

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):	<input checked="" type="checkbox"/> Arts and Sciences	<input type="checkbox"/> Business	<input type="checkbox"/> Education
Proposal Submitted By:	Krystyn Moon		
Course Title:	American Gender and Sexuality		
Department/discipline and course number*:	AMST 305		
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	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	<input checked="" type="checkbox"/>	YES	<input type="checkbox"/>

Date of first offering of this new course: FALL SEMESTER, year	Fall 2018
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?	<input checked="" type="checkbox"/> NO <input type="checkbox"/> YES <i>Document in attached impact statement</i>

This new course will be (check all that apply):			
Required in the major	<input type="checkbox"/>	Required in the minor	<input type="checkbox"/>
Elective in the major	<input checked="" type="checkbox"/>	Elective in the minor	<input type="checkbox"/>
General Elective	<input checked="" type="checkbox"/>	General Education**	<input type="checkbox"/>

**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 explores the ways in which various disciplines explore the behaviors and attitudes tied to gender and sexuality in the United States.	

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
Course Number and Title of Previous Course		Semester Offered		Enrollment	
AMST 303: Junior Seminar: American Gender and Sexuality		Fall 15,16, 17		15	

<input checked="" type="checkbox"/> CHECK HERE if the proposed course is to be equated 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:

- Rationale Statement** – Why is this course needed? What purposes will it serve?
- Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
- 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.**
- Sample Syllabus**

Department Chair Approval: Clara Howell

Date: 9/11/17

CCC Chair Approval: Don M. Baker

Date: 9/12/2017

UCC Chair Approval: Paul Hartley

Date: 9/20/17

Not
Checked

Rationale Statement:

This course was offered as a junior American Studies seminar in Fall 2015, 2016, and 2017 (AMST 303). 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 junior seminar during any given semester without additional advising and guidance. Instead of being required to take AMST 303: Junior Seminar, students would select one of the 300-level seminars listed in the catalog. Under this programmatic change, American Gender and Sexuality will be offered as a unique course offering.

When American Gender and Sexuality has been offered, it has also counted as an elective in the Women and Gender Studies Major and the Social Justice Minor, but (because the topics of AMST 303 can change) it can only be added as an elective as an exception to the major. This programmatic change will also resolve this problem for both of these programs. 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.

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 focused on museums in the United States from several disciplines over the course of the semester: history, art history, anthropology, sociology, education, business, digital studies, and museum studies.

Utilize technological resources in research, data analysis, and presentation.

Students examine how visitor expectations in a user-generated world have created a new emphasis on "collected" v. collective memory, shared authority, co-curation, and visitor participation. Digital initiatives have been a key part of the evolution of the museum from a "temple" to a "forum."

Students are required to reimagine a traditional museum exhibit and to utilize technology to make the content more accessible and interactive. This applied project is often developed in cooperation with a community partner.

Communicate evidence and analysis orally.

As a speaking-intensive discussion-based seminar, students routinely engage in an analysis of course reading in class meetings. They also help to lead class discussion during the course of the semester by preparing a formal presentation about the development and evolution of a specific museum.

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

Museums in the US encourages students to engage with and reflect on the way that people of different races, ethnicities, genders, and sexualities have been represented in museum displays in

ways that often reinforced or legitimized systems of oppression. Students are exposed to the demands for access and accountability that reshaped the museum field in the late 1960s and 1970s. As definitions of cultural and social significance changed during this period, some museums struggled to become more inclusive and responsive. Students consider how museum origins, the limitations of extant collections, and traditional modes of display have hampered some of these efforts. Students examine different strategies institutions have adopted to resist or facilitate change.

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

This class is deliberately designed to familiarize students with the history of museums in the United States with an eye towards preparing them to engage with contemporary institutions. Consequently, historical developments and past practices are purposefully connected to ongoing debates, dilemmas, and opportunities in the field. In Unit 3, for example, students examine how past practices and beliefs have shaped contemporary museums. In Unit 4, students explore how modes of exhibition and display have shifted in response to audience expectations in a “user-generated” world, and how museums are working to remain relevant.

Impact Statement:

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

AMST 303: Junior Seminar: American Genders and Sexualities

Instructor: Professor Krystyn Moon
Class Meetings: MWF 11:00-11:50AM
Classroom: Monroe 233
Office Hours: MWF 12:00AM-1:00PM; or by appointment
Office: Monroe 220
E-mail: kmoon@umw.edu
Office Phone: (540) 654-1479

Course Goals:

This seminar explores the ways in which various disciplines explore the behaviors and attitudes tied to gender and sexuality in the United States. Topics addressed will include—but are not limited to—the following: human reproduction, cultural mores, sexual orientation, sex work, and marital structures. As a core seminar in the American Studies major, it also fulfill the learning outcomes listed below:

- Integrate knowledge from several disciplinary perspectives.
- Utilize technological resources in research, data analysis, and presentation.
- Communicate evidence and analysis orally.

AMST 303 also fulfills the university's speaking intensive (SI) general education requirement. As part of the SI requirement, this course will expose students to the following 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 on a daily basis to receive a passing grade. 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(s) will lead class discussion of a reading assignment for two days. 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 assigned facilitation days with specific plans. Grades will be based on the following criteria:
 - Meets the 5PM deadline to submit draft of facilitation plans.
 - Responds to feedback and makes appropriate changes.
 - Lays out classroom activities for the week.
 - Writes questions that address larger themes within the reading(s). (Avoid questions that can be answered with a “yes” or a “no.”)

- Writes questions that address particular details within the reading(s).
- Develops a classroom activity that creatively 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 Schedule and Reading List for the specific readings assignments.

- **Introductory Presentation**--During the second week of classes, students will give a five-minute presentation about themselves. As part of this assignment, students will need to construct a gallery of images (Use Powerpoint, Pinterest, class website, etc.). Grades will be based on the following criteria:
 - Includes at least 5 images.
 - Gives an introduction and conclusion to presentation.
 - Meets the 5-minute criteria.
 - Speaks loudly and coherently.
 - Uses suitable posture and gestures.
 - Answers questions competently.
- **Reflection Blogs**--Students will write a one-paragraph (5+ sentences) reflection on the week's reading assignments. Posts must demonstrate that you have read all assignments. See the Schedule for specific deadlines. No late or incomplete blog posts will be accepted.
- **Gender/Sexuality Map Project**--Over the course of the semester, the class will create a genders/sexualities map based on current events. To do this, students need to be actively watching news broadcasts, following official newsfeeds on social media, and/or reading newspapers. Before our first workshop (see schedule), students must meet with DKC tutors to go over their first plot point on the map. For each workshop day, one additional plot point must be added to the class's map by each student; a select number of students will also sign up to discuss their specific map points in class on those days. This will be an informal presentation. Students will be graded on the following criteria:
 - Includes an introduction and conclusion.
 - Describes the news item.
 - Explains why they have chosen this particular news items.
 - Discusses the reputability of the news source. Why is it reputable? How do you know?
 - Meets the periodization requirements of the assignment.
 - Speaks loudly and coherently.
 - Uses suitable posture and gestures.
 - Answers questions competently.

Students are expected to contribute five map points over the course of the semester, which will be presented at the end of the class. Final grades for the map assignment will be based on the description, including grammar and usage rules, and the correct bibliographic citation using *Chicago Manual of Style*. The 5-minute, final presentation will also be graded on the following criteria:

- Includes an introduction, with an argument/thesis, and conclusion.
- Gives an overview of their contribution to the map.
- Highlights specific plot points that relates to gender/sexuality in the United States.
- Connects current events to reading assignments in the course and major themes in our

seminar.

- Meets the 5-minute criteria.
- Speaks loudly and coherently.
- Uses suitable posture and gestures.
- Answers questions competently.

See the Schedule for specific deadlines.

- **Speaking Center**—Because this is a speaking intensive course, students are required to visit the [Speaking Center](#) before the last day of classes for any of our speaking-related assignments—introductory presentation, classroom facilitation, informal class discussion, informal presentation, or map presentation (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-to-10-page essay on genders/sexualities in the United States. The essay must incorporate at least five reading assignments to receive a passing grade as well as current events discussed by our class. The depth of analysis, synthesis of reading assignments, development of a cogent thesis, and overall writing mechanics will 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% (includes Introductory Presentation)
- Classroom Discussion Facilitation—10%
- Reflection Blogs—10%
- Sexuality/Gender Map Project—30%
 - Map Points (20%)
 - Informal Presentations (20%)
 - Finalized Map (30%)
 - Final Presentation (30%)
- Final Essay—30%

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:

- Adichie, *We Should All Be Feminists*.
- Cleves, *Charity and Sylvia*.
- McLemore, *When the Moon was Ours*.
- Kimmel, *Angry White Men*.
- Butler, *Dawn*.
- Other readings will be posted on the class website.

Course Schedule:

Week 1: Introduction & Orientation

- August 28: Introduction
- August 30: Going over Technology
- September 1: Getting Started: Let's Talk about Sex Education

Week 2: Student Introductions

- September 4-8: Presentations

Week 3: Intersectional Feminism

- September 11-13: Read *We Should All be Feminists* (all)
**** Blog post is due at 8AM on Monday ****
- September 15: Watch *Sex Trafficking in the USA*, part 1 (in-class)

Week 4: Whiteness, Masculinity, and Heterosexuality

- September 18-20: Read *Angry White Men*, pgs. 1-98, 169-168, and 227-278.
**** Blog post is due at 8AM on Monday ****
- September 22: Genders/Sexualities in the News Map Workshop. First map point is due. NOTE: need to meet with DKC mentor before this class meeting.

Week 5: Same-Sex Marriage and History

- September 25-27: Read *Charity and Sylvia* (all)

**** Blog post is due at 8AM on Monday ****

- September 29: Watch *Sex Trafficking in the USA*, part 2 (in-class)

Week 6: 19th Century Race and Sex

- October 2-4: Read Excerpts from *White Women, Black Men* (posted online)
**** Blog post is due at 8AM on Monday ****
- October 6: Genders/Sexualities in the News Map Workshop. Second map point is due.

Week 7: Asian American Experience

- October 9-11: Excerpts from *Asian American Sexual Politics* (posted online)
**** Blog post is due at 8AM on Monday ****
- October 13: Watch *Stonewall Uprising*, part 1 (in-class)

Week 9: Sex and Monogamy

- October 16: Fall Break
- October 18-20: Read Excerpts from *Wannabes, Goths, and Christians* (posted online)
**** Blog post is due at 8AM on Wednesday ****

Week 10: Sex Work

- October 23-25: Read Excerpts from *Sex Workers Unite* (posted online)
**** Blog post is due at 8AM on Monday ****
- October 27: Gender/Sexuality in the News Map. 3rd plot point is due.

Week 11: Transgender and YA Fiction

- October 30-November 1: Read *When the Moon Was Ours* (all)
**** Blog post is due at 8AM on Monday ****
- November 3: Conversation with Britnae Purdy, Project Coordinator, Office of Title IX

Week 12: Intersexuality

- November 6-8: Read Excerpts from *Bodies in Doubt* (posted online)
**** Blog post is due at 8AM on Monday ****
- November 10: No Class (American Studies Annual Conference)

Week 13: Sex, Gender, Race, and Science Fiction

- November 13-15: Read *Dawn* (all)
**** Blog post is due at 8AM on Monday ****
- November 17: Watch *Stonewall Uprising*, part 2 (in-class)

Week 14: Thanksgiving

- November 20: Gender/Sexuality in the News Map. 4th plot point is due.
- November 22-24: No Class

Week 15: Map Presentations

- November 27: Gender/Sexuality in the News Map. 5th plot point is due.
- November 29-December 1: Presentations

Week 16: Map Presentations and Review

- December 4: Presentations
- December 6: Essay Review

- December 8: Please attend the Fall History and American Studies Symposium

Week 16: Finals Week

- December 13: Final essays are due in my mailbox by noon.