

**RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE**

**ENGL 215: LGBTQ+ LITERATURE**

**I. Basic Course Information**

A. Course Number and Title: ENGL 215 LGBTQ+ Literature

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Fall Year: 2023

**D. Effective Term: Fall 2023**

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 (s): ENGL 111 English Composition I

☐ Corequisite (s):

☐ Prerequisite (s) and Corequisite (s):

I. Additional Fees: None

J. Name and E-Mail Address of Department Chair and Divisional Dean at time of approval: Ronald Tyson [Ronald.Tyson@raritanval.edu](mailto:Ronald.Tyson@raritanval.edu)  
Patrice Marks [patrice.marks@raritanval.edu](mailto:patrice.marks@raritanval.edu)

**II. Catalog Description**

**Prerequisite:** ENGL 111 English Composition I. LGBTQ+ Literature surveys the imaginative writing about same-sex relationships and about lesbian, gay, bisexual, transgender, and queer themes from the classical period to the present, with particular emphasis on 20<sup>th</sup> and 21<sup>st</sup> century texts. By reading texts from a broad span of human history and multicultural contexts, students gain insight into historical constructions of gender and sexuality and the impact of shifting cultural attitudes toward homosexuality on the production and reception of LGBTQ+ literature.

### **III. Statement of Course Need**

- A. LGBTQ+ 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 LGBTQ+ 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 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. Same-sex Desire before Sexuality: "LGBTQ+" themes in Ancient/Classical Literature; in Native American Literature; in Medieval and Renaissance Literature; and in Early Modern Literature
- B. 19<sup>th</sup> Century Changes: The Construction of Homosexuality
- C. Early/Mid-20<sup>th</sup> Century: Modernism, The Harlem Renaissance, and the Salons
- D. 1950s: McCarthyism, The Beats, Expatriates, Lesbian Pulp
- E. 1960s: Censorship, Sexual Outlaws, 2<sup>nd</sup> Wave Feminism, Stonewall
- F. 1970s: The Literature of Gay Liberation
- G. 1980s: The Literature of AIDS & Activism
- H. 1990s/Early 2000s: Identity Politics and/or a Politics of Difference?
- I. LGBTQ+ Writings of the Contemporary Period

## **VI. A. Course Learning Outcomes:**

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

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

(\*Embedded critical thinking)

## **B. Assessment Instruments**

1. research papers
2. demonstrations
3. essays
4. journals
5. response papers
6. discussion questions
7. exams
8. other (please describe)

## **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 17<sup>th</sup> Century to the Present*
- C. Gertrude Stein, *Tender Buttons* and “Q.E.D.”
- D. James Baldwin, *Giovanni’s Room*
- E. Allen Ginsberg, “Howl”
- F. Mart Crowley, *The Boys in the Band*
- G. Rita Mae Brown, *Rubyfruit Jungle*
- H. Adrienne Rich, *Twenty-One Love Poems*
- I. Audre Lorde, *Zami: A New Spelling of My Name*
- J. Harvey Fierstein, *Torch Song Trilogy*
- K. Larry Kramer, *The Normal Heart*
- L. Jeanette Winterson, *Oranges Are Not the Only Fruit*
- M. Essex Hemphill (ed.), *Brother to Brother: New Writings by Black Gay Men*
- N. Leslie Feinberg, *Stone Butch Blues*
- O. Tony Kushner, *Angels in America*
- P. Anne Carson, *The Autobiography of Red*
- Q. Alison Bechdel, *Fun Home: A Family Tragicomic*
- R. Charles Rice-Gonzalez, *Chulito*
- S. Micah Rajunov and Scott Duane (ed.), *Nonbinary: Memoirs of Gender and Identity*

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.