



Division of Behavioral and Social Sciences
HISTORY DEVELOPMENT
Tuesday, October 19, 2021

MINUTES

Members:	<input checked="" type="checkbox"/> Dean: Chris Gold	<input type="checkbox"/> Danny Hsu
	<input checked="" type="checkbox"/> Jose Arrieta	<input type="checkbox"/> Arne Jaaska
	<input checked="" type="checkbox"/> John Baranski	<input type="checkbox"/> Nathan Lopez
	<input type="checkbox"/> Dustin Black	<input type="checkbox"/> Jamahl Melton
	<input type="checkbox"/> Ismael de la O	<input type="checkbox"/> Edgar Pacas
	<input type="checkbox"/> Sarah Fitzgerald	<input checked="" type="checkbox"/> Saul Panski
	<input checked="" type="checkbox"/> Mike Fraga	<input type="checkbox"/> Kirsten Resnick
	<input checked="" type="checkbox"/> Barry Goldenberg	<input type="checkbox"/> Larry Smith
	<input type="checkbox"/> Omar Gonzalez	<input checked="" type="checkbox"/> Jason Suarez
	<input type="checkbox"/> Matt Hacholski	<input type="checkbox"/> Paul Swendson
	<input checked="" type="checkbox"/> Xocoyotzin Herrera	<input checked="" type="checkbox"/> Orion Teal
	<input type="checkbox"/> Raul Herrera	<input checked="" type="checkbox"/> Sandra Uribe
	<input type="checkbox"/> Hong Herrera Thomas	<input checked="" type="checkbox"/> Arthur Verge
	<input checked="" type="checkbox"/> Lily Hodges	<input type="checkbox"/> Daniel Walker
		<input type="checkbox"/> Mark Wishon
		<input checked="" type="checkbox"/> Cecelia Mataalii, BSS Clerical
Guests:	<input checked="" type="checkbox"/> Cheryl Kroll, BSS Counselor	

I) Fall 2021 Schedule and Enrollment (PowerPoint slide #3 & 4)

- Fall 2021 enrollment is light across the college and in BSS.
- The department reviewed the Fall 2021

II) Winter 2022 and Tentative Spring 2022 Schedules (PowerPoint slide #5)

- The winter and spring schedules for the division are modest because of the decline in enrollment.
- Classes for winter and spring are planned in a variety of different modalities – on campus, online, and hybrid. If classes fill, we will add in the modality that students prefer.
- The department reviewed its offerings for Winter and Spring.
- The tentative schedule has 63% of sections on campus or hybrid and 38% online.

III) The Return to Campus (PowerPoint slides #6-8)

- Our buildings (SOCS and ARTB) will reopen January 2022 at the latest.
- Social distancing is not required so our classes are scheduled with full caps.

- If the LA County Department of Public Health and/or Occupational Safety and Health Administration (OSHA) requires social distancing again in Winter or Spring, we will transition to online.
- There will be 2 air purifiers per classroom, 1 per office, and one or more in most common spaces.
- Each classroom will have a touchless hand sanitizing station.
- Masks are required everywhere on campus, including while lecturing.
- You can remove your mask when you are alone in your office with the door closed, and in “mask break” spaces. Faculty who are only teaching online or in dual enrollment must also meet the vaccine requirement, even if they don’t have plans to come to campus.
- The Board is requiring vaccinations. Please upload your evidence of vaccination by November 8 to the Cleared4work website. Please email Cecelia if you are having trouble with it.
- We are also requesting new technology for some or all of our classrooms. HyFlex will allow faculty to teach in the classroom and on Zoom at the same time, and microphones will help our softer spoken faculty be heard when they lecture with masks on. Chris has requested them for all SOCS classrooms, but we may only get them for some. No new equipment will be installed in ARTB because it is scheduled to be demolished. ITS will, however, make sure all the equipment is functioning in the building and suitable for instruction.
- Chris will be reaching out to all faculty to find out who needs a microphone to use while lecturing. There is a shortage of most instructional technology equipment so we may not be able to have the high-quality ones installed by spring. If not, Chris will purchase some less expensive ones from Amazon for faculty who need them until the better ones can be installed.

IV) Counselor’s Report – Cheryl Kroll

- Please see slide #9 in the attached PowerPoint.

V) Faculty Evaluations and Hiring

- Faculty evaluations are resuming as normal. We have a lot to catch up on so that everyone is still evaluated in their regular cycle. It is especially important for adjunct faculty who are working to get on the rehire list and probationary faculty who want to stay on tenure track.
- You should have received an email if you are being evaluated or are scheduled to evaluate someone. The observations and student surveys are scheduled for week 7 and 8. Access closes on Friday, October 22.
- Anthropology, Childhood Education, Human Development, Psychology, Sociology, and Ethnic Studies will be requesting positions.

VI) Program Review, SLOs, and PLOs

- Program Review – next due Fall 2024 (last review 2019)
- 95% of History assessments for spring are complete. The History PLO assessment has also been submitted.
- SLOs – Fall 2021 – All SLO#2
 - 101 – Hong Herrera Thomas
 - 105 – Sandra Uribe
 - 108 – Michael Fraga

- 110 – Daniel Walker
- 112 – Xocoyotzin Herrera
- 114 - Hong Herrera Thomas
- 129 – John Baranski
- 140 – Jason Suarez
- 152 – Daniel Walker
- 154 – Jason Suarez
- PLOs – Fall 2021 – None
- Orion has updated and streamlined the google form. He will email a link to it. He has created a way to standardize the student success target, and he has removed some redundancy.

VII) Curriculum and Course Load

- HIST 112 and 154 revisions are due and have already been returned Bev. Bev will input changes and let the department know when they should enter Curriculog for comments and approval.
- Hong is working on the course load form to request a reduction in the cap for history classes.
- The department unanimously voted to request that the course cap for all history courses be reduced from 45 to 35 students. Since all history classes have a similar format, it makes sense to request the reduction for all at the same time.
- The department will not request a reduction for inactivated courses at this time. If the department decides to reactivate a course, they will request the reduction at that time.

VIII) LGBTQ+ History Class Proposal

- Lillian Hodges and Hong Herrera Thomas proposed the development of a new LGBTQIA+ History course. Lillian presented a Course Outline of Record for a course at San Francisco Community College (attached). Similar courses and related degrees are offered at several other California Community Colleges.
- Demand for this course was seen in the student survey conducted for the past program review. Students indicated they would like more women's and gender courses. Also, enrollment could be supported by possible inclusion in the Women, Sexuality and Gender Studies AA degree.
- The Dean supports the course and sees it as a necessary addition to fill a current gap in our history curriculum.
- The department offered a hearty endorsement and voted unanimously to support the development of this course.
- Lillian will work on the development of the course, with Hong's support.

IX) History Webpage

- The campus website has been updated. Some pages in our department sites have been lost, and it is time to update others.
- The History program description is not very compelling. We need a statement that will attract students to our division.
- Saul Panski recommended including language in the description that speaks of preparation for careers in public service, the law, etc.
- The Dean encourages the department to offer some new language.

IX) Announcements

- The remaining division-wide meetings will be held from 1:15-2:15 on Wed. Nov. 3, and Thurs. Dec 2. On Nov. 3, Dr. Sims will be giving a report, Moses Wolfenstein will make a presentation

that includes hybrid best practices, and the Writing Center will make a short presentation about their services. For Dec. 2nd, the Dean is planning a panel of BSS faculty who are willing to share their best practices in their online classes. Anyone interested in presenting should email her.

- The Dean also has open office hours on Wednesdays from 1:15-2:15.

Attachment: Meeting PowerPoint
SFCC Course Outline of Record

cc: Dr. Brenda Thames, Superintendent/President
Dr. Jackie Sims, VPAA
Department Faculty
MetaMajor Counselors



History Department Meeting

Tuesday, October 19, 2021

History Agenda

Fall Schedule and Enrollment

Winter and Spring Schedule

The Return to Campus

Counselor's Report – Cheryl Kroll

Faculty Evaluations and Hiring

Program Review, SLOs, and PLOs

Curriculum and Load

LGBTQ+ History Class Proposal

History Program Description on Website

Announcements

Fall Schedule and Enrollment

- HIST 101 (20 sections filled slowly. 2 canceled and 3 moved to second 8 weeks. Includes 1 FYE.)
- HIST 101H (1 section)
- HIST 102 (14 sections. 2 moved to second 8 weeks. Includes 2 FYE.)
- HIST 102H (1 section)
- HIST 105, 108, 114, 122H, 128, 129 (FYE), 152, and 154 (1 section each)
- HIST 110 (2 sections. Includes 1 Project Success)
- HIST 111 (3 sections)
- HIST 112 (5 sections. Includes 1 FYE.)
- HIST 140 (3 sections. 1 canceled)
- HIST 141 (2 sections)
- Dual Enrollment – HIST 101 – 2 sections. Serra and City Honors.

History Classes – From 2021 Load Report

Year	Sections	Seats Filled	Fill Rate	Avg. Class Size
2019	59	2,505	101	41
2020	66	2,623	94	38
2021	61	2,286	94	36

Winter and Spring Schedules

Winter Schedule

- HIST 101 (4 sections – 1 on campus; 1 hybrid; 2 online)
- HIST 102 (4 sections – 1 on campus; 1 hybrid; 2 online)
- HIST 102H (2 sections – 1 on campus; 1 online)
- HIST 112 (1 section – on campus)
- HIST 140 (1 section – online)

Spring Schedule - TENTATIVE - still being revised

- HIST 101 (18 sections. Includes 2 FYE.)
- HIST 102 (17 sections. Includes 2 FYE.)
- HIST 102H, 106, 110, 122, 122H, 128, 152, 154 (1 section each.)
- HIST 111 (3 sections. Includes 1 Project Success.)
- HIST 112 (5 sections. Includes 1 FYE.)
- HIST 140 (4 sections.)
- HIST 141 (2 sections.)
- Modality (45% on campus; 18% hybrid; 38% online)

The Return to Campus

- Buildings reopen January 2022 – at the latest.
- No social distancing. Full class caps.
 - If the LA County Department of Public Health and/or Occupational Safety and Health Administration (OSHA) requires social distancing again, we will transition to online.
- Air purifiers – 2 per classroom, 1 per office, and in most common spaces.
- Touchless hand sanitizing stations.
- Mask requirement everywhere on campus and while lecturing.
- No mask when alone in office and door closed, and in “mask break” spaces.
- Board requires vaccinations
- New classroom technology – HyFlex and Microphones

In-Room Air Purification Unit Specifications

In-Room Air Purification Unit

JADE Model: SCA5000C



- 3-second motor start delay
- 3-speed selector switch on 006 and 015 models for various air flow ranges
- 10-foot long power cord with strain relief
- Exhaust transition plate to standard 10-inch round (005/006 sizes) or 12-inch oval (015 size) duct included
- Maximum air cleanings per hour = .5
- Galvanized steel, pre-painted cabinet is fully insulated
- SIZING:
 - Average Lecture/Lab is 900 square foot sized bedroom with a 10 ft high ceiling, your room is 9,000 cubic ft. For two air cleanings per hour you will need to move 18,000 cubic feet per hour of air through the filters. Since CADR is measured per minute, you would then divide 18,000 by 60 to get to 300 CADR. Each Lecture/Lab requires two units.

Estimated Costs

Jade Air Purifier SCA5000C	ea	730	\$ 1,997	\$1,457,810
Hepa Filter (Changed twice per year)	ea	1460	\$ 149	\$ 217,540
Charcoal Filter (Changed twice per year)	ea	1460	\$ 79	\$ 115,340
Germicidal UV Light Bulb (Changed Annually)	ea	365	\$ 46	\$ 16,790
Lecture/Lab/Library	365			
TOTAL				\$1,807,480

Benefits to Staff & Students

- 99.97% efficient, long-life HEPA filter removes particles as small as 0.3 microns
- Standard MERV 7 or higher pre-filter
- Minimum 200 CFM, maximum 1500 CFM
- Meets or exceeds the ASHRAE Standard 170: Ventilation of Health Care Facilities
- HEPA filter rack and sealing design meet air leakage requirement
- Vertical design for smaller footprint compared to many competitors and can be mounted and operated horizontally when necessary
- Portable and adaptable to nearly any appropriately-sized location
- Heavy-duty, lockable casters for easy transport
- Red lighted indicator to alert user when filters are overloaded (generally means pre-filter requires replacement)
- Green on/off switch illuminates to verify when running



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Process for Employees Seeking COVID-Related Exemption

On September 7, 2021, the El Camino Community College District Board of Trustees approved a resolution requiring all employees provide evidence of being fully vaccinated no later than November 8, 2021.

All employees are encouraged to get fully vaccinated and El Camino's Student Health Services is offering [free COVID-19 vaccinations on campus](#).

For those employees, both full-time and part-time, seeking a vaccination exemption or other COVID-related procedure exemption, the attached process map was developed to help individuals navigate the process.

Faculty must post their vaccination card to the World Back to Work website by November 8, 2021.

Counseling Updates for BSS Division Meetings: Fall 2021

➤ *Career Center Events*

<https://www.elcamino.edu/support/careers/career-counseling-appointments.aspx>

Students can use this link to explore careers, access meta major resources, look for a job and attend workshops.

➤ *Transfer Center Events:*

<https://www.elcamino.edu/academics/transfer-center/index.aspx>

CSU Application Workshops: Sessions available on: 10/20; 10/21; 10/25; 10/26; 11/3; 11/4; 11/10; 11/16; 11/17; 11/22; 11/24; 11/29; 11/30. Students can sign up on the TC website now.

UC Application Workshops: Sessions available on: 10/19; 10/21; 10/26; 11/1; 11/4; 11/9; 11/10; 11/15; 11/17; 11/23; 11/24; 11/29; 11/30. Students can sign up on the TC website now.

UC Personal Statement Workshops: Sessions available on 10/27; 11/7; 11/8; 11/17; 11/18; 11/23. Students can sign up on the TC website now.

University Virtual Tours: In lieu of our in person campus tours, the Transfer Center has posted a number of virtual tours of various public and private universities on their site.

Faculty Evaluations

Evaluation Timeline – Fall 2021

	16-week classes	1 st 8-week classes	2 nd 8-week class only*
Student Surveys	Week 7 (October 9-15)	Week 5 (Sept. 25-Oct. 1)	Week 5 (Nov. 20-24)
Observations	Week 7 (October 9-15)	Week 5 (Sept. 25-Oct. 1)	Week 5 (Nov. 20-24)
Self-Evaluation	Completed by end of week 12 (November 19)	Completed by end of week 12 (November 19)	Completed by end of week 7 (December 10)
Evaluation Conference	Scheduled by evaluators after receipt of student survey results. Must be completed by December 3.	Scheduled by evaluators after receipt of student survey results. Must be completed by December 3.	Scheduled by evaluators after receipt of student survey results. Must be completed by December 15.
Evaluation completed and acknowledged by evaluatee in Reviewsnap	December 10	December 10	December 17

Faculty Hiring Prioritization

In order to prioritize our recommendations prior to the end of the fall semester, listed below is the 2021-22 timeline:

1. **September 21-October 15:** Deans/faculty work on position requests.
2. **Friday, October 15 by 4:00 p.m.:** Deans forward an electronic copy of position requests to David Mussaw (dmussaw@elcamino.edu) for data verification.
3. **Friday, October 29 by 4:00 p.m.:** Electronic copy of position request and supporting documentation due to Karen Lam (klam@elcamino.edu).
4. **Tuesday, November 2:** Copies of division requests and ground rules distributed electronically to committee member.
5. **Monday, November 8, 2:00-4:30 p.m.:** Meeting to review division requests, listen to brief presentations, ask questions, distribute ballots. Location: Zoom
6. **Tuesday, November 16 by 4:30 p.m.:** Deans and faculty representatives forward their ballots to Karen Lam (klam@elcamino.edu).
7. **Wednesday, November 24, 2:00 p.m.:** Final meeting to review priority list. Location: Zoom

Program Review, SLOs, and PLOs

Program Review – next due Fall 2024 (last review 2019)

SLOs – Fall 2021 – All SLO #2

- 101 – Hong Herrera Thomas
- 105 – Sandra Uribe
- 108 – Michael Fraga
- 110 – Daniel Walker
- 112 – Xocoyotzin Herrera
- 114 - Hong Herrera Thomas
- 129 – John Baranski
- 140 – Jason Suarez
- 152 – Daniel Walker
- 154 – Jason Suarez

PLOs – Fall 2021

- None

Curriculum and Load

Fall 2021 Review

- HIST 112 and 154 are due and have already been returned Bev. Bev will input changes and let the department know when they should enter Curriculog for comments and approval.

Load Change Applications

- Course Class Size Determination forms due Nov. 7.
- Committee Report? Hong?

LGBTQ+ History Proposal

City College of San Francisco
Course Outline of Record
Course Status: Active

I. GENERAL DESCRIPTION

A. Approval Date	August 2019
B. Effective Semester	Fall 2020
C. Department	Social Sciences
D. Course Number	HIST 45
E. Course Title	LGBT American History
F. Course Outline Originator	Ruth Mahaney
G. Department Chairperson	Darlene Alioto
H. Dean	Jill Yee

II. COURSE SPECIFICS

A. Hours	Lecture: 52.5 Homework: 105 Total Hours: 157.5
B. Units	3
C. Prerequisite	None
Corequisite	None
Pre/Corequisite	None
Advisory	ENGL 88 or ESL 188 or readiness for college-level English
Advisory Pre/Corequisite	None
D. Course Justification	Meets graduation requirements for Area D and H3. Meets CSU GE Areas C2 and D and IGETC Area 3B and 4 transfer requirements. Meets major and elective requirements. Prepares students for a major in History and/or LGBT Studies. Elective in the AA-T degree in History.
E. Field Trips	Optional
Description of Field Trips	GLBT Historical Society Museum.
F. Method of Grading	Letter or Pass/No Pass
G. Repeatability	Course is not repeatable

III. CATALOG DESCRIPTION

Survey of the origins, development, and current status of the Lesbian, Gay, Bisexual, and Transgender reform and liberation movements in the United States, with particular emphasis since WWII. Includes the lives, communities, organizations, and resistance movements created by LGBT peoples from diverse racial, ethnic, and class backgrounds.

IV. STUDENT LEARNING OUTCOMES

History Webpage

History

Section Menu

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HISTORY

A degree in history provides students with a foundation in the science of historical inquiry. After completing the program requirements, students will gain an understanding of the methodologies and schools of interpretation utilized by historians to study the past. Students will also demonstrate knowledge of the primary cultural, economic, intellectual, political, social, and diplomatic institutions of the United States and the world. Competencies will be assessed through the evaluation of student term papers and projects, essays, and regularly scheduled examinations.

Contact Information

Dr. Christina Gold, Dean

Office: Social Science Building, Room 101

Phone: 310-660-3735

Email: cgold@elcamino.edu

Announcements

Division Meeting Dates

- Wednesday, Nov. 3 – 1:15-2:15
- Thursday, Dec. 2 – 1:15-2:15

Dean's Open Office Hours

- Wednesdays, 1:15-2:15

Other Announcements

City College of San Francisco
Course Outline of Record
Course Status: Active

I. GENERAL DESCRIPTION

A. Approval Date	August 2019
B. Effective Semester	Fall 2020
C. Department	Social Sciences
D. Course Number	HIST 45
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E. Field Trips	Optional
Description of Field Trips	GLBT Historical Society Museum.
F. Method of Grading	Letter or Pass/No Pass
G. Repeatability	Course is not repeatable

III. CATALOG DESCRIPTION

Survey of the origins, development, and current status of the Lesbian, Gay, Bisexual, and Transgender reform and liberation movements in the United States, with particular emphasis since WWII. Includes the lives, communities, organizations, and resistance movements created by LGBT peoples from diverse racial, ethnic, and class backgrounds.

IV. STUDENT LEARNING OUTCOMES

Upon completion of this course, a student will be able to:

- A. Discuss and evaluate the existence and contributions of lesbians, gay men, bisexual, and transgender people throughout the history of the United States, and the strategies they used for survival.
- B. Identify the major personalities, groups, and events involved in the lesbian/gay/bisexual/transgender movements for social change, and the basic programs of reforms proposed.
- C. Analyze the major transformations of LGBT movements that occurred from the 1950's onward as a result of new ethnic, feminist, and organizational concerns.
- D. Analyze and evaluate the development of lesbian, gay, bisexual and transgender identities and communities in the 20th/21st century.

V. CONTENTS

- A. Methodology and theoretical bases of Historical Studies
 - 1. Varied approaches to history
 - a. Great man theory
 - b. People's history
 - 2. Approaches to the study of marginal communities.
 - 3. Methods to identify, locate and evaluate authenticity and accuracy of primary
 - 4. and secondary sources
 - 5. Social construction and essentialism as applied to history.
 - 6. LGBT historiography and unique resources
- B. Fragments of buried histories
 - 1. Colonial history of Gay men
 - 2. Stories from varied cultures
 - a. Chinese silk workers
 - b. Greek Olympic Games
 - c. Arabic same gender love
 - 3. Sources for hidden histories
- C. Native American Two Spirit tradition
 - 1. Gender systems in Native American tribes
 - 2. Similarities and differences between Two Spirit roles and homosexual identity
 - 3. We Wha and Berdache as examples of two spirit tradition
- D. Revolutionary War and change from agrarian to industrial economic systems
 - 1. Gender roles in agrarian cultures
 - 2. Origins of factories and resulting gender role changes
 - 3. Separate Spheres: public vs. private; proper male vs proper female roles
 - 4. Social Darwinism and gender roles
 - 5. Victorian era sexuality and gender roles
- E. Pathologizing of same sex love and sexuality
 - 1. Rise of sexology
 - 2. The New Woman and sexual freedom
 - 3. Sexual scandals and their political uses
 - 4. Eugenics and the connection to homophobia

5. Medical/biological definitions of same gender love/sexuality
- F. Rise of urban subcultures
 1. Turn of the century cultural changes
 2. World War I and changes in sexual mores, and economics
 3. Prohibition and its impact on "outlaw cultures"
 4. Harlem Renaissance
 5. Rise of urban leisure culture
 6. Studies of various urban subcultures
 - a. Chicago
 - b. Kansas City
 - c. Greenwich Village
 - d. The Bowery
 - e. Barbary Coast
- G. World War II
 1. Single gender environments
 2. The military as a coming out experience
 3. World War II as a "watershed" moment for creation of LGBT communities
 4. Port cities and the growth of LGBT communities
 5. The creation of a "homosexual identity"
 6. Discrimination and witch-hunts against homosexuals
- H. Post war era and repression/resistance
 1. McCarthy and campaign against "commie, pinko, queers"
 2. Government purges of homosexuals
 3. Formation of organizations to oppose oppression, such as Mattachine Society
 4. Daughters of Bilitis, NACHO
 5. Leaders of the homophile movement
 - a. Harry Hay
 - b. Del Martin
 - c. Phyllis Lyon
- I. 1960's
 1. Civil Rights Movement
 - a. March on Washington
 - b. Civil rights legislation
 - c. Bayard Rustin
 2. Student movements
 3. Anti-war protests
 4. Hippies, summer of love
 5. Women's Movement
 6. Transgender communities and police violence/control: Compton's Cafeteria Riot
 7. Participation of and impact on sexual minorities in various movements
- J. Stonewall and Gay Liberation
 1. The Stonewall riots (1969), causes, context, participants
 2. Commemoration of anniversary of Stonewall riot: Pride parades
 3. Increased organizing
 - a. Rise of Gay Liberation
 - b. Political divisions

K. Lesbianism Feminism

1. Gender equality in the public sphere (economics, legal, education)
2. Conceptions of gender and gender roles
3. Lesbian participation in Women's Movement and GLBT movements

L. 1970's Struggles, Gains, and Losses

1. American Psychiatric Association/ removal of homosexuality from DSM
2. Gay Rights ordinances won and overturned: Miami, Wichita, Oregon
3. Proposition 6 campaign against gay or supportive school teachers
4. Assassination of George Moscone and Harvey Milk

M. 1980's: Organizing, protesting, mourning

1. Berkeley and the first domestic partner ordinance
2. People of Color organizing within LGBT movement and separately
3. 1980 Democratic Convention
4. Trans organizations grow; trans civil rights gains and recognition
5. Bisexual Pride movement and its gains
6. March on Washington 1987

N. Impact of AIDS

1. Medical emergency
2. Discrimination increases
3. Prevention and treatment
4. Organizing for care, treatment, research, legal rights (Act-up, Queer Nation)

O. 1990's: More organizing, victories, losses

P. Don't ask, don't tell

Q. Domestic Partner ordinances and struggle for marriage

R. Sodomy laws (Supreme Court upholds Georgia law)

S. March on Washington 1993

T. People of Color organize

U. Trans people struggle for increased recognition

V. 2000's and beyond

1. Sodomy laws found unconstitutional
2. Same Sex marriage
 - a. San Francisco
 - b. Proposition 8
 - c. Supreme Court decisions
3. Assimilation vs. non assimilation strategies
4. Gender queer movement

VI. INSTRUCTIONAL METHODOLOGY

A. Assignments

1. **In-class activity:** Instructor led discussion on lecture and reading materials.
2. **In-class activity:** Small group discussion on selected topics, such as the struggle for same sex marriage.
3. **In-class activity:** Film and videos that will enhance the course material.

4. **In-class activity:** Supervised examination of archival documents, such as newspapers from 1950s-1990s, correspondence from WWII military service members.
5. **In-class activity:** Guest speakers with specific expertise, such as Dr. Trinity Ordone (history of people of color and their involvement in fighting for gay civil rights).
6. **Out-of-class assignment:** Reading from the textbooks and other assigned articles, including primary and secondary sources.
7. **Out-of-class assignment:** Written assignments on such topics as experience of LGBT persons in a particular era and location or community prior to 1950; description of changes from one historical period to another which impact the lives of LGBT people; and major transformations of LGBT movements that occurred from the 1950's onward as a result of new ethnic, feminist, and organizational concerns.
8. **Out-of-class assignment:** Research paper in which students will identify an important reform or liberation issue for LGBT people and summarize the treatment of that issue within LGBT history.
9. **Out-of-class assignment:** Oral History interview with appropriate subject and analysis of the history learned from the subject.

B. Evaluation

1. **Written work:** Midterm essay examination on materials covered in content above.
2. **Written work:** Written analysis of oral history interview using primary and secondary sources.
3. **Other:** Written or oral analysis of archival document.
4. **Participation:** Class participation in questions/answers and small group discussion.
5. **Presentation:** Oral presentation or written summary of historical research as described above for completion.
6. **Exams/Quizzes/Tests:** Quizzes and other written and/or oral assignments to determine student reading skills and analytical abilities, such as a short essay on specific court decisions covered in class.
7. **Final Assessment:** Final written examination that evaluates students' comprehension of LGBT History and their ability to analyze and compare significant individuals, events, and transformations.

C. Representative Textbooks and Other Instructional Materials

1. Duberman, Martin, Martha Vicinus, & George Chauncey. 1990. *Hidden From History: Reclaiming the Gay & Lesbian Past*. Plume Books.
2. Faderman, Lillian. 2012. *Odd Girls & Twilight Lovers.' History of Lesbian Life in Twentieth Century America*. Columbia University Press.
3. Lorde, Audre. 1990. *Zami: A New Spelling of My Name*. Crossing Press.
4. Miller, Neil. 2006. *Out of the Past: Gay & Lesbian History for 1869 to the Present*. Advocate Press.
5. Boyd, Nan Alamllia. 2005. *Wide Open Town: A History of Queer San Francisco to 1965*. University of California Press.
6. Stryker, Susan. 2008. *Transgender History*. Seal Press.

7. Bronski, Michael. 2011. *A Queer History of the United States*. Beacon Press.
8. Faderman, Lillian. 2015. *The Gay Revolution: The Story of the Struggle*. Simon & Schuster.
9. Brooks, Adrian. 2015. *The Right Side of History: 100 Years of LGBTQI Activism*. Cleis Press.
10. Romesburg, Don. 2019. *The Routledge History of Queer America*. Routledge.
11. Instructor generated selected readings, for example: a. Roscoe, Will, *Living the Spirit: A Gay American Indian Anthology*, St Martins Griffin, 1988. b. Chauncey, George, *Gay New York: Gender, Urban Culture and the Making of the Gay Male World 1890-1940*, Basic Books, 1995. c. Shilts, Randy, *Mayor of Castro Street: The Life and Times of Harvey Milk*, Griffin, 2008. d. Duberman, Martin, *Stonewall*, Plume Books, 1994. e. Levins-Morales, Aurora, *Medicine Stories: History, Culture, and the Politics of Integrity*, "Historian as Curandera", South end Press, 1999. f. Katz, Jonathan Ned, "Coming to Terms: Conceptualizing Men's Erotic & Affectional Relations With Men in the U.S. 1820-1892", NYU Press, 1997. g. Kennedy, Elizabeth Lapovsky; "But we would never talk about it": The Structures of Lesbian Discretion in South Dakota, 1928-1933" h. Freedman, Estelle, "Uncontrolled Desires: The Response to the Sexual Psychopath 1920-1960" i. D'Emilio, John, "Homophobia & the Trajectory of Postwar American Radicalism: The Career of Bayard Rustin", *Radical History Review*, 1995. j. Achilles, Nancy, "Development of the Homosexual Bar as an Institution", Routledge, 2013. k. Stryker, Susan, "MTF Transgender Activism in the Tenderloin and Beyond, 1966-1975", *GLQ: A Journal of Lesbian and Gay studies*, 1998. l. Adam, Barry, "Gay Liberation and Lesbian Feminism", Twayne Publishers, 1995. m. Collins, Jane, *History of Bisexuals in America*, Lulu.com, 2014 n. Loughery, *The Other Side of Silence: Men's Lives and Gay Identities: A Twentieth Century History*, Henry Holt & Co., 1998.
12. Videos a. "Silent Pioneers" b. "Before Stonewall" c. "Times of Harvey Milk" d. "Tiny and Ruby" e. "Gay Greenwich Village in the 50's" f. "Brother Outsider: The Life of Bayard Rustin" g. "Changing Our Minds: The Life of Evelyn Hooker" h. "Screaming Queens: The Compton Cafeteria Riot" i. "Two Spirit People" j. "Outrage 69" k. "After Stonewall" l. "Coming Out Under Fire: Gays and Lesbians in WWII"
13. Library and/or on-line resources as appropriate, such as digital LGBT archives; Lulu.com

VII. TITLE 5 CLASSIFICATION

CREDIT/DEGREE APPLICABLE (meets all standards of Title 5. Section 55002(a))

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