



- B. This course does not have a Lab component.
- C. This course generally transfers as a Humanities/English Literature or Global and Cultural Awareness general education course.

#### **IV. Place of Course in College Curriculum**

- A. Free Elective
- B. This course serves as a General Education course in Humanities/English Literature and Global Cultural Awareness
- C. This course meets a diversity-based or interdisciplinary elective requirement in the English AA degree and serves as an Option Elective in the Women and Gender Studies Option of the AA Liberal Arts program.
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

#### **V. Outline of Course Content**

- A. The Social Construction of Gender
- B. Male Gender Socialization
- C. Male Gender Norms in America: 1700-1800
- D. Male Gender Norms in America: 1800-1900
- E. Male Gender Norms in America: 1900-present
- F. Literature of Boyhood: Exploring Male Gender Norms of Boys and Young Men
- G. Literature of Working Men: Exploring Intersections of Economic Class and Masculinity
- H. Literature of Daring Men: Exploring Masculine Gender Pressures of Danger and Risk
- I. Literature of Racialized Masculinity: Exploring Intersections of Race, Class, and Gender

#### **VI. General Education and Course Learning Outcomes**

##### **A. General Education Learning Outcomes:**

**At the completion of the course, students will be able to:**

1. Analyze literary and cultural texts with regard to their representations of masculinity within the historical and social context of gender, both orally and in writing (GE-NJ 1, 6, 8, \*)
2. Use textual evidence to support logical and persuasive claims in writing (GE-NJ 1, 6, \*)

3. Demonstrate how representations of masculinity in literature and cultural texts respond to historical events and social structures, and are influenced by their time period, culture, and economic/social perspective (GE-NJ 1, 7, 8)
4. Assess and utilize commonly accepted approaches and criteria for analyzing literary works (GE-NJ 1, 6, \*)
5. Explain key characteristics of historical periods and cultures with regard to representations of masculinity (GE-NJ 8)
6. Identify recurrent themes, concerns, and tensions in literary and popular cultural representations of masculinity (GE-NJ 8)

(\*Embedded critical thinking)

**B. Course Learning Outcomes:**

SEE ABOVE

**C. Assessment Instruments**

Given the outcomes described above, the following assessment methods may be used:

1. research papers
2. demonstrations
3. essays
4. journals
5. response papers
6. discussion questions
7. exams

**VII. Grade Determinants**

- A. Essays that communicate effectively in standard English with attention to grammar, mechanics, and the finer points of writing style
- B. projects
- C. exams
- D. presentations
- E. discussion questions
- F. reading quizzes
- G. class participation
- H. journals
- I. response papers

Given the goals and outcomes described above, the primary formats, modes, and methods for teaching and learning that may be used in the course include:

- A. lecture/discussion
- B. small-group work
- C. guest speakers
- D. student oral presentations
- E. student collaboration
- F. independent study

### **VIII. Texts and Materials**

Samples of specific texts are:

Historical/Theoretical:

- A. Susan Faludi, *Stiffed: The Betrayal of the American Man*
- B. Michael Kimmel, *Angry White Men: American Masculinity at the End of an Era*
- C. Michael Kimmel, *Guyland: The Perilous World Where Boys Become Men*
- D. Michael Kimmel, *American Manhood: A Cultural History*
- E. Clifford Putney, *Muscular Christianity: Manhood and Sports in Protestant America, 1880- 1920*
- F. Theodore Roosevelt, *The Rough Riders*
- G. Michael Rotundo, *American Manhood: Transformations in Masculinity from the American Revolution to the Modern Era*
- H. Michael Thompson, *Raising Cain: Protecting the Emotional Lives of Boys*

Literary:

- A. Ralph Ellison, *Invisible Man*
- B. Junot Diaz, *The Brief Wondrous Life of Oscar Wao*
- C. Ian Fleming, *You Only Live Twice*
- D. William Golding, *Lord of the Flies*
- E. Chuck Palahniuk, *Fight Club*
- F. Charles Rice-Gonzalez, *Chulito*
- G. Richard Wright, *Native Son*

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

### **IX. Resources**

Students will need to use library databases and other library resources for critical research assignments if the individual instructor chooses to assign a research project.

### **X. Honors Options**

There is no Honors Option for this course.