Courses submitted for inclusion in the HMVV Curriculum must already exist and/or have been approved by the Undergraduate Council.

Course title: LGBT Authors and Themes in Literature  
Department and Course Number: ENGL 30763  
Instructor: Dr. Bonnie Blackwell

Please indicate below which Learning Outcomes* and Student Action Steps** best represent the focus of your course, keeping in mind that your course only needs to meet one of the Learning Outcomes to be approved. Using the bulleted instructions on page 2 of this form, please provide examples that explain how students will, through the use of Student Action Steps, achieve the Learning Outcomes in your course.

**Competency:**
TCU graduates will demonstrate an understanding of individual rights and responsibilities and an ability to assess critically the intentions and consequences of personal, professional or societal actions.

<table>
<thead>
<tr>
<th>Learning Outcomes: Indicate one or more as appropriate to your course.</th>
<th>Student Action Steps: Indicate which are to be used in your course or add others you will use to reach the selected Learning Outcome(s).</th>
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| Students will demonstrate a capacity for informed participation in civic discourse and decision-making. [x] | Students will examine civic issues as public policy choices. [ ]
Students will examine and articulate the rights and responsibilities of individuals and groups in various political/social contexts. [x]
Other: |
| Students will demonstrate an understanding of theories and practices of leadership. [ ] | Students will develop an understanding of the different forms and contexts of leader-follower relations. [ ]
Students will develop and apply criteria for the evaluation of leaders in varying contexts. [ ]
Other: |
| Students will demonstrate an understanding of one or more traditions of normative inquiry and an ability to assess the ethical dimensions of individual, professional or civic life. [] | Students will examine and apply theories of ethical decision-making to competing normative claims in public and/or private contexts. []
Students will examine and compare the implications that follow from the adoption of differing normative/ethical systems. [ ]
Other: |

*The Learning Outcomes are statements of what we expect our students to know or be able to do upon completion of a course in that category.

**The Student Action Steps identify the process(es) that will lead to the intended Learning Outcome. As such, Student Action Steps must specify an action(s) to be taken by a student to fulfill a specific Learning Outcome and be reasonable within the context and time frame of the course. The Student Action Steps above are provided as examples of how students might achieve the Learning Outcomes.
Please provide 2 or 3 examples below that explain how students will, through the use of Student Action Steps, achieve the HMVV Learning Outcomes in your course. Although useful, reference to your syllabus does not substitute for a written explanation on this page. To facilitate understanding, please use language accessible both to faculty who might be outside your discipline as well as to students who might see such language in a course syllabus.

Please attach a syllabus as a supporting document for your submission. Syllabi for HMVV courses should reflect the Learning Outcomes and the use of Student Action Steps that correlate with HMVV requirements.

Please attach an additional HMVV course submission form if this course is being submitted for a second HMVV category.

3) Graded assignments for this course explore the interaction between our privately held values and our social actions. As we explore writers from a perspective emphasizing the role of sexual identity and object choice in the making of their art, students are expected to articulate an ethical standard of treatment for sex-variant persons based upon a valuation of their contribution to literary culture. Each student will write traditional academic papers exploring the interaction of biography and literature for LGBT authors, but will also participate in an action/rhetoric project and then present it to the class. An action/rhetoric project involves finding language to address an important inequality in LGBT lives and then acting to redress the problem. Because homophobia so centrally concerns public policy acts which powerfully affect private life, and because LGBT persons’ writing and speaking in particular has focused so directly on change and action (personal or public), I'd like students to enact our understanding of LGBT issues in this course. The Action Rhetoric Project may address an important public or personal issue, and might take some of the following forms:
• Making and administering a questionnaire (such as the one in Una Fahy’s book) which identifies and resolves internalized homophobia

• Writing a letter which evaluates institutional homophobia in businesses, organizations, and the law

• Making a short film or writing a creative piece which deconstructs popular myths about sex-variant people

• Researching the origins and meanings of LGBT symbols, such as the pink triangle, the rainbow, and the lambda, deciding on a meaningful one, and distributing it on campus or another venue with textual explanations of the history.

• Researching state laws governing whether LGBT persons may adopt or foster children, including the biological children born to their life partners.

• Researching military guidelines governing the private sexual expression of LGBT persons and the right to publicly admit those sexual relationships

• Opening an intellectual discussion of homophobia calmly and constructively with a group

• Addressing “compulsory heterosexuality” in language and action, perhaps by providing a list of terms to substitute for heterosexist ones

• Reporting hate crimes and gay- and lesbian-bashing incidents and harassment

• Exploring how cultural homophobia is harmful, using a specific example

• Exploring the history of LGBT rights on the TCU campus; highlighting an incidence of homophobia in a campus organization (may be historical or contemporary)

• Researching and evaluating the social inequities faced by sex-variant people in Texas and other states, including legal rights to work, serve in the military, obtain housing, marry, inherit or leave property to a same-sex partner

• Conducting an interview with an older (40+) LGBT person, covering aspects such as the changing rights of LGBT persons, in public and private lives.

• Identifying a piece of anti-gay legislation and write to your representative asking to have it changed and explaining the reasons why it discriminates against LGBT persons.

• Identifying a cultural artifact which indulges in homophobic hatred, such as a film, song, or television show. Writing a
letter to the studio or record label which released the work explaining why the item promotes fear and hatred of LGBT persons. Writing to GLAAD, the Gay and Lesbian Alliance Against Defamation, to report the work.

- Identifying a cultural artifact which promotes the humane treatment of LGBT persons. Writing a letter to the studio or record label thanking them for fair representation. Writing to GLAAD, the Gay and Lesbian Alliance Against Defamation, to praise the work.

Secondly, the students will attend a public talk, rally, or event which focuses on the issue of LGBT culture and rights and provide an analysis of a reading/event. These events may include:
  - Campus Talk
  - Documentary Film Viewing (see bibliography for possibilities)
  - Pink Bag Lunches sponsored through the Women’s Resource Center
  - A play by an LGBT author or one which explores LGBT themes
  - A booksigning/reading by an LGBT author or public figure
  - A Gay and Lesbian rights rally
  - A Gay and Lesbian Film Festival (such as the one in Dallas on November 2-11, 2007), etc.
  - A Gay and Lesbian Music Festival (Such as the True Colors Festival in Dallas June 23, 2007)
  - A Gay and Lesbian Sporting Event (such as the Gay Games)
  - A church service at a congregation which serves or embraces LGBT members, or which has an openly gay minister

By attending these events, writing about them, and presenting them to this class, students will demonstrate a conception of the role private sexual choices play in determining our public rights as citizens, and will enact personal changes, great and small, to redress the inequalities of LGBT persons in contemporary society by publicizing the history of this group.