



LIT-255: GENDER AND SEXUALITY IN LITERATURE

Also listed as: LIT-255H

Effective Term

Fall 2025

BOT Approval Date

11/14/2024

Discipline

LIT - Literature

Course Number

255

Course Title

Gender and Sexuality in Literature

Short Title

Gender&sexuality in Lit

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

LIT-255H

C-ID (Admin Only)

CB 00

CCC000600212

Course Title

Honors Gender and Sexuality in Literature

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

Catalog Description

This course examines and explores the role of gender and sexuality in literary studies by dissecting literary texts and their contexts. The course will cover fiction, poetry, drama, film, zines, and non-fiction, keeping in mind how gender and sexuality influence form and content. Material will draw from various literary, historical, social and political contexts and include concepts central to gender and sexuality studies, women's studies, and LGBTQIA+/queer studies and trans studies.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ENGL-C1000 (with a grade of C or better).



Codes

TOP Code (CB 03)

1501.00 - English

CIP Code

23.1401 - General Literature.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective

1. Identify major LGBTQIA+ and women writers from a wide range of historical, social, and political contexts using critical reading and literary analysis, as well as key concepts from queer, trans, and feminist theory.
2. Examine and question the inclusion and exclusion of LGBTQIA+ figures writers in the literary canon.
3. Investigate and assess the roles and impact of gender and sexuality on the writers' perspectives and interpretations of the contexts in which they write across time and place.
4. Analyze the ways race, ethnicity, gender, sexuality, ethnicity, class, age, disability, and other forms of intersection.
5. Survey a variety of literary genres for their form, content, and range of themes, including but not limited to the politics of representation and the struggle for social justice.

Honors Objectives

1. Demonstrate creativity and originality by more clearly understanding how literary interpretation is linked to critical thinking and to the understanding of human interactions and behaviors—both on a personal and on a public level.
2. Interpret literary texts through queer, trans, feminist theoretical lenses by doing close critical readings of literary texts and integrating reflection with specific historical and cultural insights in order to discover intelligent interpretations that do not solely rely on previous and widely expressed critical interpretations of primary works.
3. Understand the critical perspectives previously expressed in relation to a literary text, part of the honors students' research should involve a review of published criticism and/or cultural and historical background, differentiating between primary and secondary sources, as well as popular and academic sources.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will recognize how we find meaning(s) in different media.
2. Students will reflect critically on your assumptions and biases.
3. Students will demonstrate an informed perspective.

Program Learning Outcomes

Learning Outcome

1. Present a clear, reasoned, well supported, clearly organized argument, demonstrating college-level writing skills.
2. Recognize writing as a process of developing, drafting, revising, and editing.
3. Conduct research appropriate to a narrowly specific topic, understanding how to find and evaluate the credibility of sources, incorporating information, concepts and ideas from outside sources through summarizing, paraphrasing, and quoting to develop strong, well-supported arguments, citing sources according to Modern Language Association guidelines.
4. Analyze text, recognizing the arguments presented, and construct an effective, argumentative or persuasive response, synthesizing information, concepts, and ideas from various sources and including that knowledge in effective, wellreasoned arguments.
5. Demonstrate understanding of acknowledged methods of critical thinking and analysis of literature.
6. Analyze a variety of literary genres in their social, cultural and historical context.
7. Evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

Given the wide and diverse nature of the subject matter of this course, the information below represents only one of many possible approaches. Readings and concepts should not be limited to this list, and though the topics and key concepts will be covered, the actual literature used may vary and should continually strive to incorporate current ideas in a constantly evolving field of study. Instructors may use anthologies or separate texts. The course may include a variety of novels, short stories, poems, plays, films, non-fiction texts, etc, spanning various times, cultures, and settings.

1. Literary Studies
 - a. Key Concepts
 - i. Forms/Genres
 1. The Novel
 2. Poetry
 3. Nonfiction
 4. Drama and/or Film
 5. Zines and Multimodal Texts
 - ii. Context (Historical, National, Social, and Political)
 - iii. Canonicity and Recovery
 - iv. Feminist, Queer, and Trans Critical Practices
 - v. Allegory, Satire, Camp, and Political Critique
2. Gender

a. Key concepts that may be covered as they relate to analyzing literature through a gender studies lens:

i. Understanding Sex and Gender

1. Gender as a Construct, Expression, and a Performance

a. Cisgender/Cissexism

i. Privilege

b. Transgender, Trans, Trans* Identities

i. Transitions

ii. Naming/Name Changes

iii. Legal Recognition

c. Non-Binary Identity

d. Intersex

2. Socializations, stereotypes, and assumptions about gender/sex

ii. 1. "Traditional" and "normative" gender roles

a. Labor/Recognition

2. Patriarchy/Matriarchy

iii. Feminisms

1. First, Second, and Third Waves

2. Trans Exclusionary Radical Feminism

3. White Feminism

4. Black Feminism

5. Queer Feminism

6. Post-colonial Feminism and the Sub-Altern

7. Decolonial Feminism

8. Indigenous Feminism

iv. Critical Masculinity Studies

1. Toxic Masculinity, Positive Masculinity

v. Misogyny/ Transmisogyny

vi. Discrimination, oppression, equity, and equality

1. Objectification, Hypersexualization

2. Visibility, Hypervisibility

vii. Reproductive rights

viii. Joy, Celebration, Community

ix. Recovering texts and writers

x. Intersectionality (sexuality, race, ethnicity, national identity, class)

3. Sexuality

a. Key Concepts

i. Normative/Non-Normative

ii. Heteronormativity, Homonormativity

iii. Spectrums

1. Asexuality (Ace), Aromantic, Ace and Aro Terms/Identities

a. Demisexual, Demiromantic

2. Bisexuality

3. Pansexuality

4. Heterosexual/Heteroromantic

5. Homosexual/Heteroromantic

iv. The "Closet"

1. Passing
 2. "Coming Out"
 3. "Outing"
 - v. Tracing, Mapping Historical Figures/Recovery
 - vi. Homosociality
 - vii. Performativity/Performance Theory
 - viii. Sociality/Anti-sociality
 - ix. HIV/AIDs
 - x. Ballroom Culture, Drag Culture
 1. Mainstreaming
 - xi. Queer Familial Structures/Community
 1. Chosen Family
 2. Legal Recognition
 3. Marriage
 - xii. Utopianism
 - xiii. Queer Futurity
 - xiv. Queer of Color Critique
 - xv. Intersectionality (gender, race, ethnicity, national identity, class)
4. Key figures and writers covered in the class may include:
- a. Foundations Prior to 1900s may include, but are not limited to:
 - i. Mary Astell, Jane Austen, Aphra Behn, Elizabeth Barrett Browning, Emily Dickinson, Radclyffe Hall, Fitz-Greene Halleck, Charlotte Lennox, Christina Rossetti, Sappho, Sor Juana Ines de la Cruz, Sojourner Truth, Phillis Wheatley, Walt Whitman, Oscar Wilde, Mary Wollstonecraft,
 - b. 20th Century authors may include, but are not limited to:
 - i. Gloria Anzaldua, Margaret Atwood, James Baldwin, Djuna Barnes, Gwendolyn Brooks, Judith Butler, Sandra Cisneros, Combahee River Collective, Hart Crane, HD, Michel Foucault, Betty Friedan, Charlotte Perkins Gilman, Allen Ginsberg, Tom Gunn, Essex Hemphill, Langston Hughes, Tony Kushner Audre Lorde, Edna St. Vincent Millay, Toni Morrison, Eileen Myles, Frank O'Hara, Sylvia Plath, Gayle Rubin, James Schuyler, Eve Kosofsky Sedgwick, Gertrude Stein, Michael Warner, David Wojnarowicz, Virginia Woolf
 - c. 21st Century authors may include, but are not limited to:
 - i. Sara Ahmed, Fatimah Asghar, Alison Bechdel, Lauren Berlant, Franny Choi, Alex Dimitrov, Akwaeke Emezi, Francisco Galarte, Roxane Gay, Jack Halberstam, Saeed Jones, Carmen Machado, Jose Esteban Munoz, Tavia N'yongo, Jasbir Puar, Danez Smith, Karen Tongson, Justin Torres, Alok Vaid-Menon

Honors Content

The honors component of English 255 will encourage students to work above the survey level to explore issues of gender and sexuality as they intersect with literary studies with greater depth and complexity. The topics to be covered in English 255H are the same as those covered in English 255. In addition, honors students will analyze current research and literary criticism that focuses on texts by women and LGBTQ+ individuals, or that uses feminist and queer theoretical frameworks to discuss specific topics in more depth, such as:

- How changing views of gender and sexuality cause scholars to search and recover historical texts, such as the poet Sappho's fragments;
- An inquiry in a specific historical place and time period, such as how masculinity is presented in texts in 1950s America;
- A deep analysis of a specific writer's work, focused on representations and impacts of gender and sexuality;
- Analysis of femininity in popular contexts, such as Beyoncé's Lemonade, paying attention to the poetry she uses by Warsan Shire, etc.

Methods of Instruction

Method

Discussion

Integration

Discussion will allow students to engage with various reading practices and theories that use gender and sexuality as a lens, as well as delve deeper into the role that gender and sexuality play in the texts they read. Students will use discussion as a space to test hypotheses and explore ideas that could be presented later in papers.

DE Adaptations for MOI

Discussions can be adapted via accessible virtual chat or using built-in features of a course management system. For example, student to student interactions can be facilitated using thematic discussion boards, peer review, and group assignments. Student to instructor discussions can be facilitated via MSJC approved communication tools, such as the CMS inbox or within the comment section of assignment submission. Class participation in discussions will encourage additional comprehension of the course material and allow students to examine and describe the components of law enforcement and the criminal justice system including courts and corrections. Discussion exercises encourages students to work together to identify how external and internal factors can influence criminal justice-community relations. This will be accomplished through regular use of the discussion area in CMS, or through the use of chat, conversations, or group features.

Method

Film/video Viewing and Discussion

Integration

Films about gender, sexuality, and minority identities will give students multiple perspectives about literature from by providing more contextualization and background information. Additionally, film can provide an additional medium to analyze and apply literary criticism and theoretical frameworks in order to interrogate how gender and sexuality work in and influence the films as "texts."

DE Adaptations for MOI

These films will be provided using library resources or other electronic means that allows ADA compliant closed captioning.

Method

Lecture

Integration

Lecture will highlight the historical context of the writing and the perspective of the writer in the context of his or her ethnic, literary, geographical, religious, ideological, and political environment, in order to focus on how gender and sexuality impact the writing and world view of that writer. Additionally, instructor presentations will model literary critique and analysis, using gender and sexuality as a lens, to help students analyze texts.

DE Adaptations for MOI

Lectures can be provided via the course management system in a variety of forms, including powerpoint presentations with or without audio, or video lectures. All video will be captioned and meet ADA standards. Additionally, instructor presentations which may use slide decks, audio, or video lecturing, will model literary critique and analysis, using gender and sexuality as a lens, to help students analyze texts.

Method

Papers and Reports

Integration

Papers and essays will allow students to apply theories and lenses that engage with gender and sexuality, as well as explore the historical, national, racial, ethnic, and economic contexts of texts. Students will focus on deep analyses of particular texts, as well as work to understand how contexts influence texts through research integrated into papers.

DE Adaptations for MOI

Papers/essays administered in DE format will use the CMS functions to facilitate student submissions. Evaluation feedback of paper/essays will be provided for students in a timely manner using gradebook, live stream or video conferencing software, inbox messaging, or other functions available through the CMS. All papers/essays, submissions, and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Reading

Integration

Readings with individual and group presentations will allow students to gain deeper knowledge in the subject matter by tracing a genealogy of women and LGBTQ+ writers. Students will also read contextual and theoretical sources as well as literary criticism to both gain a wide base of knowledge and see models for their own work in the class.

DE Adaptations for MOI

Readings will be provided either in the course management system or as required texts for the class. Texts will be provided through accessible digital formats, through the library, or as books for purchase.

Method

Visiting Lecturers

Integration

Visiting lecturers may enhance student knowledge about specific topics regarding gender and sexuality in literature.

DE Adaptations for MOI

Visiting lecturers can provide video lectures or slide presentations with or without audio, that can be captioned and meets ADA standards, and can be posted to the course management system. Visiting lecturers may speak and/or offer presentations on various topics covered in course content, such as queer readings of literary texts, through a video conferencing platform or through a pre-recorded presentation that can be uploaded and made available by using accessible tools to students in the CMS. Faculty can facilitate a debriefing discussion through the video conferencing platform's chat feature or through a discussion board function in the CMS.

Additional Methods of Instruction for Honors

Method: Student-Instructor Meetings

Integration: In order to guide the honors students throughout the course of the semester the instructor will schedule a minimum of 3 meetings to discuss any and all aspects of the students' projects and establish due dates for evidence that their projects are progressing toward their goal within a reasonable timeframe. These stages should include a preliminary discussion to assist the students in understanding the purpose of their honors project, how to choose a topic, how to obtain sources, how to construct their paper/presentation/research etcetera, and a rubric by which their project will be assessed and graded. Subsequent meetings should focus on establishing a thesis or guiding theme, instructor approval for the project and the sources to be used, and discussions of the progress of their research and the completion of their project. It is recommended that these meetings occur on a regular basis at intervals that are appropriate for the timely completion of their projects. Beyond these required meetings, the students should be encouraged to meet with the instructor as needed to discuss any problems they may encounter in a timely manner, participate in all group discussions, and meet all deadlines set by the instructor for the completion of their project.

Methods of Evaluation**Method**

Class Participation

Integration

Student participation in class will focus on interrogating the impacts of gender and sexuality on texts as well as considering and challenging how gender and sexual norms shape our reading practices. Activities will be evaluated based on student demonstrated knowledge and ability to analyze primary texts and utilize secondary texts to explore and support ideas brought up in class and through personal research.

DE Adaptations for MOE

Participation can be measured via group discussion boards and journals.

Method

Class Work

Integration

Class work and homework will be evaluated on student's ability to respond critically to the reading and ideas brought up in the class. Students should be able to analyze, synthesize, and discuss the roles of gender and sexuality in relation to historical and literary contexts.

DE Adaptations for MOE

Students may share ideas with other students in discussion boards, journals, or by uploading short assignments into the course management system, to replicate the use of class work and homework in the in-person class. This may include peer discussion/feedback or may be feedback from the instructor. Class work and homework will be evaluated on student's ability to respond critically to the reading and ideas brought up in the class. Students should be able to analyze, synthesize, and discuss the roles of gender and sexuality in relation to historical and literary contexts. All of this work will meet ADA requirements and feedback will be provided within one to two weeks via the CMS.

Method

Exams/Tests

Integration

Exams and quizzes will be evaluated on student demonstrated analysis of texts and synthesis of assigned materials, as well as how well students understand and apply the lens of gender and sexuality to understanding texts.

DE Adaptations for MOE

Exams can be submitted online, via the course management system. These exams may or may not include time constraints, and should assess understanding of course texts and lectures as well as the student's ability to apply ideas from texts and lectures. Exams and quizzes will be evaluated on student demonstrated analysis of texts and synthesis of assigned materials, as well as how well students understand and apply the lens of gender and sexuality to understanding texts.

Method

Papers

Integration

Papers and essays (both in-class and out of class) will be evaluated based on student ability to critically analyze literature, writers, or literary genres. Focus of analysis will include strong thesis, convincing and meaningful argument, and evidence from primary and secondary sources. Essays should critically consider the role of gender and sexuality plays in literary production

DE Adaptations for MOE

The responses will be submitted via the assignment function within the course management system. The students will be evaluated on their application of course concepts and literary analysis. Instructor will provide feedback within 3 weeks for all assignments turned into the CMS and will meet accessibility requirements.

Method

Research Projects

Integration

Research projects should consider gender and textuality in the creation and reception of literary text. These will be evaluated based on student's quality of research, exploration of course material, and literary analysis.

DE Adaptations for MOE

Group or individual projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through the discussion boards and inbox of the CMS. The student will also be evaluated on their writing skill as well as their adherence to the APA/MLA format in their completed research assignment. Students may be required to present their results through the creation of a slide presentation, a written report, or a live video conference and the presentations may be made available to the entire class, with student approval, through the CMS. Research projects will be submitted

via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within 2 weeks either through comments posted on the assignment or within an accompanying rubric.

Evaluation of Honors assignments

To receive Honors credit, students must successfully complete regular course and honors enrichment assignments (including but not limited to participation in out-of-class discussions, essays, and research). The enrichment assignments will be assessed according to standards for LIT 255 students. In addition, the instructor will evaluate the Honors students' work based on the evident depth of analysis and insight, the types and utilization of outside sources, and the effectiveness of communication, displayed through sophisticated writing. Honors students will also be evaluated on their performance in the required meetings, such as their preparedness and thorough understanding of material, their participation in discussions of course material, and their ability to ask probing questions. Honors students will also be evaluated on their completion of additional research and reading based on their depth of research and textual analysis.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Sample Exam Question: Consider the argument in Virginia Woolf's *A Room of One's Own*, regarding anonymous female authorship and the metaphor of "Judith Shakespeare." Why might so few women be included in the literary canon?

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Select one passage from Shirley Jackson's *The Haunting of Hill House* where you see a potential for queer reading. In a short essay, analyze this passage through a queer lens.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Fishbowl

In a group of 4-5, you will analyze a poem assigned from Saeed Jones's *Prelude to Bruise*. Your group will prepare discussion questions and key points through in-class discussion to prepare for next class, where we will have a 10 minute fishbowl discussions (each group will take turns discussing the poem as a small group in the center of class while the rest of the class listens actively). The goal of this assignment is to foster lively, small group discussions, allowing the entire class to learn from these groups. Your group should consider how the poem works with ideas of gender and sexuality.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will use the group discussion feature and submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines

Honors Assignments**Assignment**

Students will complete the requirements for the regular section of the course and earn grades based on the same criteria used for all students in the class. In addition, to receive Honors credit students will do the following:

Assignment

1. Students will read at least one additional literary text (novel, play, set of poems, etc.) or a set of critical/theoretical texts assigned by the instructor, in consultation with student research interests. This additional reading will be evaluated through group discussions and integration into written work.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This will encourage students to go beyond the normal scope of the course to develop more thorough and rigorous understandings of the material.

Assignment

2. Students will regularly meet with the instructor, individually or as a small group of Honors students, to discuss course readings, additional readings (see assignment 2), present research and hone arguments, and/or discuss enrichment assignments. Students will meet with the instructor at least three times during the semester.

Required or Optional

Required



Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This will encourage more depth by working with course material and additional honors course material.

Assignment

3. Students will also complete an additional writing, such as one of the following:

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This will help students employ research skills to complete a rigorous deeper dive into a topic.

Assignment

a. write an additional research paper, a minimum of 8 pages in length with 5 sources, that develops an original, analytical, persuasive argument based on a text of interest that is not assigned to the class as a whole and that is selected or approved by the instructor; for instance, a student might read focus on feminiity in Sylvia Plath's *The Bell Jar*, exploring the author's relationship to the fashion industry in mid-century America.

Assignment

b. expand course papers by at least 8 pages by conducting research and incorporating at least 5 sources to develop the original ideas into a more sophisticated argument; for instance, a student might revise a term paper on Justin Torres's *We The Animals*, and incorporate theoretical texts that interrogate the intersection between masculinity, queerness, and Latinx identity by reading theoretical sources from those fields.

Assignment

Whichever option the student chooses, the Honors paper must include secondary sources, present an original argument, and directly relate to course material, themes, and topics. Honors students must submit a draft of the paper based on an interpretation of the primary text alone before revising the paper to include secondary source information. The final paper should cite at least five secondary sources. Students may, additionally, choose to present their honors research.

Course Materials

Textbooks

Torres, Justin (2023), *Blackouts*.
Emezi, Akwaeke (2018), *Freshwater*.
McCann, Hannah and Whitney Monaghan (Ed.) (2020). *Queer Theory Now*.
Schneiderman, Jason (Ed.) (2016). *Queer: A Reader for Writers*.
Halberstam, Jack (2018). *Trans: A Quick and Quirky Account of Gender Variability*.

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

This course is focused on gender and sexuality, as well as feminist, queer, and trans theory. In addition to the content focusing on LGBTQ+ people, gender, and sexuality, this course is designed to emphasize an intersectional approach, including discussions of how race, ethnicity, class, nationality, ability, and other identities intersect with gender and sexuality to form individual experiences and systemic trends. This course will help students understand how gender and sexuality can affect the production as well as the reception of literary works. Authors and critics used in this course represent a wide range of gender expressions and sexual orientations and intersectionality is emphasized throughout.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course will emphasize intersectionality and foster appreciation for the various identities our students occupy as well as the various perspectives they bring into the class. Focusing on gender and sexuality, this class will emphasize an inclusive understanding of these concepts and nurture students to explore their own identifications as they consider course material and learn about the lives and histories of LGBTQ+ people. Assignments show a variety of approaches to a variety of texts, including written texts and film, while scaffolding approaches to help them understand the critical reading and thinking process. The course content, objectives, methods of instruction, methods of evaluation, and assignments allow students to interact with their instructor and each other to build critical thinking skills in community and through personal interaction, in-class practice to apply skills, out of class practice to apply skills, and to receive feedback both informally in discussion, informally in drafting, and formally through summative assessments.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Students will engage in a variety of collaborative activities such as break-out rooms or small groups so that students will have frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience different perspectives and experiences of course readings and concepts. By connecting with each other, students will have opportunities to reflect on their own intersectional identities and support each other in using concepts of gender and sexuality to better understand each other. Students will work with each other to better understand difficult theoretical readings through in-class discussion or collaborative online documents in order to use each other's skills and knowledge to understand queer theory texts. Students might also work in small groups online or in-class to create presentations using critical thinking lenses in analyzing texts, such as applying a queer theoretical lens to a poem or given literary text. Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, students will collaborate on group quizzes covering critical terms in queer studies, critical approaches, and/or the application of queer theoretical lenses and concepts to texts, materials, or events.

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions that help students analyze literary texts considering feminist, queer, and trans theoretical approaches, encouraging students to use these theoretical lens in a variety of applications, asking questions about the politics of representation, considering presence and absence in history, and thinking through questions of legality and public policy. The instructor will use socratic methods to encourage deeper thinking and ask students to question their potential biases as well as the way their identities influence their perspectives. Instructor will provide timely feedback: smaller stakes and formative assignments should receive feedback within 1 to 2 weeks, whereas larger, summative assignments may take 2 to 3 weeks to return.

Explain how the course will incorporate student-to-content interaction.

Students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc.), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, videos, podcasts, etc.), and student created or curated content. Students will engage in a variety of activities to comprehend the materials, including activities identifying student confusion, activities on annotations, etc. Students will read and apply major theoretical texts, working together to understand these difficult concepts, to ground students in the field. Additionally, videos and historical resources will help students better contextualize course texts.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course emphasizes thinking flexibly, considering various perspectives, and learning how to navigate ambiguity by engaging in discussions, activities, assessments, and writing activities that consider concepts as they analyze works of literature. Students will reflect on their own intersecting identities and history while exploring variety of experiences of gender and sexuality, as well as historical struggles. Students will reflect on their own perspectives and biases by confronting potentially new ideas and concepts

through readings, lectures, activities, and discussions. They will assess theoretical ideas to develop their own lenses to view the ways gender and sexuality affect production and reception of literature.

Key: 2026