

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

Course Number HIST 334 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

New course.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

Change to a Course		COUNCIL ¹								
		Dept./School	College Academic	Deans	TEC	UGEC	UVAC	GRAD	Provost	President
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 (substantive change)	A	A	A		I			A	A
5.	Number of hours (lecture, lab, contact)	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 fee(s)	A	--	A		--			A	I
10.	From U to G or G to U	A	A	A		A			A	A
11.	Cross list with another department: U or G level	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
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	A

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Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

	Change to a Degree Plan	Dept./School	College Academic	Deans	COUNCIL ³				Provost	Faculty	President	Board of Trustees
					T	U	U	G				
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major — Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major — Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor — Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree — Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree — Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

	Provost-Proposed Change	Provost	Department	Dean	COUNCIL ³				Faculty	President	Board of Trustees
					T	U	U	G			
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R	A				A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R	A	A			--	A	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R	A	A			A	A	I

A

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A
5.	Other academic policy changes	--	--	--		A		A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

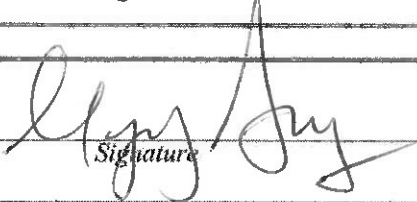
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	9 January 2020 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	2-21-2020 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	2/26/2020 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course – HIST 334 Historical Perspectives on Gender and Sexualities

Course ID (<i>Subject and Number</i>)	HIST 334
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Kelly Elliott
	Course Instructor	Kelly Elliott
3	Course Title	Historical Perspectives on Gender and Sexualities
4	Course Abbreviation for Banner if title is more than 30 characters	Gender Sexuality History
5	College	Arts and Sciences
6	Department or School	History and Global Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	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.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	none
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	none
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed “Request to Add or Change Course Fees” form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? Odd years
22b	Will the course be offered in spring terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2021
24	Is this course required for a degree/s?	☒ No

		☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: HIST 340, Fall 2019. Enrollment: 20
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course will join the various upper level history courses (300-499 level) as options for HIST, Global Studies, and History teaching and Social Studies teaching majors in their degree plans. As a 300-level topical history course, this class is also designed to appeal to non-history students, in particular to those who are seeking more information on the topics of gender and sexuality (topics which are very thinly covered by the university's curriculum as a whole, at least at present.) During the first offering of this course as Special Topics HIST 340, two-thirds of the enrolled students were non history majors who chose to take the class because of their personal interest in the topic.

The Department of History and Global Studies will submit an extensive set of degree plan change proposals in Fall 2020, to take projected effect in the 2021-22 catalog year. As this course would be offered in Fall 2021 and is ready to go to councils now, we thought best to go ahead and bring it in the present term.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

As ACU seeks to promote greater diversity, equity, and inclusion across campus, we must give attention to our curricular offerings. The recent creation of HIST 330 African American History was a step towards this for our department, and this course is part of that same effort. Before the

creation of this course, our department offered no courses that focused on the history of sexuality at all, and only one course that gave some attention explicitly to gender (HIST 250, a U.S. history survey that emphasizes gender and multicultural topics). Gender and sexuality are topics that our students are increasingly interested in, and in some cases, subjects that they wish to study in graduate school. We cannot adequately prepare students for graduate training in history without providing coursework in the history of gender and sexuality and background in the relevant critical theory and historiography. Further, because of the global emphasis of the course, which includes topics such as gender expression in Native American cultures, marriage in colonial Southeast Asia and southern Africa, third genders in India, and gender performance in African-American cultures, the course invites students to a great diversity of perspectives, both in terms of gender/sexuality, but also in terms of culture across the globe.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is designed for any student who is interested in the history of gender and sexualities, regardless of major. Assignments and content have been shaped with the general, not the specialist, student in mind; however, assignments can be (and were, in the ST iteration) adapted to serve the HIST major towards higher level research, e.g., preparing a research project that will serve as an excellent writing sample for graduate applications in the history of sexuality and/or gender. Prerequisite for the course is junior standing or the completion of three hours of 100-299 history.

2. State the overarching course goal(s) in performance terms.

The purpose of this course is 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 compared to the ways gender and sex have been understood in other times and places.

B. Student Learning Outcomes and Measurements

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 through Great Britain's contagious diseases acts and the Renaissance-era Casa della Pieta, 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 the 17 th century Catalina de Erausa text, as well as 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.

C.

Overall Learning Outcome & Competencies: Cultural Awareness Requirement

D.

Competency	Measurement
<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: 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.
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3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Catalina de Erausa, *Memoir of a Basque Lieutenant Nun: Transvestite in the New World*, translated from the Spanish by Michele Stepto and Gabriel Stepto. (Boston: Beacon Press, 1996).

Meg-John Barker and Julia Scheele, *Queer: A Graphic History* (London: Icon Books, 2016).

Many additional articles, selections from books, and/or eBooks are available on Canvas, and include:

Joanne Meyerowitz, "A History of 'Gender,'" *American Historical Review* 113, no. 5 (2008), 1346-1356.

Jeffrey Weeks, "The Invention of Sexual History," in *What is Sexual History?* Polity, 2016.

Judith M. Bennett, "'Lesbian-Like'" and the Social History of Lesbianisms," *Journal of the History of Sexuality* 9, no. 1-2 (2000), 1-24.

Sara McDougall and Sarah M.S. Pearsall, "Introduction: Marriage's Global Past," *Gender and History* 29, no. 3 (2017), 505-528.

Nafisa Essop Sheik, "Customs in Common: Marriage, Law, and the Making of Difference in Colonial Natal," *Gender and History* 29, no. 3 (2017), 589-604.

Jialin Christina Wu, 'Private Lives, Public Spheres: Contesting Child Marriage at the Age of Independence in British Malaya, 1950' *Gender & History*, Vol.29 No.3 (2017), 658–674.

Stephen Vider, 'Lesbian and Gay Marriage and Romantic Adjustment in the 1950s and 1960s United States' *Gender & History*, Vol.29 No.3 (2017), 693–715.

Helen Berry, "Queering the History of Marriage: The Social Recognition of a Castrato Husband in Eighteenth-Century Britain," *History Workshop Journal* 74 (Autumn 2012), 27-50.

to David M. Parry, "A New Right Grounded in the Long History of Marriage," *The Atlantic* (June 2015). This article explains how the arguments presented by historians of marriage (representing the American Historical Association) shaped the thinking of the supreme court justices in *Obergefell vs. Hodges*.

Anne Fausto-Sterling, *Sexing the Body: Gender Politics and the Constructing of Sexuality*. Read chapter 2, "That Sexe which Prevailleth."

Primary sources from "Native Americans/Gay Americans, 1528-1976," in *Gay American History: A Documentary* by Jonathan Katz, 1976. 281-325.

Will Roscoe, "How to Become a Berdache: Toward a Unified Analysis of Gender Diversity," in *Third Sex, Third Gender: Beyond Sexual Dimorphism in Culture*, ed. Gilbert Herdt, 1996. 329-372.

Jeffrey Gettleman, "The Peculiar Position of India's Third Gender," *The New York Times*, February 2018.

Serena Nanda, "The Hijras: An Alternative Gender in Indian Culture," in *Religion and Sexuality in Cross-Cultural Perspective*, ed. Ellingson and Green, 2002. 137-163.

"Prove It On Me Blues," sung by Ma Rainey

Hazel Carby, "It Jus Be's Dat Way Sometime:" The Sexual Politics of Women's Blues" *Radical America* 20, no. 4, 8-22.

Karen V. Hansen, "'No Kisses is Like Youres:' An Erotic Friendship between Two African-American Women in the Mid-Nineteenth Century," *Gender and History* 7 no. 2 (1995), 153-182.

Eric Garber, "A Spectacle in Color: The Lesbian and Gay Subculture of Jazz Age Harlem," in *Hidden from History: Reclaiming the Gay and Lesbian Past*, ed. Duberman, Vicinus, Chauncey, 318-331.

Leonore Davidoff and Catherine Hall, *Family Fortunes : Men and Women of the English Middle Class, 1780-1850* (1987), ch. 8, "My Own Fireside: The Creation of the Middle Class Home," 357-396.

John Tosh, *A Man's Place: Masculinity and the Middle-Class Home in Victorian England* (1999), ch. 2 "The Ideal of Domesticity," 27-50.

Douglas Foster, "Feminism vs. Feminization: The Case of the Christian Woman's Board of Missions," *Discipliana* (January 2004), 17-30.

Susan Booker Morris, "Targeting Black Masculinity: An Analysis of the (mis)Representation of Black Men in the History of Early American Popular Culture," *Interdisciplinary Humanities* Fall 2011, Vol. 28 Issue 2, 77-87.

Robert Rutherford, "Fatherhood, Masculinity, and the Good Life During Canada's Baby Boom, 1945-1965," *Journal of Family History*, Vol. 24 No. 3, (July 1999), 351-373.

BBC article, "Nicky Crane: The Secret Double Life of a Gay Neo-Nazi" (2013).

Wally Secombe, "Patriarchy Stabilized: The Construction of the Male Breadwinner Wage Norm in Nineteenth-Century Britain," *Social History*, Vol. 11, No. 1 (Jan., 1986), pp. 53-76.

Barbara Taylor, "The Men Are as Bad as Their Masters . . .": Socialism, Feminism, and Sexual Antagonism in the London Tailoring Trade in the Early 1830s," *Feminist Studies* 5, no 1 (1979), 7-40.

Nicholas Terpstra, selection from *Lost Girls: Sex and Death in Renaissance Florence* (Johns Hopkins, 2010), 1-50 (chapters 1 and 2).

George Chauncey, "Trade, Wolves, and the Boundaries of Normal Manhood," in *Sexualities in History: A Reader*, ed. Phillips and Reay (2002), 293-318.

Seneca Falls Declaration, 1848.

NOW Statement of Purpose, 1966.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

HIST 334: Historical Perspectives on Gender and Sexualities

Dr. Kelly R. Elliott
Office: Hardin Admin 324C
Email: kelly.elliott@acu.edu
Cell phone: 501.593.0611
Office Hours: TR 8-9, 11-1 and by appointment

Fall 2021
TR 9:30-10:50
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 in-depth 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
- the role 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 compared to the ways gender and sex have been understood in other times and places.

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 through Great Britain's contagious diseases acts and the Renaissance-era Casa della Pietà, 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 the 17 th century Catalina de Erausa text, as well as 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
<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: 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	Students will lead their groups in discussion of primary and scholarly materials, guiding reflection on the

other cultures; articulate answers to those questions that reflect flexible cultural understanding	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 attend class, prepare by doing assigned readings, participate actively in discussion, and respect the thoughts and perspectives of classmates and the professor. 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 impacts everyone else.

Content Warning and Classroom Climate: Our course readings and classroom discussions will frequently focus on mature, difficult, 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 in any way that I can. 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 in love; you may expect the same from me.

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. The ACU Department of History and Global Studies seeks to examine the experiences of humankind, stimulate thought concerning historic ideas, movements, and institutions, and promote ethical standards in keeping with the Christian faith.

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:

Catalina de Erausa, *Memoir of a Basque Lieutenant Nun: Transvestite in the New World*, translated from the Spanish by Michele Stepto and Gabriel Stepto. (Boston: Beacon Press, 1996).

Meg-John Barker and Julia Scheele, *Queer: A Graphic History* (London: Icon Books, 2016).

Many additional articles, selections from books, and/or eBooks are available on Canvas, and include:

Selections from

Nicholas Terpstra, *Lost Girls: Sex and Death in Renaissance Florence*. (Baltimore: Johns Hopkins University Press).

George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (Basic Books, 1994).

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 Depictions of the History of Gender and Sexuality Paper and 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 examining each of your three selections (film, podcast, monument/memory site) carefully, 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 3-5 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 ten 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.

Research Project: Gender and Sexuality at ACC/ACU – 250 points

Part One: 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 2005. Interviews should be recorded and transcribed. 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.

Part Two: Once each student has completed and transcribed an interview and posted it to Canvas so everyone can access it, we will work together in class to reflect on what we have found and strategize about how best to use these oral histories as primary sources to carry our research forward. Through class discussion, we will pull out relevant themes and form groups of students who will work together to produce a research project about gender and sexuality at ACC/U. (We will probably have 4-5 groups of 4-5 students each). Bearing in mind the information you have gathered in interviews, students will work together to support and further these findings with other primary materials from the ACU Special Collections. Good places to start might be the original Optimist newspapers from 1945-2005, Prickly Pear yearbooks from those years, and Student Handbooks from those years. Students will also research more broadly for secondary scholarly articles and books that can provide context, showing how ACU students' experiences may fit into a larger national story (e.g., place a 1970s ACU woman's experience against the broader feminist movement in the United States at that time).

First option: Pulling all of these materials together, each group of students will create a poster presentation that makes an argument about gender and sexuality in ACC/ACU's history. These presentations should be of a quality that is appropriate for the Undergraduate Research Festival in the spring semester. (I will do everything I can to make sure you actually do get to present these!) Each final project must show use of at least 4 oral history interviews, at least 4 other primary sources, and at least 4 secondary sources, 2 of which must be scholarly (e.g., a peer-reviewed journal article or book from an academic press). Sources should be cited according to either Chicago or MLA format. The poster must be free of grammar and writing errors and should use a formal, professional tone, and should also look polished and engaging, with appropriate photographs, images, etc. Posters should include introduction and conclusion sections, a sources and methodology section, and at least 3 other argumentation sections. I'll show you an example in class.

Second option: Students who prefer to research and write a traditional research paper individually instead of crafting a poster presentation with a group may do so. Research papers should likewise be of a quality that is appropriate for the Research Festival and/or the Phi Alpha Theta Regional Conference. Final research papers should use at least 3 oral history interviews, at least 4 other primary sources, and at least 7 secondary sources (5 of which must be scholarly). Research papers must use Chicago style footnotes and Bibliography. The paper should be 12-15 pages in length.

100 points oral history interview (recording and transcription)

150 points group research project (collaboration with peers, primary research in ACU Special Collections, secondary scholarly support; final poster presentation) OR individual paper

Reaction Papers – 300 points

Readings will be assigned for the majority of our class periods, and students are expected to come to class with this work 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 reading, 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.

Discussion Leading – 100 points

Each student will lead a group of peers (about 5 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? E.g., What broad conclusions can we draw from this about how marriage functions in law, economy, culture, society, and gender politics? Students must submit their discussion notes to the professor. The two discussions are worth 50 points each.

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 150 points, comprises 15% of the course grade and will be based on my observation throughout the semester of each student's attendance, 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:

150 points thoughtful, respectful engagement in class (including attendance)
200 points Public/Popular Depictions of the History of Gender and Sexuality Team Paper/Presentation
300 points reaction papers in response to articles/primary sources (10 @ 30 points each)
250 points Gender and Sexuality at ACC/U oral history interview/research project
100 points discussion leading

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 will be taken on a daily basis, and per department policy **students who miss more than 6 classes (20% of the course) will be dropped with a grade of WF.** If you experience mitigating circumstances, please contact me immediately so that I can assist you. Three tardies constitute one absence.

Habitual talking over others, reading of outside materials, texting, and/or internet surfing will result in loss of participation 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.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

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 One: Introduction to the History of Gender and Sexualities

Tuesday 27 August – Welcome and introduction

Thursday 29 August – Class discussion of *Queer: A Graphic History*

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 Two: Concepts and Theory in Gender and Sexuality Studies

Tuesday 3 September – Class discussion of *Queer: A Graphic History* and Meyerowitz article

Thursday 5 September – Class discussion of Bennett article and Weeks chapter

Read: *Note that this is the heaviest reading week of the semester. The material from this week gives us the conceptual tools for the rest of the term. YOU GOT THIS!*

All - *Queer: A Graphic History*, pgs. 84-end and Meyerowitz, "A History of 'Gender'"

Groups A and B: Jeffrey Weeks, "The Invention of Sexual History"

Groups C and D: 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 (Weeks), RP 4 (Bennett). Remember, you have to complete 10 of the RPs over the semester and can choose to opt out of some of these.

Week Three: Research and Public History

Tuesday 10 September – Class meets in Special Collections (library basement); discussion of SC material on ACC/ACU and how to do oral history interviews

Thursday 12 September – Student Research Example from Phi Alpha Theta conference; KRE's PPHP presentation example

Read: All - Begin Catalina de Erausa, *Memoir of a Basque Lieutenant Nun*

Week Four: Marriage in Global Historical Perspective

Tuesday 17 September – Overview; discussion of McDougall/Pearsall

Thursday 19 September – discussion of Sheik, Wu, Vider, and Berry

Read: All - Continue Catalina de Erausa and McDougall and Pearsall, "Marriage's Global Past"

Group A: Sheik, "Customs in Common"

Group B: Wu, "Private Lives, Public Spheres"

Group C: Vider, "Lesbian and Gay Marriage and Romantic Adjustment"

Group D: Berry, "Queering the History of Marriage"

Due on relevant days: RP 5 (McDougall/Pearsall), RP 6 (Sheik), RP 7 (Wu), RP 8 (Vider), RP 9 (Berry)

Week Five: Transgender and Intersex Identities in History

Tuesday 24 September – Intro to intersex, third gender, trans identities; discuss Fausto-Sterling; PPHP 1

Thursday 26 September – whole class discussion of Catalina de Erausa book

Read: All - Anne Fausto-Sterling, *Sexing the Body* ch. 2, "That Sexe Which Prevaileth" and finish Catalina de Erausa

Due for all: – RP 10 (Erausa)

Due: RP 11 (Fausto-Sterling)

Week Six: Transgender and Intersex Identities in History

Tuesday 1 October – discuss primary sources from “Native Americans/Gay Americans” and Roscoe, “How to Become a Berdache”; PPHP 2

Thursday 3 October – 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: RP 12 (“Native Americans”), RP 13 (Roscoe), RP 14 (Gettleman), RP 15 (Nanda)

Week Seven: Gender, Sexuality, and African-American History

Tuesday 8 October – Oral histories discussion and planning for group research

Thursday 10 October – Intro to Womanism; Discussion of “Prove It On Me Blues,” and Carby, “It Jus Be’s Dat Way Sometime”

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

Extra (optional) reading: Audre Lorde, “Man Child: A Black Feminist’s Response”

Due Tuesday to Canvas – oral history recording and transcription/abstract/release form

Due: RP 16 (Carby)

Week Eight: Gender, Sexuality, and African-American History

Tuesday 15 October – PPHP 4; Discussion of Hansen, “No Kisses is Like Youres” and Garber, “A Spectacle in Color”

Thursday 17 October – Research Project group work day, Dr. Elliott away at Baylor University

Read: Groups A and C: Hansen, “No Kisses is Like Youres”

Groups B and D: Garber, “A Spectacle in Color”

Due: RP 17 (Hansen), RP 18 (Garber)

Week Nine: Masculinity and Femininity in the Victorian Age

Tuesday 22 October – intro to separate spheres ideology; discussion of *Family Fortunes* PPHP 5

Thursday 24 October – *FF* cont., discussion of Tosh, “The Ideal of Domesticity” PPHP 6

Read: Groups A and B: Hall and Davidoff, *Family Fortunes* (selection)

Groups C and D: Tosh, “The Ideal of Domesticity”

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

Week Ten: Masculinity and Femininity into the Twentieth Century

Tuesday 29 October – discussion of Foster, “Feminism vs. Feminization,” and Morris, “Targeting Black Masculinity” PPHP 7

Thursday 31 October – discussion of Rutherford, “Fatherhood,” and “Nicky Crane” PPHP 8

Read: Groups A and C: Foster and Nicky Crane

Groups B and D: Morris and Rutherford

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

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

Tuesday 5 November – Research Project group work day

Thursday 7 November – Intro to industrialization; discussion of Seccombe, “Patriarchy Stabilized” and Taylor, “The Men Are As Bad As Their Masters”

Read: Groups: A and D: Seccombe

Groups B and C: Taylor

Due: RP 25 (Seccombe), RP 26 (Taylor)

Week Twelve: Commodification and Policing of Sexuality

Tuesday 12 November – discussion of Terpstra, *Lost Girls*

Thursday 14 November – Research Tutorials: groups meet with Dr. Elliott during class time

All read: Terpstra

Due: RP 27 (Terpstra)

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

Tuesday 19 November – Overview: Queer politics and culture in the US; PPHP 9

Thursday 21 November – PPHP 10; discussion of Chauncey, “Trade, Wolves”

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

Due: RP 28 (Chauncey)

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

Tuesday 26 November – screening of *Stonewall Uprising* documentary

Thursday 28 November – no class, Thanksgiving break

Read: none this week!

Week Fifteen: The Women’s Movement in the West

Tuesday 3 December – Feminism, suffragettes, and women’s lib; discuss NOW and Seneca Falls

Thursday 5 December – Research Presentations Miniature Conference, Day 1

Due in class Thursday: Final Research Presentations: Gender and Sexuality at ACC/U

Read: Groups A and C: The Seneca Falls Declaration (1848)

Groups B and D: the NOW Statement of Purpose (1966)

Final Exam: Friday, 8-9:45am. We will use our final exam time slot for the second portion of our miniature conference, during which each group/individual will present their Gender and Sexuality at ACC/U Research Presentations. This is practice for the Research Festival or Phi Alpha Theta in the spring!

Dr. Kelly R. Elliott
Hardin Admin 324C
Kelly.elliott@acu.edu
(501)593.0611

Jan 6, 2020

Re: Review of HIST334

Dear Dr. Elliott,

Thank you for submitting the application for course *HIST334: Historical Perspectives on Gender and Sexualities*. I have reviewed it based on the ACU New Course Application Guidelines. I find the syllabus to be meeting all requirements except the following items that you might want to check:

- Semester should be changed to a future semester in the course application. Similarly, the dates in the schedule could be changed as well. If you anticipate the course to be offered in the summer as well as spring/fall semesters, making the dates more generic ("week 1" "day 1") may help reduce some revision work in the future, as you can use Canvas to set the dates for specific semesters (just my opinion).
- Include Title IX policy which the university now requires. For the standardized text, check here: <https://tinyurl.com/acusyllabus>
- Include your department's mission statement.

You could choose to revise them and proceed with the application. There is no need to submit the syllabus to the Adams Center for further review. Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: January 9, 2020
TO: Dr. Kelly Elliott
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for HIST 334 – Historical Perspectives on Gender and Sexualities

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Melinda Isbell at mgil2a@acu.edu if there are other resources required in the future in support of the course. Thank you for letting us review the course application.

Proposal: Include HIST 334 Historical Perspectives on Gender and Sexualities to University Requirements Menu for Cultural Awareness.

The Dept. of History and Global Studies proposes that the new course HIST 334, Historical Perspectives on Gender and Sexualities, should be added to the University Requirements Menu for Cultural Awareness. HIST 334 provides students with the opportunity to examine and reflect on a variety of global cultural perspectives related to gender, sexuality, and related topics such as marriage. Course readings and the connected responses and in-class discussions draw from such varied cultural contexts as Baroque Florence, 19th century India, mid-20th c. Malaysia, early 20th c. South Africa, many Native American cultures, Victorian Britain, and Jazz-Age Harlem, all the way up through such contemporary events as the 2015 Obergefell vs. Hodges Supreme Court decision in the United States. The course provides critical background to contemporary discussions about gender, gender expression, the commodification and policing of sex, and the emergence of modern Western concepts of gender and sexuality in comparison to historic and non-Western concepts, such as the Navajo *nadleehi* or the Indian *hijra*. Within this very broad, global set of studies, the course also asks students to consider how these same issues of gender, sexuality, and the policing and performance of them, has played out in our immediate local context at ACU—the major project for the class requires students to complete an oral history interview with alumni, asking questions about these issues, and place their findings in larger context, drawing on Special Collections sources such as Prickly Pear yearbooks, Student Handbooks, and *Optimists*, as well as broader research.

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 in-depth 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
- the role 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 compared to the ways gender and sex have been understood in other times and places.

Overall Learning Outcome & Competencies: Cultural Awareness Requirement

Competency	Measurement
<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: 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.

Proposal: Include HIST 334 Historical Perspectives on Gender and Sexualities to University Requirements Menu for Historical Literacy.

The Dept. of History and Global Studies proposes that the new course HIST 334, Historical Perspectives on Gender and Sexualities, should be added to the University Requirements Menu for Historical Literacy. HIST 334 provides students with the opportunity to examine and reflect on a variety of global cultural perspectives related to gender, sexuality, and related topics such as marriage by engaging with both primary source materials and scholarly historical arguments on these topics. Major course assignments include a group project related to public history/public memory, in which students must assess the historical interpretations provided by three types of media: a podcast, a historical or documentary film, and a site of public memory. In the second, larger project of the course, students generate and primary sources of their own (and interact with their classmates' sources) by conducting, transcribing, and sharing oral history interviews with ACU alumni (1945-2005), in which they ask their interviewees about their experiences related to gender and/or sexuality during their time on campus. Using these primary source materials alongside items in Special Collections such as yearbooks, Student Handbooks, and *Optimists*, students then research and write either a traditional research paper or a poster presentation that places the ACU context in conversation with the wider world.

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 in-depth 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
- the role 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 compared to the ways gender and sex have been understood in other times and places.

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 through Great Britain's contagious diseases acts and the Renaissance-era Casa della Pietà, 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 the 17 th century Catalina de Erausa text, Jazz-Age black women's blues songs, European observations of Native American gender and cultural practices from about 1500-1800, and other brief primary sources connected to class themes. 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.