

# American College Dublin

2 Merrion Square, Dublin 2  
T: +353 1 676 89 39  
F: +353 1 676 89 41  
admissions@iamu.edu  
www.iamu.edu | www.acd.ie

## IB206 MACROECONOMICS

<b>Credits:</b>	3 US credits / 6 ECTS credits
<b>Credit level:</b>	Stage two
<b>Prerequisites:</b>	None
<b>Mandatory:</b>	Yes
<b>Contact hours:</b>	40
<b>Academic Year:</b>	2016/17
<b>Semester:</b>	2
<b>Lecturer:</b>	

### MODULE OBJECTIVES

The aim of the module is to examine representations of gender, sexuality and sexual behaviour in European literary fiction, drama, art and cinema. The discussion will focus on the changes in the psychological portrayals of men and women, on the role of gender in shaping individual and social identity, on gender relations, men's and women's respective social and political status, as well as on gender prejudice and stereotyping in European culture from antiquity to the present day.

### INTENDED MODULE LEARNING OUTCOMES

At the end of this module learners should be able to:

1. become familiar with the scholarly debates concerning the biological and social foundations of gender;
2. develop awareness of the role of gender and sexuality in shaping individual and social identity;
3. appreciate the complexity and diversity of gendered experience and sexual identity, including hetero- and homosexuality;
4. discuss how gender and sexuality are shaped by family, education, the media, politics, economics, and religion;
5. understand how media of cultural expression (literature, drama, visual arts, modern mass media) represent or misrepresent gender;
6. analyse representations of gender and sexuality in European literature, art, and mass media.

Learning outcomes 5-6 will be assessed by a research paper, and 1-4 by the final examination.

## MODULE CURRICULUM

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- Fundamental definitions: “sex,” “gender,” “sexuality,” “femininity,” “masculinity,” “androgyny,” “bisexualism”.
- The biology of sex and the social construction of gender.
- Brief history of the scholarly and critical debates concerning gender and sexuality.
- The psychology of gender: the role of sexuality in individual and social identity, its relation to age, class, and race.
- Cultural representations and misrepresentations of gender.
- Gender relations in ancient greek tragedy.
- The theological understanding of gender and sexuality in christian Europe.
- Empowered women, effeminate men, and cross-dressing in shakespearean drama.
- Men and women writers of fiction.
- Representation of gendered experience in visual arts.
- The contemporary mass media: sex and gender in television.

## REQUIRED TEXT

Michael S. Kimmel and Amy Aronson, eds., *The Gendered Society Reader*, Oxford University Press, 2007;

Claire M. Renzetti, Daniel J. Curran, *Women, Men, and Society*, Needham Heights, MA: Allyn & Bacon, 2003.

## SUPPLEMENTARY READING LIST

Piotr Sadowski, *Gender and Literature: A Systems Study*, Lanham: University Press of America, 2001;

Estelle Disch, *Reconstructing Gender: A Multicultural Anthology*, New York: McGraw Hill, 2003;

M. R. Walsh, M. R., *Women, Men, and Gender: Ongoing Debates*, New Haven: Yale University Press, 1997;

Anne Fausto-Sterling, *Myths of Gender*, New York: Basic Books, 1992;

Estelle Freedman, ed., *The Essential Feminist Reader*, New York: Random House, 2007;

Lucy Bland, Laura Doan, eds., *Sexology in Culture: Labeling Bodies and Desires*, Chicago: University of Chicago Press, 1998;

Vern Bullough, *Science in the Bedroom: A History of Sex Research*. New York: Basic Books, 1994;

Catherine Gallagher, Thomas Laquer, eds., *The Making of the Modern Body: Sexuality and Society in the 19th Century*, University of California Press, 1987;

Thomas Laqueur, *Making Sex: Body and Gender from the Greeks to Freud*, Harvard University Press, 1990;

James A. Brundage, *Law, Sex, and Christian Society in Medieval Europe*, University of Chicago Press, 1987;  
Steven Angelides, *A History of Bisexuality*, University of Chicago Press, 2001;  
John Boswell, *Christianity, Social Tolerance, and Homosexuality*, University of Chicago Press, 1980;  
Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge, 1999;  
Susan Glenn, *Female Spectacle: The Theatrical Roots of Modern Feminism*, Harvard University Press, 2000;  
R. Howard Bloch, *Medieval Misogyny and the Invention of Western Romantic Love*, University of Chicago Press, 1991;  
Christine Meek, *Women in Renaissance and Early Modern Europe*, Dublin: Four Courts Press, 1999.

### **INTERNET WEBSITES**

<http://libr.org/wss/wsslinks/>  
<http://www.infoplease.com/ipa/A0193819.html>  
<http://www.trinity.edu/~MKEARL/gender.html>  
<http://mediacult101.tripod.com/>  
<http://vos.ucsb.edu/browse.asp?id=2711>  
<http://womensstudies.berkeley.edu/>  
<http://www.umich.edu/~ece/showcase/gender.html>  
<http://www.arts.cornell.edu/fgss/>

### **MODULE LEARNING ENVIRONMENT**

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

## **MODULE TEACHING AND LEARNING STRATEGY**

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

## **MODULE ASSESSMENT STRATEGY**

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c.3000 words), in which learners will present results of their original research on a selected topic relating to representations of sexualities (40%);
- final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.