

HIST 172B: QUEER BLACK HISTORIES

In Workflow

1. HIST Committee Chair (schneider@csus.edu)
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Approval Path

1. Wed, 03 May 2023 18:04:41 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Wed, 03 May 2023 20:30:31 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Thu, 04 May 2023 21:04:10 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
4. Fri, 05 May 2023 15:57:34 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
5. Fri, 05 May 2023 15:58:50 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. Fri, 05 May 2023 15:59:51 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
7. Fri, 05 May 2023 19:54:30 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

History

1. Apr 29, 2023 by Rebekkah Mulholland (rebeccak.mulholland)

New Course Proposal

Date Submitted: Thu, 04 May 2023 21:11:45 GMT

Viewing: HIST 172B : Queer Black Histories

Last approved: Sat, 29 Apr 2023 14:01:46 GMT

Last edit: Thu, 04 May 2023 21:11:43 GMT

Changes proposed by: Rebekkah Mulholland (223010333)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Queer Black Histories

Class Schedule Title:

Queer Black Histories

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

History

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2024 (2024/2025 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

172B

Course ID: (For administrative use only.)

203705

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course was created to broaden the field of African American History. As well as to add more content for the LGBTQ Studies minor. This Queer Black Histories course is meant to put queer African Americans in more meaningful context as they are often marginalized or left out of mainstream black and queer history courses. It helps to foster change in regards to using the curriculum to ensure our campus is anti-racist while promoting inclusion and diversity.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course investigates central themes at the intersection of African American history and queer history to learn about the experiences of same sex loving and gender transgressing African Americans. Uses an interdisciplinary approach to explore historical and contemporary emergence of queer black identities, movements, and communities.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Seminar Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Compare how gender, sexual, and race-based oppression and queer movements have been shaped by diverse identities, behaviors, and communities.	-Class participation -Discussion Questions & Leading Discussions -Essay #1: Doing Queer Black History -Essay #2: Queering the Blues -Research Paper and Presentation
2	Analyze the emergence and consequences of queer black identities in combating gender, sexuality, and race-based oppression in the nineteenth and twentieth century.	-Class participation -Discussion Questions & Leading Discussions -Essay #1: Doing Queer Black History -Essay #2: Queering the Blues -Research Paper and Presentation
3	Synthesize knowledge regarding queer black histories.	-Class participation -Discussion Questions & Leading Discussions -Essay #1: Doing Queer Black History -Essay #2: Queering the Blues -Research Paper and Presentation
4	Critique scholarly arguments regarding queer black histories.	-Class participation -Discussion Questions & Leading Discussions -Essay #1: Doing Queer Black History -Essay #2: Queering the Blues -Research Paper and Presentation

Attach a list of the required/recommended course readings and activities:

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Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

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Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

This course explores multiple national movements, figures, and works for Black Queer histories across the twentieth century.

Develops an understanding of and appreciation for the diversity of the human community.

By examining multiple approaches to Black Queer histories in widely differing geographical regions and among Black Queer individuals of different ethnicities, socioeconomic statuses, religions, gender identities, and sexual orientations.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

By teaching students how to interpret primary source documents (film, diaries, poems, manifestos, art) and by asking them to analyze secondary source documents (articles and interviews) this course introduces students to how historians create knowledge about the past.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

This class investigates how Black Queer individuals from diverse backgrounds sought to challenge unequal power dynamics rooted in inequality (like racism, sexism, homophobia, and transphobia), social institutions (like family and society), and political practices (law and authority), and cultural traditions (religious and secular).

Compare and analyze various conceptions of humankind.

The course begins by analyzing how Black Queer individuals have sought to carve out their own safe spaces where they create works that represents their personhood and solidify their narratives. It then proceeds to demonstrate how intersectional inequalities have shaped Black Queer identities, histories, and arguments. Further, this course highlights the ways in which such individuals have advocated for gender and economic equality and why figures such as Black trans* women have pushed for the liberation of the most marginalized groups.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

The study of history revolves around promoting comprehension of the past progression of cultures and civilizations. This particular course aims to explore the ways in which the core beliefs and principles of various cultures have influenced the social, economic, and political prospects of Black Queer individuals advocates who have endeavored to reinterpret and reshape those beliefs and principles to advance equality, dignity, and opportunities for all individuals.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

Women, ethnicity, socio-economic status, disabilities, religious affiliation gays and lesbians are all categories central to the analysis in this coursework. Each of these perspectives are central to the lives the individuals explored throughout the course.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

This course has two short essays both of which are 2-3 pages each (500-750 words per essay) worth 10% each; a formal research paper 6-8 pages (1,500- 2,000 words) which is broken down into stages throughout the semesters to give students the opportunity to continue to work on their research and edit as needed before submitting the final paper, worth 30%. In addition, students lead the discussions and are to write discussion questions based on the readings they lead, worth 20%.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

In addition to the above categories emphasized in Form A, the CSUS Policy Manual, General Education Program, Section I.B. also says Sac State graduates should have "An acquaintance with and general understanding of the major dynamic social institutions which affect one's life, and the role individuals and groups play in shaping those institutions" (I.B.8). This course highlights the role of Queer Black individuals who, when confronted with social institutions that inhibited their personhood, acted in concert to reshape the institutions they live under to foster solidarity, resistance, and liberation.

Reviewer Comments:

Jacqueline Irwin (irwin) (Thu, 04 May 2023 21:04:10 GMT): Rollback: Dear Rebekkah, Please see suggestions for revision from the committee sent via email. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Key: 14609