

ELECLIT (Literature Elective for Liberal Arts Students)
Queer Studies

College of Liberal Arts
ELECLIT

Department of Literature
Classroom: WFH

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Course Description:

ELECLIT (Literature Elective: Queer Studies) is an elective literature course for students of the College of Liberal Arts. Through literary and critical discourses in class, this specific elective on **QUEER STUDIES** seeks to make culturally keen and sensitive one’s views on gender, sexuality, and identity in the real world by perceiving how these aspects of being are represented in literature and criticism.

Learning Outcomes (LO):

On completion of the course, the student is expected to be able to do the following:

ELGA	LEARNING OUTCOME
Critical and creative knowledge producer	Acquire the necessary culturally and socially sensitive critical skills that highlight genders, sexualities, and identity in the political act of reading literary (fiction, poetry, drama), anthropological, and philosophical works. Apply this newly processed knowledge to the reading and writing processes to realize how literary elements empower a literary text and how this, in turn, empowers the reader/responder/critic.
Competent professional	Articulate processed knowledge gleaned from class discussions through different reading, writing, and oral exercises. Develop political sensitivity in the workplace where a diversity of genders and sexualities exist.
Socially responsive and collaborative citizen	Recognize how trends in literatures of genders, sexualities, and identity acquire special and diverse identities and characteristics in the context of national/local(ized) literary works. Appreciate and promote Philippine literature and the manner in which it becomes part of a global literary tradition.
Diversity-sensitive communicator	Develop recognition of the value and the dynamic nature of intertextuality; Heighten awareness of how a literary text becomes culture and milieu-specific; Have a deeper understanding of the boundaries of universality and the scope of its validity, especially in the contexts of gender, sexuality, and identity.
Morally principled and faith-inspired leader	Concretize—by means of ideas, specific examples, and written and oral output that are context- and/or milieu-sensitive—one’s understanding of how the representative literary works to be explored in this class become products of the human condition.

Final Course Output:

As evidence of attaining the above learning outcomes, the student is required to do and submit the following during the indicated dates of the term:

LEARNING OUTCOME	REQUIRED OUTPUT	DUE DATE
<p>Acquire the necessary culturally and socially sensitive critical skills that highlight genders, sexualities, and identity in the political act of reading literary (fiction, poetry, drama), anthropological, and philosophical works.</p> <p>Apply this newly processed knowledge to the reading and writing processes to realize how literary elements empower a literary text and how this, in turn, empowers the reader/responder/critic.</p>	<p>Critical papers, class activities, journal entries, oral reporting, FGD</p>	
<p>Articulate processed knowledge gleaned from class discussions through different reading, writing, and oral exercises.</p> <p>Develop political sensitivity in the workplace where a diversity of genders and sexualities exist.</p>	<p>Critical papers, class activities, journal entries, oral reporting, FGD</p>	
<p>Recognize how trends in literatures genders, sexualities, and identity acquire special and diverse identities and characteristics in the context of national/local(ized) literary works.</p> <p>Appreciate and promote Philippine literature and the manner by which it becomes part of a global literary tradition.</p>	<p>Critical papers, class activities, journal entries, oral reporting, FGD</p> <p>Involvement in projects in collaboration with the Bienvenido N. Santos Creative Writing Center and the Literature Department</p>	
<p>Develop recognition of the value and the dynamic nature of intertextuality; Heighten awareness of how a literary text becomes culture and milieu-specific; Have a deeper understanding of the boundaries of universality and the scope of its validity, especially in the contexts of gender, sexuality, and identity.</p>	<p>Critical papers, class activities, journal entries, oral reporting, FGD</p>	
<p>Concretize—by means of ideas, specific examples, and written and oral output that are context- and/or milieu-sensitive—one’s understanding of how the representative literary works to be explored in this class become products of the human condition.</p>	<p>Critical papers, class activities, journal entries, oral reporting, FGD</p>	

RUBRIC FOR ASSESSMENT:

CRITERIA	EXEMPLARY 4	SATISFACTORY 3	DEVELOPING 2	BEGINNING 1	RATING
Mastery and application of concepts	The student's output manifests qualities which go beyond the requirements.	The student's output manifests the required qualities.	The student's output partially manifests the required qualities. Certain aspects are either incomplete or incorrect.	The student's output does not manifest any of the requirements.	
Elegance and Coherence of analysis	The student's output manifests qualities which go beyond the requirements.	The student's output manifests the required qualities.	The student's output partially manifests the required qualities. Certain aspects are either incomplete or incorrect.	The student's output does not manifest any of the requirements.	
Creativity and Originality of Presentation	The student's output manifests qualities which go beyond the requirements.	The student's output manifests the required qualities.	The student's output partially manifests the required qualities. Certain aspects are either incomplete or incorrect.	The student's output does not manifest any of the requirements.	

GRADING SYSTEM:

The student will be graded according to the following criteria which are subject to change throughout the term:

- Class activities; Final paper; FGD; Group discussions 50%
- Oral presentations; Quizzes 30%
- Class participation 20%

LEARNING PLAN:

LEARNING OUTCOME	TOPIC	WEEK NO.	LEARNING ACTIVITIES
Review prior knowledge of literature, and what makes a good literary work.	Orientation Discussion of syllabus Introduction to ELECLIT	1	Classroom discussions Recitation Journal writing Paper writing
Review prior conceptions of race, gender, sexuality, and identity and re-read these vis-a-vis the critical (re)definitions given to these terms by literary scholars/critics.	<i>Why Literature Matters</i> <i>Sex and Gender</i> The Heteropatriarchal Culture		Focus-group discussions Oral reports
Identify and characterize the different literary techniques and devices used by writers.	Kincaid: <i>Girl</i> Blumenfeld/Raymond: "Sexuality"		
Characterize fiction/poetry/drama/the novel by identifying and fleshing out its milieu-driven development in terms of the themes of race, gender, sexuality, and identity.	Masculinity Studies Feminism Femininity and Popular Culture Meuser: "Modernized Masculinities? Continuities,	2-4	

<p>Apply knowledge gleaned from discussions by having a group discussion on assigned literary texts.</p> <p>Review prior knowledge of literature, and what makes a good literary work.</p> <p>Review prior conceptions of race, gender, sexuality, and identity and re-read these vis-a-vis the critical (re)definitions given to these terms by literary scholars/critics.</p> <p>Identify and characterize the different literary techniques and devices used by writers.</p> <p>Characterize fiction/poetry/drama/the novel by identifying and fleshing out its milieu-driven development in terms of the themes of race, gender, sexuality, and identity.</p> <p>Apply knowledge gleaned from discussions by having a group discussion on assigned literary texts.</p>	<p>Challenges, and Changes in Men’s Lives”</p> <p>Heward: “Masculinities and Families”</p> <p>Edley/Wetherell: “Masculinity, Power, and Identity”</p> <p>Moi: “Feminist, Female, Feminine”</p> <p>Bordo: “Material Girl: The Effacements of Postmodern Culture</p> <p>Lesbian and Gay Studies The Hetero/Homo Binary The Inside/Out Binary</p> <p>Rich: “Compulsory Heterosexuality and Lesbian Existence”</p> <p>Butler: “Imitation and Gender Insubordination”</p> <p>Fuss: “Inside/Out”</p> <p>Halperin: “Is There a History of Sexuality?”</p> <p>Stein: “The Essentials of Constructionism and the Construction of Essentialism”</p> <p>Foucault: “The Perverse Implantation”</p> <p>Bergman: “Homosexual Discourse”</p> <p>Segdwick: “Between Men”</p> <p>Jagose: “Queer”</p> <p>Dyer: “The Author and the Homosexual”</p>	<p>5-7</p>	<p>Classroom discussions Recitation Journal writing Paper writing Focus-group discussions Oral reports</p> <p>Classroom discussions Recitation Journal writing Paper writing Focus-group discussions Oral reports</p>
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CLASS REQUIREMENTS:

In order to pass the course, the student should meet the following requirements—

- 1) Attendance and participation in all classroom discussions and activities—lectures, focus-group discussions, writing sessions and activities, and oral/visual/creative presentations.
- 2) A passing average in all papers and classroom/take-home activities (70%)
- 3) Submission of all exercises and tasks. **Late submissions will not be accepted.**
- 4) Academic honesty, critical thinking, and creativity—these are the hallmarks of a true Lasallian education and the student must adequately demonstrate these values throughout the term, and after.

Cheating, as stated in the Student Handbook, is subject to a failing mark in the course. Plagiarism, on the other hand, aside from the failing mark, is subject to expulsion from the university.