

NEW COURSE PROPOSAL

PROGRAM AREA ENGLISH

1. **Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

ENGLISH 433 (3)

Three hours lecture

Gay/Lesbian/Bisexual/Transgender Studies

Prerequisite: English 103 or 105 or equivalent

Introduction to the field of gay/lesbian/bisexual/transgender studies through the reading of literature and theory. GE ID: C2, D Upper-Division Interdisciplinary. Same as GEND 433

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2. **Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>3</u>	<u>1</u>	<u>25</u>
Seminar	<u> </u>	<u> </u>	<u> </u>
Laboratory	<u> </u>	<u> </u>	<u> </u>
Activity	<u> </u>	<u> </u>	<u> </u>

3. **Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

What is gay/lesbian/bisexual studies and/or Queer Theory? "Throughout the centuries, homosexual literature has remained hidden in plain sight, never far from view but elusive to all except those who created and read it. Thus ghettoized, gay literature was the furtive province of imagined moral guilt and perceived deviant sexuality, inhabited by doomed homosexuals and social outcasts.

The past twenty-five years have witnessed the emergence of gay literature from the realms of the clandestine into the main currents of cultural thought, and the establishment of a major literary movement with an ever-increasing canon of work. It is a movement that, by reaching deeply into the shared and individual experiences and complexities of homosexual life, is laying claim to all the potential for expressive thought that literature offers, taking issue with the untrue and illuminating the universal human need and desire for self-worth, affirmation, pleasure, gratification, and love.

It has been suggested that, like other literary movements, gay literature requires its own critical standard or aesthetic – an all-encompassing queer aesthetic. Others believe that gay literature should be held to the same critical standards as other literary movements. The debate over the purpose and future of gay literature and its relation to a larger cultural landscape will continue. A resolution to the conflict between gay assimilationists and gay militants over legitimacy versus liberation is nowhere in sight. That the controversy can take place, and in the clear light of day, may be the most significant achievement of all." (From the bibliography of the New York Public library website: <http://gopher.nypl.org/research/chss/grd/resguides/gay.html>)

A course such as this will introduce students to issues of sexual difference as they are manifested in literature and society, and to promote an atmosphere of tolerance and respect for diversity in the form of sexual minorities. This course will be an upper-division interdisciplinary course which will draw on the fields of Literature, Queer Theory, Women's Studies, Sociology, History, Biology, etc. In addition to fulfilling an upper-division GE requirement, this course will serve as elective credit in the English major, and will introduce students to an important body of literature which is the focus of much contemporary literary critical attention, as witnessed by the large number of critical studies of Gay/Lesbian/Bisexual literature which have been published in recent years, and which continue to be published.

Student Outcomes:

- Students will demonstrate a familiarity with the varieties of literature and theory that have been developed
- Students will explore literary expressions of sexual difference in order to develop a broader understanding of the range of sexual identities and how those identities affect people's lives
- In grappling with new theories and ideas, students will develop critical thinking skills
- Students will develop their writing skills through the required essays
- Students will develop their analytic and expressive skills through class discussion

4. Is this a General Education Course ☒ YES ☐ NO
If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	C2
D (Social Perspectives)	X
E (Human Psychological and Physiological Perspectives)	
Upper-Division Interdisciplinary	X
Multicultural	X

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

Pre-Stonewall:

Sexologists and the theory of “inversion”

Early 20th century literature: Hall, Forster, etc.

The homophile movement: the Mattachine Society

Post-Stonewall:

Foucault and the invention of homosexuality

Gay liberation

Lesbian feminism

Bisexuality

The debate: biology vs. social construction

Transgender/transsexuality

The invention of Queer studies

Contemporary queer writers

6. References. [Provide 3 - 5 references on which this course is based and/or support it.]

The course will draw from texts from a variety of fields, such as the examples listed below:

Literature (fiction, memoir, poetry, literary criticism)

- Dorothy Allison, Trash. NY: Firebrand Books, 1988.
Baldwin, James. Giovanni's Room. NY: Dell, c. 1956.
Feinberg, Leslie. Stone Butch Blues. NY Firebrand Books, 1993.
Forster, E. M. Maurice. Norton, 1993.
Hall, Radclyffe. Well of Loneliness. Anchor, 1990.
Hollibaugh, Amber. My Dangerous Desires. Duke UP, 2002.
Kushner, Tony. Angels in America. Theater Communications Group, 1993.
Leavitt, David. The Lost Language of Cranes. Houghton Mifflin, 1986.
Richard Rodriguez, Days of Obligation. Penguin, 1993.
Russ, Joanna. The Female Man. Beacon Press, 2000.
Scholinski, Daphne. The Last Time I Wore a Dress. Riverhead Books, 1998.
White, Edmund. A Boy's Own Story. Plume, 1983.
Donoghue, Emma, ed. Poems Between Women. Columbia University Press, 1993.
Faderman, Lillian, ed. Chloe plus Olivia: An Anthology of Literature from the Seventeenth Century to the Present. Penguin, 1994.
Wilhelm, James, ed. Gay and Lesbian Poetry. Garland, 1995.
Haggerty, George E. & Bonnie Zimmerman, Editors. Professions of Desire: Lesbian and Gay Studies in Literature. Modern Language Association, 1995.

Gay/Lesbian Studies & Queer Theory (sociology, political theory, cultural criticism)

- Brandt, Eric, ed. Dangerous Liaisons: Blacks, Gays, and the Struggle for Equality. NY: The New Press, 1999.
Butler, Judith. Gender Trouble. Routledge, 1990.
Jagose, Annamarie. Queer Theory: An Introduction. NY University Press. 1996.

History/Philosophy

- Boswell, John. Same-Sex Unions in Premodern Europe. Vintage, 1995.
Foucault, Michel. The History of Sexuality. Vintage, 1990.

Media Studies

- Doty, Alexander. Making Things Perfectly Queer: Interpreting Mass Culture. University of Minnesota Press, 1993.

Biology

- Brookey, Robert. Reinventing the Male Homosexual: The Rhetoric and Power of the Gay Gene. Indiana University Press, 2002.
Fausto, Anne Sterling. Sexing the Body. Basic Books, 2000.

7. List Faculty Qualified to Teach This Course.

Renny Christopher

8. Frequency.

- a. Projected semesters to be offered: Fall _____ Spring ____1____ Summer _____

9. New Resources Required.

- Computer (data processing), audio visual, broadcasting needs, other equipment
- Library needs
- Facility/space needs

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

- 11.** If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

____ Renny Christopher _____ 12-2-02 _____
Proposer of Course Date

Approvals

Program Coordinator	Date
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GE Committee Chair (If applicable)	Date
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Curriculum Committee Chair	Date
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Dean	Date
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Effective Semester: _____

California State University Channel Islands
New Course Proposal Consultation Sheet

1. Course prefix, number, title, and units: _____

2. Program Area: _____

Recommend Approval

Program Area/Unit	Program/Unit Coordinator	YES	NO (attach objections)	Date
Art				
Business & Economics				
Education				
ESRM				
Humanities				
Liberal Studies				
Mathematics & CS				
Sciences				
Library*				
Information Technology*				

* If needed

GE CRITERIA APPROVAL FORM

Course Number and Title: ENGL 433 Gay/Lesbian/Bisexual/Transgender Studies

Faculty Member(s) Proposing Course: Renny Christopher

C2
D
UDI-GE

Please provide a brief explanation of how the proposed course meets each of the criteria for the selected General Education categories.

All Category C courses shall:

- Develop students' ability to respond subjectively as well as objectively to experience
Through the reading of texts and analysis of them, students respond to cultural productions from the gay community.
- Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination
Through interactions with these literary works, students will have an opportunity for both affective and cognitive development.
- Increase awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music
The novels, stories, and poems assigned will increase students' awareness and appreciation of literature.
- Examine the interrelationship between the creative arts, the humanities, and self
Through reading, discussing, and writing about the literary texts assigned, students will examine creative production, the study of those creative productions, and their own relationships to the creative works and the study of them.
- Include an exposure to world cultures.
This course exposes students to the literature produced by members of the glbt community,

Category C-2 Literature courses shall:

- Involve the student with literary works
Students will read novels, stories, poems, and memoir.
- Promote students' ability to effectively analyze and respond to works of human imagination
Students will be asked to both discuss and write about the literary texts
- Require substantive analytical/critical writing.
Students will be assigned both out-of-class essays and in-class writing.

Category C-3b Multicultural courses:

- Address issues, "ways of knowing" and perspectives from at least two cultures, where a culture is broadly defined to include aspects of ethnicity, class, gender, ability/ disability and community
This class addresses the "ways of knowing" associated with being a member of an oppressed minority group with a distinctive subculture which functions both within U.S. mainstream culture and European mainstream culture. The glbt communities of the U.S. and Europe have developed distinctive identities, behaviors, communication codes, and adaptations to legal, social, psychological, and violent oppressions.
- Involve students with other cultures in an in-depth way, not simply observing a culture from the outside, as in a survey of other cultures.

By reading not only literary expressions of the glbt community, but also historical, theoretical, and other studies of that culture (studies done for the most part by members of the culture) students will gain an in-depth knowledge of that culture's history and self-expression.

All Category D courses shall:

- Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience
Readings in Queer theory and sexology will produce an understanding of how the lived experience of glbt people involves aspects of social, political, economic, and psychological realities.
- Focus on how a social science discipline conceives and studies human existence
Queer Theory is part of the larger interdisciplinary social science field of Gender Studies; students will focus on the methodology of this field.
- Address issues using the methods commonly employed by a social science discipline.
Students will become familiar with the methods employed in Gender Studies.

In addition to meeting Category A-E criteria as appropriate all Upper Division Interdisciplinary GE courses shall:

- Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines
This course combines content, ideas, and approaches from Literature and Gender Studies.
- Include substantive written work consisting of in-class writing as well as outside class writing of revised prose.
Students will be assigned a substantial amount of both out-of-class essays and in-class writing.