions and are, in turn, influenced by them.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.** NA
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.** NA

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** This course is an approved elective for Communication Studies students, and a required course for students enrolled in the CS&PC option area. The course is also an approved elective for the Women's Studies minor.
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.** NA

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. NA

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Marita Gronnvoll, T.M. Linda Scholz, Rich Jones, Olaf Hoerschelmann, Beth Gill, or any qualified faculty member

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses. NA

2. Additional costs to students:

Possible supplemental course pack

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

The following are examples of possible texts an individual instructor might choose:

Disciplining Gender: Rhetorics of Sex Identity in Contemporary U.S. Culture, Sloop (2004)
Identity and Difference, Woodward (1997)
Gender Trouble, Butler (1999)

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 12/7/10

Date approved by the college curriculum committee: 2/16/11

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: 3/10/11

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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