

Professor Tammy Van Dyken
Fall 2023
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HISTORY OF SEXUALITY

The central issue...is not to determine whether one says yes or no to sex, whether one formulates prohibitions or permissions, whether one asserts its importance or denies its effects, or whether one refines the words one uses to designate it; but to account for the fact that it is spoken about, to discover who does the speaking, the positions and viewpoints from which they speak, the institutions which prompt people to speak about it and which store and distribute the things that are said.

Michel Foucault, *The History of Sexuality* (1978, p.11)

COURSE GOALS

- To assess multiple historical perspectives on the changing meanings of sexual categories, their development, and their deployment in specific contexts.
- To analyze events and experiences concerning the history of sex and sexuality which until recently were not given a voice by historians
- To locate and appreciate the relevance of the history and sexuality for global history and for our understanding of contemporary disciplines and events.

COURSE MATERIALS:

- Joan Wallach Scott, *Sex and Secularism*. Princeton, NJ: Princeton University Press, 2018 (ISBN-13: 9780691160641).
- Saidiya Hartman, *Wayward Lives, Beautiful Experiments*. New York: W.W. Norton & Co., 2019 (ISBN 978-0-393-35762-2).
- Various essays, book chapters, articles, podcasts, and videos available through Blackboard

COURSE STRUCTURE

The course material will be organized into three units of approximately five weeks each. Each unit will emphasize a particular way of exploring and understanding sexuality, and the units will build upon each other. **For each unit, the expectations include:**

- Weekly engagement with approximately 3-4 readings, videos, and/or podcasts
- Submission of your thoughts and points of analysis in conversation with classmates and the instructor.
- Submission of your individual thoughts and analysis in relation to your own reading and class discussion each week
 - Individual analyses may be submitted weekly or at the end of the fourth week of the unit.
- Submission of summative assessment reflecting on what you gained from the unit at the end of the five weeks.
 - In the case of the final unit, the summative assessment will be a self-directed, cumulative, project that includes reflection on the course as a whole

FORMATIVE ASSESSMENTS

Collective Engagement: You will be asked to provide evidence of your engagement with the material and your classmates through a combination of Blackboard group discussions and Zoom meetings with the

instructor. Each week during each unit, **you must discuss the week's sources at least once on Blackboard and at least once via Zoom meeting with the instructor. The additional times you can choose whichever of the two options you prefer.**

For each Blackboard group discussion, the expectations include:

- Provide a minimum of two posts. Both posts should address the prompt questions and use evidence from the assigned sources.
- The first post should thoroughly address the questions from the prompts based on your analysis of the readings/videos/podcasts. Your first post is due no later than midnight (Central Time) on Wednesday of each week, but you may post as early as you like.
- The second post should be a thoughtful response to at least one classmate's post. In your response, you may either agree and expand upon your classmate's points of analysis relating to the readings or disagree and counter your classmate's points--**just be sure to do so in a respectful way and support your responses with specific evidence from the assigned sources.** Your second post is due no later than midnight (Central Time) on Sunday of each week.
- You are encouraged to post more than just the two required posts in order to further your engagement and everyone's learning.

For Zoom meetings, the expectations include:

- Attend the scheduled Zoom meeting for that week for the full time with camera on (approximately an hour--meetings will be scheduled on Thursdays or Fridays with times based on student feedback at the beginning of the semester)
- Provide your thoughts, analyses, and questions relating to the sources and class themes during the meeting
- Engage fully in any activities with classmates provided by the instructor
- Interact with classmates and instructor in a thoughtful and respectful manner

Individual Engagement: You also will be asked to provide evidence of your individual analysis and engagement with the material in conjunction with the course themes and materials through weekly journaling.

For journal entries during a unit, the expectations include:

- The journal should include a minimum total of four entries focusing on thoughts and ideas you have in relation to the readings, videos, and class discussions for each week.
- Entries can vary in length and presentation and may consist of images (digital or hand crafted) and/or recordings (audio or video) in connection to class topics and discussion.
- You may submit and request feedback on your journal submissions weekly if you choose. Any journal entries submitted before the final due date will receive only feedback.
- Final credit for the journal will be given when it is submitted in its entirety at the end of week four in the unit.

A journal "assignment" where you can type entries will be accessible on Blackboard each week, but you may use whatever format you are most comfortable/familiar with for journaling--written, audio recording, video recording, etc. as long as you submit it to me electronically.

SUMMATIVE ASSESSMENTS

For units one and two, you will be asked to submit a summative assessment at the end of the unit (approximately the end of the fifth week and tenth week of the semester). At the end of unit three, you will be asked to submit a cumulative summative assessment for the course.

For the summative assessments, the expectations include:

- Application of various readings/videos/podcasts from the units to current issues, your own experience, and your field of work/interest OR your classroom
- Clear references to sources using whichever formatting style you are most familiar with (Chicago Style/Turabian, MLA, APA, etc.)

Guiding questions for each summative assessment will be provided in the first week of each unit, and the form of your assessment can be a formal essay paper or a formal lesson/unit plan for teaching.

Final Unit/Final Assessment: For the final unit of the course, you will need to research and develop your own project exploring the history of sexuality. You may choose to do an individual project, or you may choose to work with a partner or two other classmates in a group project (groups will be limited to three people). The specific requirements and guidelines for this unit and the final project will be provided during the semester.

Grading

You will receive feedback and credit for your demonstrated growth at the end of each unit and at the end of the semester. The grades you receive will be based on the thoroughness of your work in relation to the requirements listed on Blackboard as well as your own self-assessment and reflection. You will receive an overall letter grade at the end of each unit and a final letter grade at the end of the semester. Each unit grade will be based on your demonstration of growth during that unit. The final grade will be based on your demonstration of growth over the semester as a whole.

Late assignments will be accepted with the following conditions:

- Any late assignments from a unit must be turned in by the end of a unit to receive any credit
- End-of-unit assignments will be accepted late but will be lowered by a half a grade (eg. from a B to a B-) each day they are late.

If you have any circumstances during the semester that prevent you from keeping up with coursework, please let me know as soon as possible so we can work out a viable plan.

Course Schedule

Weekly assignments, videos, and readings along with descriptions and due dates will be posted as modules on Blackboard. To be responsive to developing circumstances this semester, all these are subject to change, but will be posted at least a week before they are due.

Student Resource Portal

For additional university resources where you can get information and support during the semester, visit the Student Resource Portal: <https://www.wku.edu/online/srp/>

ADA Accommodation

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly

from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX Discrimination and Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

Academic Conduct and Integrity

Everyone in this class is expected to conduct themselves in conjunction with WKU's policy of academic conduct and integrity, outlined in the University's "Student Life Policies on Student Rights and Responsibilities" in the WKU Undergraduate Catalog and online at the Judicial Affairs website <https://www.wku.edu/studentconduct/student-code-of-conduct.php/>