

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: HIST 334

or Degree Plan(s):

**Add new course HIST 334 [Historical Perspectives on Gender and Sexualities]
to the General Education menu for Arts & Humanities.**

	Campus-Level Academic Review ¹	✓	=	✓	I	✓	I
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		President	Vice President	Provost	Deans	Faculty	Students	Staff	Board	Senate
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	President	Vice President	Provost	Deans	Faculty	Students	Staff	Board	Senate
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

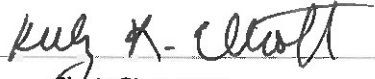
Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Department/School(s)


Chair Signature

5 March 2024

Date

Chair/Program Director Signature

Date

College Academic Council(s)

Chair Signature

Date

Chair Signature

Date

Dean(s)



Gregory Straughn (Mar 20, 2024 10:04 CDT)

Mar 20, 2024

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost



Apr 8, 2024

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Application for Arts and Humanities Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	HIST 334 Historical Perspectives on Gender and Sexualities
Terms offered:	Fall of odd years
Catalog description:	This course offers a series of in-depth thematic studies in various global perspectives on gender and sexualities from 1500-present, examining the emergence of "modern" sexual identities and gender expressions in dialogue with historical events and revealing how gender and sexuality have shaped politics, society, and culture in multiple contexts.
Course prerequisites:	Junior standing or the completion of three hours of 100-299 history

Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	Cultural Literacy

Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

By examining how gender and sexualities have shaped societies, politics, and culture over the last 500 years in a wide array of cultural contexts—from hijras in India to the Stonewall protesters in NYC to Navajo *nadleehi* and Victorian British fathers—HIST 334 “expose(s) students to other cultures, time periods, and points of view through a wide variety of media.” Students read widely in scholarly journal articles and firsthand accounts, but also engage in hands-on qualitative data gathering by conducting oral history interviews with ACC/ACU alumni, and consider how themes of gender and sexualities are presented in artifacts such as podcasts, films, and monuments/sites of public memory. As noted in the course purpose statement on the syllabus, “Course material will help us reflect on how our own perspectives compare to the ways gender and sex have been understood in other times and places,” allowing students to reflect upon their own personal worldviews and relate their experiences to other ways that gender and sexualities function in a number of contexts – both in global and cross-cultural terms, but also (via the alumni interview) in our immediate context here at ACU.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

The prerequisite for this course is **either** junior standing **or** 3 hours of 100-299 history. The course contributes to ACU students’ breadth of knowledge in the following ways:

- HIST 334 provides one of very few curricular options at ACU for the study of diverse sexualities and gender identities

- HIST 334 approaches gender and sexualities through a self-consciously comparative, global lens

The study of gender and sexualities (in this class via thematic studies within a 500-year historical period and a number of diverse cultural contexts – African American, Indian, Italian, AAPI, Navajo, Canadian, British) does not serve a specific occupation or profession, but provides valuable contextual knowledge and perspective, and promotes empathy—these are things that we all need, regardless of major or profession.

Finally, the Gender and Sexuality at ACC/ACU project requires every student to conduct an oral history interview with alumni of this university, bringing the themes of the class home to our

immediate context, and allowing students to interact with alumni from a variety of majors, professions, and ideological perspectives.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one's internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

Students "listen to, understand, and critically evaluate rhetorical claims" in their Public and Popular Histories of Gender and Sexualities Presentation and Paper. For this assignment, pairs of students examine ways in which the general public engages with the history of gender and sexualities. The students select one podcast, one film, and one site of public memory or commemoration, research and critically evaluate each, and present their work to the class in a presentation and Q & A. The assignment offers opportunities for comparative rhetorical analysis in different types of media, and in productions for the public vs. the scholarly community.

Describe how the course meets the C2 outcome (100 words or less).

Students "analyze quantitative data, published writing, or observable phenomena to draw informed conclusions" in their weekly response posts. Written in response to assigned secondary scholarly sources, as well as primary documents (textual, musical, and visual arts included), these posts prepare students to engage productively in peer-led discussions in class.

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

Students "interrogate [their] internal and external views and values for greater self-awareness" by conducting an oral history interview with ACC/ACU alumni and writing a reflective response to that experience. This assignment allows students to consider how perspectives, policies, and cultural and social norms around gender expression and roles as well as sexualities have changed over time here in the context of this university. This gives them the opportunity to reflect on their own views on the topics we've covered in class and to consider how their personal perspectives relate to those of previous generations of ACU/ACC students.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	Public and Popular Histories of Gender and Sexualities Presentation/Paper
Outcome C2	Response posts
Outcome B1, B2, or B3 *note which of the 3 outcomes will be assessed	B3 - Oral History Project and Reflection Paper (Gender and Sexualities at ACU/ACC)

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellent presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.

Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

HIST 334: Historical Perspectives on Gender and Sexualities

Dr. Kelly R. Elliott
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Email: kelly.elliott@acu.edu
Cell phone: 501.593.0611
Office Hours: MWF 9-11, virtual hours Sunday 8-10pm

Fall 2021
TR 8:00-9:20
ADM 322
3 credit hours

Course Description: From hijras in India to separate spheres in Victorian Britain to Stonewall in the United States, peoples and cultures throughout history have described, experienced, and policed gender and sexuality in a variety of ways. In this course, presented as a series of indepth thematic studies rather than an exhaustive narrative overview, students will encounter a wide variety of global perspectives on gender and sexualities across time and space, revealing their historically contingent nature. By emphasizing the gradual emergence of “modern” sexual identities and gender expressions in dialogue with other social phenomena and historical events, we will understand the central role that gender and sexuality have played in shaping political, social, and cultural history in a number of contexts.

Topics include:

- the commodification and policing of sexuality in various parts of the world
- historic definitions of and challenges to femininity and masculinity in multiple cultural settings
- roles of intersex and transgender people in global history
- the construction of marriage as economic, legal, and sociocultural institution in multiple geographic and historical settings
- the emergence of “modern” Western concepts of sexual orientation and gender identity over time
- queer politics and culture in the United States
- feminism, Womanism, and women’s liberation
- critical theories of gender and sexuality

Purpose of this course: To promote students’ global citizenship, curiosity, and compassion. The study of past cultures and of places and people beyond our usual field of vision can help us better appreciate different points of view. This course should stretch our horizons, make us more sensitive global citizens, and deepen our understanding of ourselves and our own ways of looking at the world, particularly as regards the nature of sexuality and gender. Course material will help us reflect on how our own perspectives compare to the ways gender and sex have been understood in other times and places.

In an effort to keep all members of our community safe, this course has received university approval to require all students to wear face coverings over their mouth and nose, regardless of vaccination status. Students who refuse to comply with this course requirement may be referred to the Dean of Students.

Academic Goals/Student Competencies: This course meets Abilene Christian University's requirements for Historical Literacy and Cultural Awareness. See detailed learning outcomes and competencies below:

Learning Outcomes & Competencies: Historical Literacy Requirement

Competency	Measurement
<i>Students will successfully</i>	<i>... through the following exercises.</i>
Demonstrate broad knowledge of key historical events, personalities, movements, and ideologies that have influenced human civilizations, including issues of gender and social diversity.	In responses to assigned scholarly and primary source texts, students will analyze the influence of gender and sexual identities on social change, political movements, and cultural norms. In class discussion and debate, students will demonstrate familiarity with events such as the Stonewall riots, the controversy around sex work policing, separate spheres ideology, and the role of intersex and transgender identities in varied cultural contexts.
Analyze causality, continuity and change, and periodization.	In reading responses, analyze the broad history of marriage as economic, social, and cultural lodestone in multiple cultural contexts since the early modern period
Interpret historical documents within their original historical contexts.	Students will write responses to and engage in group in-class discussion of a number of shorter primary documents which form a part of each unit. Responses will require students to place documents in context and consider their bias, usefulness as historical sources, and implications for broader cultural debates.
Recognize and critique the process of historical narrative creation in public memory (i.e. in museums, public memorials, canons, and historiography).	Public and Popular Depictions of the History of Gender and Sexuality Paper and Presentation. This assignment requires students to research, explain, and critique depictions of gender and sexuality history in three popular/public media: a podcast, a film, and a monument or memorial site.

Overall Learning Outcome & Competencies: Cultural Awareness Requirement

Competency	Measurement
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<i>Students will successfully</i>	<i>... through the following exercises.</i>
Consider the historical perspectives of others with differing world views	Students will write responses and engage in class discussion of assigned scholarly books and articles that examine gender and sexualities among people in a variety of cultures and places, including African Americans, indigenous Americans, South Asians, Europeans, Africans, and Chinese, from the 16 th century to the present.
Ask complex questions about the beliefs, values, and practices of other cultures; articulate answers to those questions that reflect flexible cultural understanding	Students will lead their groups in discussion of primary and scholarly materials, guiding reflection on the cultural contexts and practices related to gender and sexualities across five centuries and five continents. Students will write responses to readings that articulate the cultural background of these documents and reflect on cultural difference.
Demonstrate ability to reflect on own cultural rules and biases	In the ACU/ACC history project, students will interview former ACC students, compare their interview information to other primary source material, and place all within the context of their own experience at ACU in the present, tracing change over time and reflecting on how their present experience does or does not align with others' in the past.

What I expect of you: Prerequisites for the course are junior standing or the completion of three hours of 100-299 history. Students should prepare by doing assigned readings and taking notes on questions that arise from the readings, participate actively in discussion, and respect the thoughts and perspectives of others in the class. The engagement and attitude of each member of the class contributes to the broader classroom environment and culture; recognize that we will each get out of this experience what we put into it, and that each person's contribution and attitude will affect us all.

Content Warning and Classroom Climate: Our course readings and classroom discussions will frequently focus on mature and potentially challenging topics that are often, by their nature, both political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, and laughter. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; **all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be kind (even when you disagree) and be mindful of the ways that our identities position us in the classroom.** If you are struggling with the course materials, here are some tips: read the syllabus so that you know what to expect and are prepared in advance. You can approach me ahead of time if you have concerns or would like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so

that you can easily exit the room if needed. If you do need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content or personal reasons, you should speak with me as soon as possible and/or seek help from the counseling center.

Classroom Recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

What you may expect of me: I will come to class prepared to make the coursework as clear and as engaging as I can. I will endeavor to return your assignments to you with thoughtful, helpful comments on them, and in a timely manner. As well, I will be available to assist you. Email is the best way to reach me, and I will do my best to respond to emails within 24 hours on weekdays. I am always glad to meet with you during office hours or by appointment.

I will do my very best to ensure that our classroom is a place where we all feel encouraged to express opinions, ask questions, and challenge interpretations. I will extend respect and grace to each of you while expecting each person to speak with respect to everyone in the class, including myself.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. ACU's College of Arts and Sciences mission is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Christian Perspective: This course is taught from a perspective of Christian faith. History students at Abilene Christian University should be able to interrogate their own views of history and the role religion has played in it, while exercising sensitivity to other systems of belief and philosophy. Because this course introduces a wide array of historic perspectives on gender and sexualities, students should understand that the perspectives presented will represent an equally wide variety of cultural and religious traditions. We will attempt to understand these perspectives on their own historical and cultural terms. Understand that readings assigned do not necessarily represent the position of the university. Rather, I have chosen readings and course material that I feel best equip us to have intelligent, critical, and fruitful academic discussion, and best prepare students to leave ACU ready to effectively engage with these topics in a number of academic and/or professional settings.

I will be happy to meet with students to discuss issues raised in the course, as well as questions of faith and ethics, community life, plans for jobs/internships/graduate school, or other topics. Please come and talk to me—I would be so delighted to know you better!

“Come now, let us reason together,” says the Lord. Isaiah 1:18

Required texts:

Meg-John Barker and Julia Scheele, *Queer: A Graphic History* (London: Icon Books, 2016). Many additional articles, selections from books, and/or eBooks will be available on Canvas. The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to students.

Assignments and Grades:

Public and Popular Histories of Gender and Sexuality Paper/Presentation – 200 points

For this assignment, pairs of students will examine ways in which the general public (as opposed to the scholarly community) engages with the history of gender and sexualities. Together, the students should select one podcast, one film, and one site of public memory or commemoration and list their selections on the class google doc linked in Canvas. (See Canvas for complete assignment details, and for lists and links to appropriate materials, or have a different selection approved by Dr. Elliott.)

After carefully examining each of your three selections (film, podcast, monument/memory site), the team of students should research and write a response to them. This essay should place the three examples of public/popular history in conversation with one another and consider how the stories that they represent shape and influence a broader historical narrative about sexuality and gender and their place in cultural memory.

Each paper should cite (in Chicago or MLA format—either one is fine; just be consistent) at least 3 primary sources (the selected media do count!) and at least 4 secondary sources. Papers should be free of grammar and writing mistakes, and should use a formal, professional tone (though first person is acceptable when used appropriately). Papers should be 3-4 double-spaced pages in length. **The paper is worth 125 points.**

At the times designated on the syllabus (students will sign up for times during the first week of class), each group of students will also do an in-class presentation of this project so that everyone in class can encounter and consider a large number of films, podcasts, and memorials in the fields of the history of sexuality and gender history. Presentations should be 10-15 minutes in length and should include a visual and/or auditory component (you may play clips from the podcast and film as needed, and should show photos of the public memory site) and should present, in summary, your team's findings from the paper in an engaging way. **The presentation is worth 75 points.**

Why a team project? Working together on this paper and presentation will give us opportunities to listen to one another. Many of the people we'll study in this class have experienced discrimination or exploitation in part because our society often doesn't create good opportunities to work with and listen to people who are different from us. Addressing some of these topics in groups should give us more opportunity to listen and, hopefully, learn from each other.

Oral History Project: Gender and Sexuality at ACC/ACU – 200 points

Part One (150 points): This project requires each student to conduct an oral history interview with an individual who attended Abilene Christian College (or University, after 1976) between 1945 and 2007. Interviews should be recorded and transcribed, and you'll need to obtain your interviewee's permission and a signed release form for the interview (form provided on Canvas). Recording equipment and soundproof spaces are available in the Learning Studio in the library. Interviews should attempt to understand how the interviewee experienced and perceived expectations, regulations, social practices, religious frameworks, and social roles related to gender and sexuality in the environment at ACC/ACU during their time as a student. You might consider interviewing a family member who attended ACU, or an alumni faculty member you know well. You may not interview anyone who was interviewed for this course in 2019. All oral histories will become part of the ACC/ACU Gender and Sexuality Oral History project, which is available in Digital Commons on the library website.

Part Two (50 points): Reflection paper. After you've transcribed your interview, think about how your interviewee's experience with gender and sexuality norms, expectations, and social and religious practices at ACU compares with your own experience. What has changed over time? What has remained the same? Can you pinpoint any causes for developments in ACU's culture, rules, or behaviors? How does ACU relate to the wider world? What do you like about the ACU environment in terms of sexuality and gender? What could be better? Explore these questions in a reflection paper of 800-1000 words. These papers are informal—no research or citations required—and will not be part of Digital Commons, though we will discuss our oral histories and our reflections in the classroom.

Reaction Papers – 300 points

Readings (articles, book chapters, primary sources) will be assigned for the majority of our class periods, and students are expected to come to class with their reading already done, thought through, relevant questions prepared, etc. so that we can all engage in the material together. In order to help promote this positive engagement with the class material, students will be required to submit **10** reaction papers over the course of the semester. (This means that students will write papers over approximately a third of assigned readings. Choose wisely which readings to write over—you should probably consider your semester schedule and how your course load will shake out in other classes. Give yourself a break in here when and where you need it.)

These papers are detailed responses to assigned readings. They should demonstrate strong familiarity with the material, should be well positioned and clearly argued, and should cover the following points, using complete sentences free of grammatical errors:

1. Major claims/thesis: For the class's assigned reading, you need to write about the major claim(s) set forth by the author(s): A claim/thesis is the basic argument of a writer, who then attempts to prove it. Try to narrow your choice down to one specific or one overarching claim in a sentence or two.

2. Significance: What do you think is significant about the claims? How does it impact the study of gender and sexuality? Why is it relevant to our class?
3. Two important concepts: In your opinion, what are two important/interesting/new concepts or terms introduced in the reading? Provide brief definitions of both in your own words.
4. Notable quotation or staggering statistic: What was the most interesting, wrong, enlightening, provocative sentence in this reading and why? Write down the exact quotation, with the page number, as well as a brief response to explain what you thought about it. Was there a piece of noteworthy quantitative data from the reading? Write it down so we may discuss it more in class.
5. Class question: What question do you have about the reading that would be good to discuss in class? This question may seek clarity from your instructor or peers (e.g. "I didn't understand what the author meant by...") or to foment discussion with peers (e.g. "what did you think about..." "how might one go about..."). Pose a question that does not require a simple yes/no answer.
6. Synthesis: Come up with some type of conclusion or "take away" about what you now know about feminism, race, sexuality, or gender etc. that is significant to you, considering particularly how this reading influences a broader historical narrative. (E.g., how does the claim argued here change your view of British imperialism in India?)

Each reaction paper (you will complete 10) is worth 30 points, for 300 points total. These are due on the day that reading is scheduled for class discussion, so that they can effectively prepare you to participate in the conversation.

Discussion Leading – 50 points

Each student will lead a group of peers (about 4 people) in discussion of two assigned readings over the course of the semester. The student's reaction paper should serve as an effective guide for this, and the student leading discussion should also come prepared with additional questions to raise or material to cover in the group, including, but not limited to, the following: author's background/reason for writing, historical questions/problems, thesis, sources and methodology, genre/approach to history, strengths/weaknesses, historiographical contribution, and significant findings. Discussion should also place the article in the context of larger course themes, e.g., what does this article tell us about marriage in this place and time vs. other places and times we have discussed? What broad conclusions can we draw from this about how marriage functions in law, economy, culture, society, and gender politics?, etc. Students must submit their discussion notes to the professor. The two discussions are worth 25 points each.

Book Review – 150 points

Each student will select a historical monograph in the field of sexuality and/or gender history, read the book carefully, and write a formal academic review of it. A list of books to choose from is provided on Canvas, as well as a couple of examples of academic book reviews. Book reviews should assess the monograph's thesis/claim, historical questions/problems raised, sources/methodology, author background/reason for writing, strengths/weaknesses, historiographical contribution (i.e., how does this book change the field? What does this book

contribute to the broader scholarly conversation on this topic?), ideological orientation/critical perspective, and significant findings.

Thoughtful engagement in class – 100 points

Notice that there are no traditional exams in the course; rather assessments come from written work, oral presentations, and thoughtful, respectful engagement in class discussion. The latter, at 100 points, comprises 10% of the course grade and will be based on my observation throughout the semester of each student's attendance (barring illness—please stay home if you're sick/exposed!), degree of focus and engagement, preparation for class discussion, contribution to substantive and thoughtful conversation, and appropriate interaction with classmates.

Summary of grades for the course:

100 points thoughtful engagement in class

200 points Public/Popular Histories of Gender and Sexuality Team Paper/Presentation

300 points reaction papers in response to articles/primary sources (10 @ 30 points each)

200 points Gender and Sexuality at ACC/U oral history interview and reflection paper

50 points discussion leading

150 points Book Review

Final grades for the course will be based on the percentage of points earned out of total possible points. Grade scale:

A = 100-90 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

No extra credit is offered in this course. If you have a problem with completing the work, please come and talk to me early so that I can help you!

Course Policies:

Attendance/Participation: Attendance is highly important to the success of a discussion-based course like this one. However, as we continue to navigate the Covid environment, I want to offer a high degree of grace and flexibility around attendance. For all of us, our top priority should be keeping ourselves and those around us healthy. This means staying at home when we are sick or have been exposed. ACU (and I!) strongly encourage everyone in the campus to community to get vaccinated and to wear face coverings indoors, in keeping with CDC guidance in our area, where transmission is high.

Habitual talking over others, reading of outside materials, texting, and/or internet surfing will result in loss of points. Phones should not be out in class unless the professor expressly asks students to use them. Please take notes on paper or on a laptop.

Make-ups and late work: Tests may be made up for documented excused absences. **Late assignments/projects will receive a 10-point deduction per school day for each day they are late.** Assignments turned in on the due date, but after the class period, will be considered one

day late. Papers turned in the day after the due date will be considered two days late, and so on. *No assignments will be accepted more than two weeks after the due date*, except under documented circumstances or at the professor's discretion.

Academic Integrity: Presenting someone else's work as your own, whether intentionally or not, is plagiarism. Plagiarism includes, but is not limited to, the following:

Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.

Submitting for credit in whole or in part the work of others.

Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

Plagiarism will result in a zero on the assignment and/or an F in the course. See the full university policy on plagiarism at <http://www.acu.edu/campusoffices/provost>).

Students with disabilities should provide proper documentation through Student Disability Services. SDS assists students with disabilities in obtaining appropriate academic accommodations.

Schedule of Topics/Assignments:

Notice that some readings and reaction papers are assigned to the whole class; other readings and reaction papers are assigned to specific groups of students. This arrangement should allow us to cover the material we need to cover in class without requiring every student to read everything. See Canvas for your group designation.

In cases where there are important foundational or background texts that are referenced in our class readings, but that we will not cover directly in class, I have noted what those texts are and provided links to them in Canvas for optional further reading as you wish.

Week 1: Introduction to Gender and Sexualities History

Tuesday 24 August – Welcome and introduction

Thursday 26 August – Class discussion of *Queer: A Graphic History* and intro to audio tech for oral histories

All Read: *Queer: A Graphic History*, pgs. 1-83 (this is a graphic novel and a quick read!)

Due Thursday for all – Reaction Paper (RP) 1 for pgs. 1-83 of *Queer: A Graphic History* (submit to Canvas before class time)

Week 2: Concepts and Theory in Gender and Sexuality History Studies

Tuesday 31 August – Class discussion of *Queer: A Graphic History* and Meyerowitz article

Thursday 2 September – Group discussions of Bennett article

Read: for Tuesday: *Queer: A Graphic History*, pgs. 84-end **and** Meyerowitz, “A History of ‘Gender’” and for Thursday: Judith Bennett, “‘Lesbian-Like’ and the Social History of Lesbianisms”

Additional (optional!) relevant reading for those who want to learn more: Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence," Joan Scott, "Gender: A Useful Category of Historical Analysis"

Due this week to Canvas by relevant discussion days: RP 2 (Meyerowitz), RP 3 (Bennett). Remember, you have to complete 10 of the RPs over the semester and can choose to opt out of some of these.

Week 3: Public History, Personal History

Tuesday 7 September –Public/Popular Histories of Gender/Sexuality presentation example; oral history discussion

Thursday 9 September – Marriage in History: introduction and discussion of McDougal/Pearsall

Read: McDougal and Piersall, "Marriage's Global Past"

Due: RP 4 (McDougal/Piersall)

Week 4: Marriage in Global Historical Perspective

Tuesday 14 September – Discussion of Sheik and Berry articles

Thursday 16 September – Discussion of Vider and Gutterman articles

Read: Groups A and B read Sheik, "Customs in Common"

Groups C and D read Berry, "Queering the History of Marriage"

Groups A and C read Vider, "Lesbian and Gay Marriage and Romantic Adjustment"

Groups B and D read Gutterman, "House on the Borderland"

Due: RP 5 (Sheik), RP 6 (Berry), RP 7 (Vider), RP 8 (Gutterman)

Week 5: Intersexuality in History; Transgender and Alternative Gender Identities

Tuesday 21 September – intro to intersexuality, intro to trans and alt gender identities; discuss Fausto-Sterling; PPHP 1

Thursday 23 September – Oral history work day; no class meeting – interview and transcribe!

Read: Anne Fausto-Sterling, *Sexing the Body* ch. 2, "That Sexe Which Prevaileth"

Due: RP 9 (Fausto-Sterling)

Week 6: Transgender and Third and Fourth Gender Identities in History

Tuesday 28 September – discuss primary sources from "Native Americans/Gay Americans" and Roscoe, "How to Become a Berdache"; PPHP 2

Thursday 30 September – Discussion of Gettleman, "Peculiar Position" and Nanda, "The Hijras"; PPHP 3

Read: Groups A and D: Primary sources from "Native Americans/Gay Americans" and Gettleman, "The Peculiar Position of India's Third Gender. Groups B and C: Roscoe, "How to Become a Berdache," and Nanda, "The Hijras"

Due: Oral history audio file and transcription, with release form and summary, due 30 September. RP 10 ("Native Americans"), RP 11 (Roscoe), RP 12 (Gettleman), RP 13(Nanda)

Week 7: Oral History; Intro to Womanism and the Blues

Tuesday 5 October – In class group reflection on oral histories

Thursday 7 October – Intro to Womanism; Discussion of “Prove It On Me Blues,” and Carby, “It Jus Be’s Dat Way Sometime” PPHP 4

Read: Listen to “Prove it On Me Blues” and read Carby, “It Jus Be’s Dat Way”

Due: Oral history reflection papers due to Canvas Tuesday 5 October; RP 14 (Carby)

Week 8: Race and Ethnicity in the History of Sexuality in the U.S.

Tuesday 12 October – group discussion of Rosenberg and Hansen

Thursday 14 October – group discussion of Garber and Wu

Read: groups A and B read Rosenberg and Garber, groups C and D read Hansen and Wu **Due:** RP 15 (Roseburg), RP 16 (Hansen), RP 17 (Garber), RP 18 (Wu)

Week 9: Masculinity and Femininity in Victorian Britain

Tuesday 19 October – intro to separate spheres ideology; discussion of *Family Fortunes* PPHP 5

Thursday 21 October – *FF* cont., discussion of Tosh, “The Ideal of Domesticity” PPHP 6

Read: Davidoff and Hall, selection from *Family Fortunes* and Tosh, “The Ideal of Domesticity”

Due: RP 19 (Davidoff and Hall), RP 20 (Tosh)

Week 10: Masculinity and Femininity into the 20th century

Tuesday 26 October – discussion of Foster, “Feminism vs. Feminization,” and Morris, “Targeting Black Masculinity” PPHP 7

Thursday 28 October – discussion of Rutherford, “Fatherhood,” and “Nicky Crane” PPHP 8

Read: groups A and C read Foster and Nicky Crane, groups B and D read Morris and Rutherford

Due: RP 21 (Foster), RP 22 (Morris), RP 23 (Rutherford), RP 24 (“Nicky Crane”)

Week 11: Gender, Labor, and Politics in Industrializing Economies

Tuesday 2 November – Book Review work day, no class meeting – KRE available for questions

Thursday 4 November – Intro to industrialization; discussion of Secombe, “Patriarchy Stabilized” and Taylor, “The Men Are As Bad As Their Masters”

Read: groups A and D read Secombe, groups B and C read Taylor

Due: Book review selections due 2 November; RP 25 (Secombe), RP 26 (Taylor)

Week 12: Commodification and Policing of Sexuality

Tuesday 9 November – discussion of Terpstra, *Lost Girls* PPHP 9

Thursday 11 November – Lecture: the Contagious Diseases Acts in Britain and the Empire

Due: RP 27 (Terpstra), RP 28 (CDA article)

Week 13: Queer Politics and Culture in the U.S.

Tuesday 16 November – Overview: Queer politics and culture in the U.S.

Thursday 18 November – discussion of Chauncey, “Trade, Wolves”

Due: RP 29 (Chauncey)

Read: Chauncey, “Trade, Wolves, and the Boundaries of Normal Manhood”

Week 14: Stonewall

Tuesday 23 November – screening of *Stonewall Uprising* documentary

Thursday 25 November – **Thanksgiving, no class**

Read: none this week!

Week 15: The Women's Movement in the U.S.

Tuesday 30 November – suffragettes and women's lib in the U.S.; discussion of Seneca Falls and NOW

Thursday 2 December – Book Review Roundtable

Read: primary sources from Seneca Falls Convention and NOW

Due: Book Reviews due Thursday 2 December

FINAL EXAM: Book Review Roundtable