

**RARITAN VALLEY COMMUNITY
COLLEGE ACADEMIC COURSE OUTLINE**

ENGL 215: LGBT LITERATURE

I. Basic Course Information

A. Course Number and Title: ENGL 215 LGBT Literature

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Fall Year: 2017

D. Effective Term: Fall 2018

E. Sponsoring Department: English

F. Semester Credit Hours: 3

G. Weekly Contact Hours: 3 Lecture: 3
Laboratory: None
Out of class student work per week: 6

H. Prerequisite: ENGL 111 English Composition I

I. Laboratory Fees: None

J. Name and Telephone Number or E-Mail Address of Department Chair and Divisional Dean at time of approval: Susan Arvay susan.arvay@raritanval.edu; Patrice Marks patrice.marks@raritanval.edu

II. Catalog Description

Prerequisite: ENGL 111 English Composition I. LGBT Literature surveys the imaginative writing that considers same-sex relationships and lesbian, gay, bisexual, and transgender themes from the classical period to the present, with particular emphasis on 20th and 21st century texts. By including texts that represent a broad span of human history and multicultural contexts, students will gain insight into the ways in which constructions of gender and sexuality have developed over time and will understand the ways in which shifting cultural attitudes toward homosexuality have impacted the production and reception of literature dealing with same-sex desire and/or LGBT individuals and communities.

III. Statement of Course Need

- A. LGBT Literature offers students the opportunity to foster a deeper understanding of and appreciation for literature that represents the worldviews and experiences of individuals and communities who have been marginalized throughout history on the basis of their non-normative sexualities. It is a course that is often included in the curriculum of college English departments and meets an elective requirement of the English Department's Associates of Arts degree in English. Both the focus and the course content of LGBT literature reflect the college's commitment to diversity and its efforts to infuse multicultural perspectives into the classroom for the purpose of preparing our students for more thoughtful and effective participation in our global community.
- B. This course does not have a Lab component.
- C. This course generally transfers as an English elective or diversity 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 and Cultural Awareness.
- C. This course meets a Diversity or Interdisciplinary Elective (Category C) 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; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Same-sex Themes in Ancient/Classical Literature
- B. Native American Cultures Before Columbus (Matriarchal Cultures/Two-Spirit Identities)
- C. Heresy and Sodomy from the Middle Ages to the Renaissance
- D. Reaction, Repression, and Punishment: 1650-1800 (Decadence, Mollies, Coded Languages)
- E. 19th Century Changes: The Construction of Homosexuality
- F. Modernism, The Harlem Renaissance, and the Salons
- G. 1950s: McCarthyism, The Beats, Expatriates, Lesbian Pulp
- H. 1960s: Censorship, Sexual Outlaws, 2nd Wave Feminism, Stonewall
- I. 1970s: The Literature of Gay Liberation
- J. 1980s: The Literature of AIDS & Activism
- K. The Struggle for Full Equality: LGBT Writings of the Contemporary Period

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

Upon completion of the course, students will be able to:

1. Analyze LGBT literary texts within their historical and social contexts, both orally and in writing (GE-NJ 1, 6, 7, *)

2. Use textual evidence to support logical and persuasive claims in writing (GE-NJ 1, 6, *)
3. Demonstrate how LGBT writers' responses to historical events and social structures are influenced by their time, culture, and perspective (GE-NJ 7)
4. Recognize and assess the contributions and impact of LGBT writers from various nations and/or cultures (GE-NJ 8)

(*Embedded critical thinking)

B. Course Learning Outcome:

Upon completion of the course, students will be able to:

1. Identify and explain recurrent themes, concerns, and tensions in LGBT literature and culture

C. Assessment Instruments

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

VII. Grade Determinants

- A. essays
- B. projects
- C. exams
- D. presentations
- E. discussion questions
- F. reading quizzes
- G. class participation

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
- G. journals
- H. response papers

VIII. Texts and Materials

Samples of specific texts:

- A. Byrne R.S. Fone (ed.), *The Columbia Anthology of Gay Literature*
- B. Lillian Faderman (ed.), *Chloe Plus Olivia: An Anthology of Lesbian Literature from the 17th Century to the Present*
- C. Oscar Wilde, *The Picture of Dorian Gray*
- D. E.M. Forster, *Maurice*
- E. Djuna Barnes, *Nightwood*
- F. Jean Genet, *Our Lady of the Flowers*
- G. Gertrude Stein, *Tender Buttons* and “Q.E.D.”
- H. Gore Vidal, *The City and the Pillar*
- I. James Baldwin, *Giovanni’s Room*
- J. Radclyffe Hall, *The Well of Loneliness*
- K. Allen Ginsberg, “Howl”
- L. Mart Crowley, *The Boys in the Band*
- M. Rita Mae Brown, *Rubyfruit Jungle*
- N. Andrew Holleran, *Dancer from the Dance*
- O. Armistead Maupin, *Tales of the City* (series)
- P. Adrienne Rich, *Twenty-One Love Poems*
- Q. Audre Lorde, *Zami: A New Spelling of My Name*
- R. Leslie Feinberg, *Stone Butch Blues*
- S. Harvey Fierstein, *Torch Song Trilogy*
- T. Essex Hemphill (ed.), *Brother to Brother: New Writings by Black Gay Men*
- U. Jeanette Winterson, *Oranges Are Not the Only Fruit*
- V. James Earl Hardy, *B-Boy Blues*
- W. Tony Kushner, *Angels in America*
- X. Jeffrey Eugenides, *Middlesex*
- Y. Alison Bechdel, *Fun Home: A Family Tragicomic*
- Z. Charles Rice-Gonzalez, *Chulito*

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