ENGL 36 Course Outline as of Fall 2015

CATALOG INFORMATION

Dept and Nbr: ENGL 36 Title: LGBT ARTS & LITERATURE
Full Title: Lesbian, Gay, Bisexual,Transgender Arts and Literature
Last Reviewed: 11/9/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00 Total Student Learning Hours: 157.50

Title 5 Category:	AA Degree Applicable
Grading:	Grade or P/NP
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	

Catalog Description:
Reading, discussion and writing about significant LGBT writers and artists and their works from antiquity to present. The course uses both a thematic and historical approach to the literature and arts including the study of poetry, short stories, novels, plays, cinema, music, biographies, coded texts, and political essays.

Prerequisites/Corequisites:
Completion of ENGL 1A or higher with a "C" or better

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Reading, discussion and writing about significant LGBT writers and artists and their works from antiquity to present. The course uses both a thematic and historical approach to the literature and arts including the study of poetry, short stories, novels, plays, cinema, music, biographies, coded texts, and political essays. (Grade or P/NP)
Prerequisites/Corequisites: Completion of ENGL 1A or higher with a "C" or better

Recommended:
Limits on Enrollment:
Transfer Credit: CSU;UC.
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
	E	Humanities	Fall 2025	
	G	American Cultures/Ethnic Studies		
	L3	Arts and Humanities		
	E	Humanities	Fall 2015	Fall 2025
	G	American Cultures/Ethnic Studies		
CSU GE:	**Transfer Area**		Effective:	Inactive:
	C2	Humanities	Fall 2015	
IGETC:	**Transfer Area**		Effective:	Inactive:
	3B	Humanities	Fall 2015	

CSU Transfer:	Transferable	Effective:	Fall 2015	Inactive:
UC Transfer:	Transferable	Effective:	Fall 2015	Inactive:

CID:

Certificate/Major Applicable:
Major Applicable Course

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Describe principles of literary analysis in relation to Lesbian, Gay, Bisexual & Transgender literature.
2. Apply principles of literary analysis to texts in Lesbian, Gay, Bisexual & Transgender literature.
3. Write critical analysis and response papers about Lesbian, Gay, Bisexual & Transgender arts and literature.

Objectives:
Upon completion of this course, students will be able to:
1. Identify themes and concerns in texts of LGBT writers and, when significant, recognize parallel directions in film, music, dance and the arts;
2. Demonstrate an awareness of historical patterns and emerging traditions embodied in LGBT texts;
3. Assess historical, sociological, and psychological trends and theoretical positions taken on works, illustrating internal cultural needs and responses to external political and social conditions;
4. Critically analyze the roles of stereotypical and archetypal patterns in texts as a reflection of sexual orientation, race, ethnicity, gender, and class;

5. Identify the diversity of experience represented in texts within and outside the LGBT community relative to factors such as race, class, age, gender, sexual orientation, religion, disabilities, and Deaf culture;
6. Compose logical and coherent analyses of texts;
7. Evaluate effectiveness and significance of individual works.

Topics and Scope:

I. Historical influences on literary and artistic production
  A. BCE: Greece/Rome
  B. Judaism and Christianity: Biblical mandates against homosexuality
  C. Two-spirit indigenous beliefs
  D. Prohibitive secular laws and persecution
  E. Theatrical culture
  F. Women's suffrage, first and second wave feminism, challenges to gender roles
  G. Civil rights movements of the 50-70s
  H. Stonewall, Gay & Lesbian Liberation movements of 1960-70s
  I. American Psychological Association removal from DSM (1973)
  J. Same-sex marriages and Supreme Court cases: United States v. Windsor and Hollingsworth v. Perry
II. Central or unique LGBT literary responses
  A. Closeted or coded fiction
  B. Reviews of theatre, dance, literature, and arts.
  C. Voices of protest, activism and self-definition
  D. Letters and journals
III. Thematic responses in historical context
  A. Classical celebrations of beauty
  B. Texts of persecution, denial and self-hatred
  C. De-stigmatizations: Alfred Kinsey, APA declassification
  D. Gay Liberation Movement, Women's Movement, Lesbian Movement
  E. Gay and Lesbian expression in film and television
  F. PFLAG (Parent, Families, and Friends of Lesbians and Gays), AIDS activism, Living Sober, Queer politics, Queer Theory, Transgender movement
  G. Same-sex marriages and families
IV. Critical approaches to LGBT literature, appropriate to eras, race, gender, and class in the United States
V. The role of LGBT writing, music, film, dance and art on the predominant culture, both as an historical catalyst of change and an understanding of common experience.
VI. Literary Research Techniques
  A. Literary Criticism
  B. MLA Standards for Research and Scholarship

Assignment:

1. Reading assignments of 50 pages per class session
2. Read novels, plays, short stories, poetry, and various full-length works
3. Read historical or supplementary material, and literary criticism
4. Write 4 to 5 essays of 1000 to 1500 words using primary and secondary sources
5. 1-2 research assignments
6. Oral group presentation
7. Collaborative writing project
8. Critical reading logs or journals

9. Viewing films or attending performances
10. Reading quizzes, essay exams and final exam

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Essays, collaborative writing projects, critical reading logs or journals.	Writing 50 - 65%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Reading quizzes, essay exams, and final exam.	Exams 20 - 35%

Other: Includes any assessment tools that do not logically fit into the above categories.

Oral group presentation; research assignments	Other Category 15 - 25%

Representative Textbooks and Materials:
Thomas Avena, (Editor), Life Sentences: Writers, Artists and AIDS, Mercury House, 1994. (classic)
Lillian Faderman (Editor), Chloe Plus Olivia: An Anthology of Lesbian Literature from the 17th Century to the Present, Penguin Books, 1995. (classic)
Byrne R. S. Fone (Editor), The Columbia Anthology of Gay Literature, Columbia University Press, 2001. (classic)
E. Lynn Harris (Editor), Freedom in This Village: Twenty-Five Years of Black Gay Men's Writing, 1979 to the Present, Carroll & Graf, 2005. (classic)
Essex Hemphill (Editor), Brother to Brother: New Writings by Black Gay Men, RedBone Press, 2007.(classic)
Will Rosco (Editor), Living the Spirit: a Gay Indian American Anthology, St. Martin's Griffin, 1988.(classic)
Gloria Anzaldua, The Gloria Anzaldua Reader, Duke University Press Books, 2009.(classic)
James Baldwin, Giovanni's Room, Vintage, 2013.
Rita Mae Brown, Rubyfruit Jungle, Bantam, 1983.(classic)
Judith Butler, Gender Trouble, Feminism and the Subversion of Identity, Routledge

2006.(classic)
E.M. Forster, Maurice, W. W. Norton, 2005. (classic)
Charlotte Perkins Gilman, Herland, Dover Publications, 1998.(classic)
Allen Ginsberg, Howl, City Lights Publishers, 2001.(classic)
Judy Grahn, The Judy Grahn Reader, Aunt Lute Books, 2009.(classic)
Lillian Hellman, The Children's Hour, Dramatists Play Service, 1953. (classic)
Eve Kosofsky Sedgwick, Epistemology of the Closet, University of California Press 2008. (classic)
Tony Kushner, Angels in America: A Gay Fantasia on National Themes: Part Two: Perestroika, Theatre Communications Group, 2003. (classic)
Audrey Lorde: Zami: A New Spelling of My Name, The Crossing Press, 1982. (classic)
Cherrie Moraga, Loving in the War Years: Lo Que Nunca Paso por Sus Labios, South End Press Classic Series, 2000.(classic)
Pat Parker, Movement in Black, Firebrand Books, 1999.(classic)
Adrienne Rich, A Wild Patience Has Taken Me This Far, W. W. Norton, 1993.(classic)
Vito Russo, The Celluloid Closet, Harper & Row, 1987.(classic)
Susan Stryker, Transgender History, Seal Press, 2008.(classic)
Oscar Wilde, The Picture of Dorian Gray, Canterbury Classics, 2013.
Walt Whitman, Leaves of Grass, W.W. Norton, 2002.(classic)
Virginia Woolf, Orlando, Mariner Books, 2006.(classic)
Michelle Gibson, Jonathan Alexander and Deborah T. Meem (Editors), Finding Out: An Introduction to LGBT Studies, Second Edition, Sage Publications, 2014.
Instructor prepared materials.