Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

How does the proposed course specifically address the Foundational Component Area definition above?

ENGL/WGST 333: Gay and Lesbian Literature. This class introduces students to some examples of “gay and lesbian literature” by questioning the adequacy of the moniker “gay and lesbian literature.” To observe the historical and cultural specificity of such concepts as “gay and lesbian,” “LGBT [etc.],” “straight,” and “heterosexual”—and, why not, “literature”—we’ll start by looking at texts produced in times and places that differ, sometimes radically, from what we claim as our own culture(s). In turning to the more contemporary examples, we’ll pay particular attention to the ways in which histories of race, migration, and globalization are being negotiated in our class readings. We’ll familiarize ourselves with the texts’ social and historical contexts; we’ll also consider how the literary texts are responses to—inventive ways of negotiating—particular historical problems and issues. While a number of sessions consist of lectures on the historical, cultural, and biographical contexts of the texts we are reading, the majority of the course will be conducted as a seminar, where the students are expected to engage in class discussion. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of gay and lesbian writers from the classical period to the present, and ultimately, help students develop an appreciation for what the study of literature of groups that may be different from theirs can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

 Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in Gay and lesbian literature from classical times to the present. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of Gay and lesbian literature from classical times to the present.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
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*Communication Skills (CS):* The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Gay and lesbian literature from classical times to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

*Social Responsibility (SR):* The course enhances social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of Gay and lesbian literature from classical times to the present. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Gay and lesbian literature from classical times to the present.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

*Personal Responsibility (PR):* The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the struggle for gay rights, the politics of respectability vs. radical politics, the place of transgender people in the gay and lesbian community, and homonormativity vs. heteronormativity. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.