



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: English 46
Descriptive Title: Sexualities, Identities, and Literature
Course Disciplines: English
Division: Humanities

Catalog Description:

This course examines how a culture's ideas about gender identity and sexual orientation affect the form and impact of literature. Materials will include canonical works that reflect themes of dissident sexuality, as well as contemporary works that write openly about modern experiences of the LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual, etc.) community.

Conditions of Enrollment:

Prerequisite: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length: Full Term **Other (Specify number of weeks):**
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: **Effective Date:** January 22, 2002
Transfer UC: **Effective Date:** Fall 2002

General Education:

El Camino College:
3 – Humanities

Term: Other:

CSU GE:
C2 - Humanities

Term: Other:

IGETC:
3B - Humanities

Term: Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Through satisfactory performance on in-class objective assessments, students will demonstrate their preparedness for in-class discussion based on comprehension of assigned literary work.
2. Identify and analyze representative works of literature in terms of historical and cultural backgrounds and unifying themes and motifs that reflect the LGBTQIA+ experience, exploring themes of sexuality, gender and identity.
3. Present a clear thesis that makes an interpretative argument about representative literature, that is developed through appropriate identification of relevant themes and supported using quotations from primary and multiple secondary texts.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Analyze shifts in social understandings of sexual identity and gender roles throughout literary texts from different cultures and time periods
 - Quizzes
2. Interpret and evaluate major works and authors whose works are currently understood to speak of a non-heterosexual sensibility or who openly self-identify as LGBTQIA+ authors
 - Essays or other graded writing assignments
3. Analyze how literature illustrates and helps form contemporary debates about sexuality and its impact on law, religion, psychology, and public policy
 - Essays or other graded writing assignments
4. Compare and evaluate modern theories of sexual identity, feminism, gender roles, and the family as depicted in fiction
 - Essays or other graded writing assignments
5. Analyze cultural norms taken for granted and discern how literary texts can covertly perpetuate or criticize such norms
 - Essays or other graded writing assignments

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	The formation of modern ideas about sexual identity in the 19th century A. The development of sexology as a science B. Oscar Wilde and the development of a gay aesthetic
Lecture	24	II	Application of theories of sexual identity to literary texts A. Canonical writers B. Contemporary writers of self-identified sexual dissidence
Lecture	12	III	Intersections between the literature of sexual dissidence and non-literary disciplines A. Marriage and family B. Psychiatry, medicine, and psychology C. Creation of subculture and political action
Lecture	8	IV	Theories of gender and sexual identity A. Gay and lesbian theory B. Transgender theory C. Other forms of sexual identity (bisexuality, asexuality, intersex, etc.) D. Theory of sexual crimes E. Heterosexuality as a condition
Lecture	7	V	Cross-cultural considerations A. Treatment of sexuality in the writings of classical Greece and Rome and other ancient cultures. B. Representations of sexuality in the Bible and in other religious texts. C. Studies of sexuality of non-Western populations
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a 3-4 page written essay, discuss whether E.M. Forster's *Maurice* suggests that sexual identity is primarily genetic and essential, or whether it is environmentally determined and constructed.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Using specific passages from *The Picture of Dorian Grey*, write a 3-4 page essay that argues whether or not Oscar Wilde suggests an association between exclusive homosexuality and a devaluing of women.
2. Write a 3-4 page essay that discusses the ways in which David Henry Hwang's *M. Butterfly* shows the power dynamics involved in gender oppression. Are the oppressed ever empowered in *M. Butterfly*? Is it possible for oppression to be used as a tool against the oppressors themselves?

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items
True/False

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work
Journals
Discussions
Other: tech-based work, collaborative work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Baldwin, James. Another Country. Random House, 1993. Discipline Standard
Cather, Willa. Great Short Works of Willa Cather. Harper Perennial, 1993. Discipline Standard
Euripedes. Hippolytus., Focus Classical Library. 2001 Discipline Standard
Forster, E.M. Maurice. Penguin Classics. 2005. Discipline Standard
Gross, Larry, and James D. Woods, ed. The Columbia Reader on Lesbians & Gay Men in Media, Society and Politics, Columbia University, 1999. Discipline Standard.
Hwang, David. M. Butterfly. Penguin Books, 1993. Discipline Standard
Wilde, Oscar. The Picture of Dorian Grey. Courier Dover Publications, 1993.
Fone, Byrne. The Columbia Anthology of Gay Literature: Readings from Western Antiquity to the Present Day. Columbia University Press, 2001. Discipline Standard.
Boylan, Jennifer Finney. She's Not There: A Life in Two Genders, Broadway Books, 2013. Discipline Standard
Gurba, Myriam. Mean, Coffee House Press, 2017.
Lorde, Audre. Zami: A New Spelling of My Name, Crossing Press, 2001. Discipline Standard
Nepantla: An Anthology Dedicated to Queer Poets of Color, Edited by Christopher Soto, Nightboat Books, 2018.
Ortiz, Wendy C. Excavation: A Memoir, Future Tense Books, 2014.
Walker, Alice. The Color Purple, Mariner Books, 2003.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Non-course prerequisite	The English Department voted during spring 2014 to require eligibility for English 1A as a prerequisite for all literature and creative writing courses. This decision was made because the reading, writing, and critical thinking skills required of students in literature and creative writing courses make it highly unlikely that they can succeed without a prerequisite of eligibility for English 1A. Moreover, this position has been confirmed in our assessment of these courses' Student Learning Outcomes: faculty members have repeatedly identified the need to strengthen our conditions of enrollment to increase students' chances of success. Therefore, eligibility for English 1A as a hard pre-requisite is required. This follows the example of other English departments in our region and came at the recommendation of our articulation officer

B. Requisite Skills

Requisite Skills
Students must be able to read and apply critical thinking skills to complex literary texts
ENGL 1 - Read and apply critical thinking skills to college-level non-fiction prose and one book-length work for the purposes of writing and discussion.
ESL 52B - Analyze plots, explore themes, describe settings, and examine characters within the context of fables, poems, short stories, essays, and novels of intermediate-level difficulty.
Plan, write, and revise 500-word MLA-format multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.
ESL 53C - Apply critical thinking skills to college-level expository prose for the purpose of writing and discussion.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Jeff Jung on 12/01/2001.

BOARD APPROVAL DATE: 01/22/2003

LAST BOARD APPROVAL DATE: 10/21/2019

Last Reviewed and/or Revised by: Anna Mavromati and Shane Ochoa

Date: 8/21/2019

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