

Course Outline for: HIST 2111 Lesbian, Gay, Bisexual, and Transgender U.S. History**A. Course Description:**

1. Number of credits: 3
2. Lecture hours per week: 3
3. Prerequisites: ENG 0960 (C/P or higher); or
EAP 1100 (C or higher); or
Placement into College Level Reading; and
Placement into ENG 1101 College Writing
4. Corequisites: None
5. MnTC Goals: Goal #5 - History and the Social and Behavioral Sciences
Goal #7A - Human Diversity, Race, Power, and Justice in the United States

People now understood as lesbian, gay, bisexual, and transgender have been integral to the American experience, from the roots of colonialism to the present day. Currently, ideas about sexuality and gender are quite varied and generate a lot of controversy. Students deepen their understanding of the experiences of those now understood as lesbian, gay, bisexual, and transgender (those who experience same-sex attraction, and those who identify outside expectations for their perceived gender). Students analyze the historical roots of LGBT people from the colonial era, when behavior (rather than identity) formed the common understanding of sexuality; through the nineteenth-century when the concepts of hetero- and homosexuality were developed; into the twentieth and twenty-first centuries, when a focus on particular social identities became a salient feature of U.S. society. Students will develop vital skills in source evaluation and analysis as well as how to communicate, with clarity and nuance, historical knowledge about current issues and peoples. This prepares students to support equity in the future.

B. Date last reviewed/updated: April 2025**C. Outline of Major Content Areas:**

1. Overview of topic and terminology (including sex/gender/sexual orientation distinction)
2. Native and colonial understandings of sexuality and gender
3. Cultural influences shaping and being shaped by understandings of sexuality and gender over time
4. The origins and influence of a binary idea of sexual orientation (heterosexuality/homosexuality)
5. Invisibility and "the closet"
6. "Social identity" based on a characteristic (sexuality and gender)
7. Implications of visibility over time

D. Course Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Define native and European/colonial understandings of sexuality and sexual behavior. (Goal 2a, 5c, 7Aa, 7Ab)
2. Identify differences in native and colonial understandings of sexuality. (Goal 5a, 7Aa, 7Ab, 7Ad)
3. Analyze how religious, legal, social, and political aspects of culture shape understandings of sexuality. (Goal 2b, 5b, 5c, 7Aa, 7Ab, 7Ad)
4. Explain concepts of both individual and group invisibility and visibility as they relate to sexuality within cultural understandings. (Goal 2a, 5a, 7Ab)
5. Identify the shift from an understanding of sexuality based on behavior to one based on a sexual binary of heterosexuality and homosexuality. (Goal 2a, 5a, 5b, 5d, 7Aa, 7Ab)
6. Explain equating sexual behavior choices with a social identity. (Goal 2d, 7Aa, 7Ab, 7Ad)
7. Analyze the shifting implications of an identity-based understanding of sexuality as society changes. (Goal 2c, 2d, 5a, 5b, 5d, 7Aa)

E. Methods for Assessing Student Learning:

Methods for assessment may include, but are not limited to, the following:

1. Quizzes
2. Tests
3. Participation
4. Informal and formal written assignments
5. Research projects
6. Other assignments.

F. Special Information:

None