

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one): Arts and Sciences <input checked="" type="checkbox"/>		Business <input type="checkbox"/>	Education <input type="checkbox"/>
Proposal Submitted By: Krystyn Moon		Date Prepared: 8/30/17	
Course Title:	American Foodways		
Department/discipline and course number*:	AMST 204		
Prerequisites:	none		

**This course number must be approved by the Office of the Registrar before the proposal is submitted.*

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? <i>If no, provide a credit hour justification.</i>	YES	X	NO
Will this be a <i>new, repeatable</i> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	X	YES

Date of first offering of this <i>new</i> course: FALL SEMESTER, year	Spring 2019
Proposed frequency of offering of the course:	Once a year
List the faculty who will likely teach the course:	Krystyn MOon
Are ANY new resources required?	NO <input type="checkbox"/> YES <input checked="" type="checkbox"/> <i>Document in attached impact statement</i>

This new course will be (check all that apply):			
Required in the major	Required in the minor	General Elective	X
Elective in the major	Elective in the minor	General Education**	

***AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.*

Catalog Description (suggested length – less than 50 words):	
This seminar looks at the ways in which foodways relates American society and culture, and develops many of the skills that are central to interdisciplinarity.	

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES	X	NO
Course Number and Title of Previous Course		Semester Offered	Enrollment	
AMST 202: Sophomore Seminar: American Foodways		Spr 15, 16, 17	15	
CHECK HERE if the proposed course is to be <i>equated</i> with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower). NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.				

REQUIRED ATTACHMENTS:

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the **UMW Credit Hours Policy (D.5.3)**
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval:	Date: 8/30/17
CCC Chair Approval:	Date: 09/07/17
UCC Chair Approval:	Date: 9/20/17

Rational

This course has been successfully offered as a special topics sophomore seminar for the past three years. However, based on feedback from our 10-year review, we are proposing to give our American Studies seminars permanent catalog numbers. This change will make the thematic focus of these seminars more visible to students, advisors, and faculty who currently struggle to identify the theme of the sophomore seminar during any given semester without additional advising and guidance. Instead of being required to take AMST 202: Sophomore Seminar, students would select one of the 200-level seminars listed in the catalog. Under this programmatic change, American Foodways would be offered as AMST 204, a unique course offering.

Currently, history majors may also apply one section of AMST 202 or 303 to their degree program with permission of the department chair. As we make this programmatic change in American Studies, we anticipate that history students will be able to apply one of these new AMST courses at the 200- and 300-level to their major as they have in the past.

As with our permanent 200-level seminars, this course is connected to a number of learning outcomes for the American Studies major and is currently offered as a speaking intensive course. The course is aligned with the following learning outcomes for the American Studies major:

Integrate Knowledge from several disciplinary perspectives.

Students read scholarship on the topic of American protest and movements for social change from several disciplines over the course of the semester: history, media and theater studies, sociology, African American studies, religion, music, literature, art history, and environmental science. Students also engage with cultural theory.

Read and assess primary and secondary sources from a variety of genres and mediums.

Students engage with scholarship about and representations of American protest movements in a variety of genres and mediums, including academic books and articles, popular feature films, documentary, memoir, and digital history projects. They also engage directly with primary sources produced by activists themselves not only through written documents but other forms of cultural expression like music, art, and theater.

Communicate evidence and analysis orally.

In this discussion-based seminar students routinely engage in an analysis of course reading in class meetings. They also help to lead class discussion about a protest tactic of their choosing during the course of the semester by preparing a formal presentation and facilitating discussion afterwards.

Incorporate aspects of race/ethnicity and gender/sexuality in the explication of American life.

This course directly engages with social movements that stimulated public debate about race, ethnicity, gender, and sexuality in American life. These include but are not limited to the women's suffrage and women's liberation movements, the mid-century black freedom struggle, the Chicana movement, and LGBTQ activism. Students are also encouraged to explore the implications of intersectionality, and to consider topics like African American resistance to the war in Vietnam, or the impact of the environmental justice movement in relation to events like Standing Rock.

Understand the relationship between the present and future with the past.

Students are encouraged to draw to deliberate and thoughtful connections between past and present throughout the semester. This is explicitly required in their protest tactic presentation when they present information not only about how their selected tactic was deployed in our current unit of study but also how the tactic is utilized by social movements today. A week at the end of the semester is traditionally reserved for discussion of ongoing protest movements and students nominate readings for class consideration throughout the semester. Students also read a text that explores the future or “end” of protest and means of enacting social change.

Impact

There will be no impact on library, space, staffing, budget and/or technology.

AMST 202: Sophomore American Studies Seminar

Instructor: Professor Krystyn Moon
Class Meetings: MWF 1:00-1:50PAM
Classroom: Monroe 233
Office Hours: MWF 9:00-10:00AM, 12:00-1:00PM or by appointment
Office: Monroe 220
E-mail: kmoon@umw.edu
Office Phone: (540) 654-1479

Course Goals:

This discussion-based seminar looks at the ways in which foodways relates American society and culture, and develops many of the skills that are central to interdisciplinary learning. These skills include the following:

- Integrate knowledge from several disciplinary perspectives.
- Read and assess primary and secondary sources from a variety of genres and mediums.
- Communicate evidence and analysis orally.

Because this course is speaking intensive, it focuses on these additional skills:

- Understand and be able to explain the conventions and expectations of oral communication as practiced within the discipline of the course taken.
- Apply theories and strategies for crafting messages (verbal, nonverbal, and visual) for particular audiences and purposes.
- Craft oral messages after a conscious process in which various options are reviewed and will be able to explain and support their choices.
- Plan, research, organize, support, and deliver ideas and arguments in a public speaking setting.

Assignments:

- **Class Participation**—Because this course is a speaking intensive seminar, students are expected to contribute to class discussions once daily to receive the minimum passing grade, which is a “D.” Grades will be based on whether a student participated and the substance of his/her comments.
- **Classroom Discussion Facilitation**—Each student along with a partner will lead class discussion of one reading assignments. Students can lecture, do role-playing, analyze primary documents, or stage a debate. At least one day must be reserved for a general discussion of the text(s). Students must email me by 5PM the Friday before their facilitation date with their plans for discussion, including questions. Grades will also be based on the following criteria:
 - Lays out classroom activities for the week.
 - Writes questions that address larger themes within the reading(s).
 - Writes questions that address particular details within the reading(s).
 - Develops a classroom activity that is either 1) creative or 2) enhances information/knowledge from the text(s).
 - Appropriately handles student participation/lack of participation.
 - Speaks loudly and coherently.
 - Uses suitable posture and gestures.
 - Answers questions competently.

See the [Schedule](#) and [Reading List](#) for the specific readings assignments.

- **Reflection Blogs**—Students will write a reflection on the week’s reading assignments by 8AM of the first day of discussion. The reflection post must demonstrate that you have read the entire assignment. See the [Schedule](#) for specific deadlines. No late or incomplete blog posts will be accepted.
- **American Food Digital Project**—Over the course of the semester, students will use three types of digital technologies to explore some aspect of American foodways. The course will start with two training sessions on 3D printing and another session on Timeline JS, both of which students will be required to use. By February 1, all students must have a food or drink approved by the instructor. Students will then produce a timeline over the course of the semester and print an object related to that food/drink item. By 5PM on March 15, students will generate a 5-minute video presentation on their 3D printed item. The presentation—which will be uploaded to our class blog—must include the following:
 - Includes an introduction and conclusion.
 - Lays out the process for choosing the food/drink item.
 - Discusses the decision-making process in choosing what to print.
 - Discuss the experience of printing.
 - Speaks loudly and coherently.
 - Uses suitable posture and gestures.
 - Answers questions competently.

NOTE: all 3D prints MUST be complete at the time of the presentations. Over the course of the semester, students will have several deadlines for plot points on their timelines (see [Schedule](#) for specific deadlines). These plot points must include an appropriate description, image/video, and citations. To do this, students will need to research the following topics:

- History
- Regional/Ethnic/Religious Traditions
- Produced and/or Eaten Today
- Food Components
- Processes
- Variations

At least six plot points are to be included in the timeline to receive a passing grade. Be aware that secondary sources must meet the following criteria: 1) authors are experts in their field; 2) it is published with a reputable press; and 3) the author includes footnotes or endnotes. Primary sources—which do not follow the same criteria—must be from the periodization from which you are writing. The 7-to-10-minute, final presentation on student timelines will be graded on the following criteria:

- Includes an introduction and conclusion.
- Gives an overview.
- Has at least six timeline points.
- Highlights specific plot points that relates to the food item's history, regional/ethnic background, and current production/usage.
- Lists the components of the food and the process(es) in which it is made.
- Has appropriate citations.
- Speaks loudly and coherently.
- Uses suitable posture and gestures.
- Answers questions competently.

See the [Schedule](#) for presentation dates.

- **Speaking Center**—Because this is a speaking intensive course, students are required to visit the

[Speaking Center](#) before the last day of class for any of our speaking-related assignments—classroom facilitation, informal class discussion, 3D presentations, and/or final research presentations (NOTE: visiting the Center after an assignment is completed will not be accepted). Be sure to schedule appointments early!!! The Speaking Center's schedule fills up fast, especially at the end of the semester. Failure to attend to the Speaking Center reduces your participation grade by a full letter grade.

- **Final Essay**—Students will write a 7-page essay (not including the bibliography or citations) on the relationship between American society/culture and foodways based on the readings, videos, activities, and discussions as their final exam for the course. The essay must incorporate at least five reading assignments to receive a passing grade. All assignments are due in hard copy only (no exceptions). Only *Chicago Manual of Style* is accepted. The depth of analysis, development of a cogent thesis, and overall writing mechanics will also impact the grade for this assignment. The final essay is due during our scheduled exam period. For a specific deadline, see the [Schedule](#).

Grade Breakdown:

The instructor will contact your advisor and other administrators using Starfish within the first few weeks of classes to warn students whose classroom performance is unsatisfactory. An unsatisfactory mid-semester report will also be submitted for anyone with a grade of D or below on work completed at that time. Below is the grade breakdown:

- Class Participation—20%
- Classroom Discussion Facilitation—10%
- Reflection Blogs—10%
- Final Essay—30%
- American Food Digital Project—30%
 - Timeline Workshops—5%
 - 3D Print (completed)—5%
 - 3D Print Video Presentations—20%
 - Timeline Presentations—20%
 - Timeline—50%

Grading Rationale:

Academic performance is rated according to the following system:

A	4.00 quality points—Excellent
A-	3.70 quality points
B+	3.30 quality points
B	3.00 quality points—Commendable
B-	2.70 quality points
C+	2.30 quality points
C	2.00 quality points—Acceptable
C-	1.70 quality points
D+	1.30 quality points
D	1.00 quality points—Marginal
F	0.00 quality points—Failure

Honor Code:

The instructor believes that the Honor Code is an essential, positive component of the Mary Washington experience. You should know that if you cheat or plagiarize in this class, you will be taken to the [Honor Council](#). So, do not do it. On the other hand, I also believe that having friends or family read and comment on your writing can be extremely helpful and falls within the bounds of the Honor Code (assuming the writing itself remains yours). If you have questions about these issues, then you should talk to me as soon as possible.

Accommodations:

If a student receives services through the [Office of Disability Resources](#) and requires accommodations for this class, please make an appointment with the instructor as soon as possible to discuss his/her approved accommodation needs. Bring the accommodation letter with you to the appointment. The instructor will hold any information the student shares in the strictest confidence unless the student gives the instructor permission to do otherwise. If a student needs accommodations (note taking assistance or extended time for tests), please consult with the Office of Disability Resources (x1266) about the appropriate documentation of a disability.

Reading List:

Bich Minh Nguyen, *Stealing Buddha's Dinner: A Memoir*.

Enrique Salmon, *Eating the Landscape*.

*** All other reading assignments are posted on the class website ***

Schedule:

Week 1: Introductions

- January 16: No Class (MLK Day)
- January 18: Introduction to class
- January 20: Student Introductions

Week 2: Warming Up

- January 23: Student Introductions
- January 25: How to 3D Print (ThinkLab)
- January 27: Read: Excerpt from *Introduction to Food Studies* (blog)

Week 3: More Warm Up

- January 30: "Cuisine: High, Low, and Not at All;" "Eating America;" and "Nation and Cuisine" (blog)

*** **Blog Post is Due at 8AM** ***

- February 1: Find Food Pattern (Think Lab)
- *** **All Digital Food Project Items MUST be Approved before class by Wednesday** ***
- February 3: Incubator Classroom for Timeline JS Training (ITCC 407)

*** **Bring information and images for your timeline** ***

Week 4: Anthropological Case Study in New England

- February 6-8: Read excerpts from *Clambake* (blog)
- *** **Blog Post is Due at 8AM on Monday*****
- February 10: Timeline Workshop

Week 5: Food and Memory

- February 13-15: Read *Stealing Buddha's Dinner*

***** Blog Post is Due at 8AM on Monday *****

- February 17: Watch *Off the Menu*

Week 6: Southern Food History Meets Gender Studies

- February 20-22: Read excerpts from *A Mess of Greens* (blog)
***** Blog Post is Due at 8AM on Monday *****
- February 24: Timeline Workshop

Week 7: Cookbooks & California Heritage

- February 27-March 1: Read excerpts from *Encarnación's Kitchen* (blog)
***** Blog Post is Due at 8AM on Monday *****
- March 3: No Class (SASA Conference)

Week 8: Spring Break (March 4-12)

Week 9: 3D Print Video Presentations

- March 13-15: Make 5-Minute Video Presentations on 3D Prints
***** Upload to the Class Blog by Wednesday, March 15 at 5PM *****
 - March 17: Bring in 3D prints and read the following:
 - "Katjes' Magic Candy Factory 3D Prints Gummies On-Demand"
(<http://3dprintingindustry.com/2015/08/31/katjes-magic-candy-factory-3d-prints-gummies-on-demand/>)
 - "Try 3D Printed Food in a Restaurant Today"
(<https://3dprintingindustry.com/news/pizza-legend-turns-3d-printer-84590/>)
 - "Democracy Comes in Popsicles" (<https://3dprintingindustry.com/news/democracy-comes-popsicles-taste-internet-pixsweet-98014/>) ;
 - "The Future is Foodini" (<https://3dprintingindustry.com/news/interview-foodini-working-title-87581/>)
- *** Blog Post is Due at 8AM on Friday *****

Week 10: Indigenous Food Beliefs and Practices

- March 20-22: Read *Eating the Landscape*
***** Blog Post is Due at 8AM on Monday *****
- March 24: Timeline Workshop

Week 11: NYC and Italian/Jewish Traditions

- March 27-29: Read excerpts from *Hungering for America* (blog)
***** Blog Post is Due at 8AM on Monday *****
- March 31: Timeline Workshop

Week 12: Japanese Food and Globalization

- April 3-5: Read excerpts from *The Untold History of Ramen* (blog)
***** Blog Post is Due at 8AM on Monday *****
- April 7: No Class (OAH Meeting)

Week 13: Terroir

- April 10-12: Read excerpts from *The Taste of Place* (blog)
***** Blog Post is Due at 8AM on Monday *****

- April 14: Watch Anthony Bourdain's *Parts Unknown: Houston*

Week 14: Oral Histories and Southern Foodways

- April 17: Listen to Excerpt and Read Transcript from Ira Wallace:
<http://www.southernfoodways.org/interview/ira-wallace/>
***** Blog Post is Due at 8AM on Monday *****
- April 19-21: Student Timeline Presentations

Week 15: Final Presentations

- April 24-26: Student Timeline Presentations
- April 28: History and American Studies Symposium (no class)
***** Final Timelines are due by noon on Friday *****

Week 16: Final Exams

- Final essays are due Wednesday, May 3 by 2:30PM