



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
ENG 223	LGBTQ+ Literature	3
Hours: Lecture/Lab/Other 3/0/0	Co- or Pre-requisite Grade of C or better in ENG102	Implementation Semester & Year Spring 2023

Catalog description:

Survey of representative literature that tracks the modern social evolution of the lesbian, gay, bisexual, trans, queer, + (LGBTQ+) community in the United States and abroad. Examines various cultures and their diversity in terms of sexuality, sexual orientation, gender identity and expression, and other aspects of queerness or “otherness.”

General Education Category:
Not GenEd

Course coordinator:

Laura Knight, x. 3309, knightl@mccc.edu

Required texts & Other materials:

Sampling of required texts/other materials:

Novel: *The Picture of Dorian Gray* by Oscar Wilde
 Queer Theory: Michel Foucault “The New Victorians”
 Song: “My Doctor” sung by Bruz Fletcher
 Novel: *Twilight Men* by Andre Tellier
 Novel: *Butterfly Man* by Lew Levenson
 Novel: *Nightwood* by Djuna Barnes
 Memoir: *The Pink Triangle: The Nazi War Against Homosexuals* by Richard Plant
 Play: *I Am My Own Wife* by Doug Wright
 Novel: *The Price of Salt*, by Patricia Highsmith
 Novel: *The Why Not?* by Victor J. Banis
 Novel: *Faggots* by Larry Kramer
 Play: *Angels in America* by Tony Kushner
 Novel: *call me him.: a transgender coming-of-age story* by River Braun
 Novel: *Call Me by Your Name* by André Aciman
 Poetry: Selections by Rumi
 Memoir: *Exiled for Love: The Journey of an Iranian Queer Activist* by Arsham Parsi
 Novel: *Under the Udala Trees*, by Chinelo Okparanta
 Novel: *The Lesbiana's Guide to Catholic School* by Sonora Reyes
 Short Story: *Death in Venice* by Thomas Mann
 Novel: *Giovanni's Room* by James Baldwin
 Graphic Novel: *Kevin Keller -- Welcome to Riverdale* by Dan Parent (Archies comics)
 Novella: *Passing* by Nella Larsen

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Close Reading: interpret complex texts which may include images, poetry, fiction, memoir, and drama through close reading [Supports ILG #1, 6, 8; PLO #1,3]
2. Literary Strategies: demonstrate knowledge of the distinctive ways writers and translators use words and different literary structures to shape a reader's response to their work [Supports ILG #1, 6, 8, 9; PLO #1]
3. Synthesis of Texts: create original essays using course texts and scholarly research, synthesizing readings to create original interpretations [Supports ILG #1, 4, 6, 10, 11; PLO #2-4]
4. Critical Analysis: analyze a piece of literature using the most appropriate critical framework(s) for that particular work (psychological, historical, philosophical, feminist, Marxist, etc.) [Supports ILG #1, 6, 8, 9, 10, 11; PLO #3]
5. Literary Context: evaluate literature's dual role as both product of and producer of culture using textual evidence of major historical and social shifts (economic, political, or religious change, social justice movements). [Supports ILG #1, 6, 7, 8, 9, 10, 11; PLO# 1]
6. Documentation of Sources: use correct MLA documentation format for citing literature in essays [Supports ILG #1, 4, 10; PLO #2]

Course-specific Institutional Learning Goals (ILG)

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal. 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Liberal Arts (PLO)

1. Concept Knowledge. Understand the vocabulary, methods, and major concepts presented in the humanities, social sciences, and the natural sciences.
2. Communication. Articulate complex ideas clearly and effectively, both verbally and in writing.
3. Critical Thinking. Perform a series of thinking tasks including speculation, analysis, and synthesis [i.e., abstract reasoning.
4. Research Methods. Utilize research materials and methodologies.

Units of study in detail:

Unit 1: Queer Sexuality in the United States [Supports Course SLOs #1-6]

- An examination of society and queer culture in the late 19th and early 20th Centuries and its evolution.
- Topics covered include the coinage of the word homosexual, the pansy crazy, and WWII.

Unit 2: The Sexual Revolution in the United States [Supports Course SLOs #1-6]

- An exploration of the advances that occurred between the 1950s and 1970s and how they brought awareness and a newfound value to the LGBT community within mainstream society.
- Areas explored will feature the formation of LGBT advocacy groups, the decriminalization of positive LGBT literature, and the Stonewall Rebellion.

Unit 3: The AIDS epidemic and journey to equality in the United States [Supports Course SLOs #1-6]

- A look at mainstream society and the LGBT community during the AIDS epidemic and the slow move towards equality that followed.
- Topics include advocacy, coming-out stories, and historic events such as marriage equality and its effect on the LGBT community as a whole.

Unit 4: LGBT Communities in Other Areas of the World [Supports Course SLOs #1-6]

- An exploration of the understanding of sexuality and the LGBT community in different areas of the world and what we can gain from it.
- Regions explored may include the Middle East, Europe, Africa, and Latin America.

Evaluation of student learning:

Achievement of the course objectives will be evaluated by the following tools. The weighted percentage of these means of assessing student learning will vary slightly among different instructors, but the greatest emphasis should be on formal written work.

Quizzes, attendance, participation (30%): Actively participating in discussion, quizzes, group workshops, attendance, and draft workshops.

Essays, Examinations (55%) Students will submit a total of 15 pages of peer-reviewed, final draft essay, split into individual essays; the total may include an essay final examination. Research essays should demonstrate careful text-based analysis, use of an appropriate critical lens, location of the text within a social and historical context, analysis of the characters or speakers in a variety of socially-defined categories, and integration of scholarly sources.

Presentation/Performance/Discussion-Leading (15%). Students work individually, in pairs, or a group to present creatively an aspect of a work and then lead class discussion for the day with open-ended questions.