



Course Syllabus: A Very Queer History: LGBTQ History & Classroom Inclusion

Number of Credits: 1*

Course Instructors: Mark Busch & Ric Tennenbaum

Course Description:

History has traditionally been taught in a linear, chronological fashion from the context of those who held the highest influence throughout society. Too often the perspectives of the working class, minorities, immigrants, and women have been ignored in exchange for a limited, anglocentric narrative. Fortunately this trend is changing with the publication of texts such as *A People's History of the United States* and *Lies My Teacher Told Me*. In order to correctly connect the past to the present while remaining relevant and engaging, it is imperative to include the wide-ranging perspectives of the American experience. These efforts have been applied to women and racial minorities, but there has been little work towards including the stories of Americans from the LGBTQ community.

This course serves as a basic foundation for those who want to expand their social studies curriculum to be inclusive to LGBTQ experiences. Topics include the effects of assigning identities to historical figures, contributions from LGBT individuals and groups throughout American history, using thematic teaching to link concepts to perspectives, the challenges associated with including these themes in the classroom, and how to solve them.

Activities in this course include the analysis of key LGBTQ people and movements in United States history, the application of the thematic approach to teaching history, and the development of resources for implementing queer perspectives into the curriculum.

Course Based on: Eaklor, Vicki L. *Queer America: A People's GLBT History of the United States*. The New Press: 2011. ISBN: 978-1595586360
You do not need to purchase this text to complete the course.

Learning Objectives:

Upon completion of this course, students will be able to:

- Demonstrate basic knowledge of the LGBT experience throughout United States history
- Judge the effectiveness of teaching history in a thematic versus linear method
- Evaluate resources such as primary documents and media to increase understanding of LGBT identity in United States history
- Create a lesson plan to be implemented in the history classroom that includes perspectives from LGBT Americans.

*** Course Requirements:**

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with log in instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except final projects, which must be individually authored.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

| Week | Topic/Activity | In Class | Out of Class |
|----------|--|----------------------|-----------------------|
| | Getting to Know the Class; Additional Readings: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time! | | 3 hours |
| 1 | <i>My Big Gay Uncle Lincoln: Applying LGBTQ Identities to American History</i> | | |
| | Discussion: Introductions - Participants will introduce themselves and their learning goals in a discussion board format. | 1 hour 30 minutes | 1 hour |
| | Discussion: FAIR Education Act - Participants will read a news article discussing the FAIR Education Act in California: "California Brings Gay History into the Classroom" and view a news clip that elicits input about LGBT history from a student perspective. | 1 hour 30 minutes | 2 hours 30 minutes |
| | Discussion: Introduction of Queer History - "Introduction" from <i>A Queer History of the United States</i> by Michael Bronski. | 1 hour 30 minutes | 2 hours 30 minutes |
| | Discussion: What is GLBT History - "What is GLBT History?" from <i>Queer America: A People's GLBT History of the United States</i> by Vicki L. Eaklor. | 1 hour 30 minutes | 2 hours 30 minutes |
| 2 | <i>Queer Pride Year-Round: Creating an All-Inclusive Narrative</i> | | |
| | Discussion: Before Stonewall (1984): Participants will watch this documentary that explores the LGBT community in America before 1969. | 1 hour 30 minutes | 3 hours |

| | | | |
|----------|--|----------------------|-----------------------|
| | Discussion: Teaching History Thematically - Participants will read about the differences in teaching history through topical units or through traditional “chronological” methods. | 1 hour 30 minutes | 3 hours |
| | Discussion: Post-Stonewall - “Chapter 6: Cultures and Politics after Stonewall” from <i>Queer America: A People’s GLBT History of the United States</i> | 1 hour 30 minutes | 3 hours |
| 3 | The Queer Frontier: Moving Forward | | |
| | Discussion: Into the 21st Century - “Chapter 9: Into the 21 st Century” from <i>Queer America: A People’s GLBT History of the United States</i> by Vicki L. Eaklor | 1 hour 30 minutes | 3 hours |
| | Discussion: Who Can Teach Queer History? Participants will discuss controversies or challenges associated with teaching queer history in the secondary school setting. | 1 hour 30 minutes | 3 hours |
| | Implementation Plan: Lesson Plan Participants will design one lesson that can be used to implement LGBT history into the social studies curriculum. All materials for the lesson should be included, as well as a reflection of the process of creating the lesson. | 1 hour 30 minutes | 3 hours 30 minutes |
| | Total Time | 15 hours | 30 hours |

Coursework

Participants can earn up to 70 points total for the course. The following table depicts the breakdown of points possible for the required coursework

| Activity | Points |
|---------------------------------|-----------|
| 9 Discussions (5 points each) | 45 |
| Final Implementation Plan/Paper | 25 |
| Total | 70 |

Grading Scale – Graduate Credit

| | |
|------------------------|---|
| 100-90% (70-63 points) | A |
| 89-80% (62-56 points) | B |
| 79-70% (55-49 points) | C |
| 69-60% (48-42 points) | D |
| 59%-Below (<41 points) | F |

Grading Scale - License Renewal Credit

| | |
|------------------------|----|
| 100-80% (70-56 points) | P |
| 79%-Below (<55 points) | NP |

Student Requirements

Students are required to:

- Participate in all discussion forums
- Complete a final implementation plan

Americans with Disabilities Act:

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Grading Rubrics for Individual Activities

Discussion Forums (45 points possible)

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

| Grading Rubric for Discussion Forums | | |
|---|--|---------------|
| | | Points |
| Critical Thinking | Makes connections to the other content and real-life that are supported by reference(s) and example(s) | 2 |
| | Offers new ideas, connections, or applications | 2 |
| | Expresses and justifies personal opinion | 2 |
| | Discusses Overall Implications | 2 |
| Assignment Specific Criteria | Addresses all parts of the assignment, cites sources | 1 |
| Participation (Responses to at least 2 peer posts) | Responds to other posts (when available) | 1 |
| Total Points Possible | | 10 |

Implementation Plan (25 points possible)

The implementation plan is a critical part of this course. Participants must complete a lesson plan that could be used in their own classroom or school. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

| Grading Rubric for Implementation Plan | | |
|---|--|---------------|
| | | Points |
| Critical Thinking | Highlights any new knowledge gained as a result of course. | 5 |
| | Offers new ideas, connections, or applications | 5 |
| | Creates opportunities for students to express and justify personal opinions | 3 |
| | Discusses Overall Implications | 2 |
| Assignment Specific Criteria | Addresses all parts of the assignment, cites sources | 2 |
| Mechanics | Writing is clear, well developed, and organized, No or few grammar and spelling errors | 2 |
| Implementation | Clearly states ideas to use in the future | 2 |
| | States resources to be used | 2 |
| | Is realistic in their approach – understands limitations may exist | 2 |
| Total Points Possible | | 25 |