Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: History

2. Course Prefix and Number: HIST 3560

3. Effective Term: 201320

4. Course Title: Technology and Gender in Historical Perspective
   Abbreviated Title (30 characters or less): Technology and Gender Hist

5. Requested Action:
   - [ ] Renumber a Course
   - [X] Add a Course
   - [ ] Revise a Course
   Current Course Number: 
   Proposed Course Number: 
   Type of Revision: 

6. Course Credit: 
   Contact/Group Hours: 3
   Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study): lecture
   Weekly or Per Term?: weekly
   Credit Hours: 3
   Anticipated Enrollment: 35
   Maximum Hours (Repeatability): 3
   Total Credit Hours: 3

7. Grading Type: [X] Regular (ABCDF) [ ] Satisfactory/Unsatisfactory (S/U) [ ] Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   NA

9. Restrictions: List specific restriction in space above. [ ] College [ ] Major [ ] Standing [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Exploration of the relationship between gender and technology in comparative cultural, social, and historical perspectives from 18th century to present.

11. May Count Either: [ ] or [ ] (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Program Type (e.g.: minor, major, etc.) | Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art) | Requirement or Elective?
    Major | BA in History | elective
    Minor | minor in history | elective

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   [ ] Applicable [X] Not Applicable
14. Justification: Course reflects changes in field of History of Technology, blending both technical developments and cultural considerations. Course builds on faculty strengths and program needs for courses to accommodate increased numbers of majors.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: NA. Course will be taught by an existing tt faculty member as part of normal course load.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes: By the end of the course, students will:

-- demonstrate an understanding of how certain technological artifacts and systems were labeled "masculine" or "feminine" by society throughout history, especially since the Industrial Revolution (late-18th century to the present)

-- demonstrate an understanding of the relationship between access to certain technologies (with an emphasis on gender-based access, or lack thereof), and power relationships in western societies, since the Industrial Revolution

-- improve their ability to identify the author's main argument, use of sources, and potential biases through brief written reviews of multiple assigned readings

-- improve their written and oral communication skills via multiple assignments, enabled and reinforced by classroom instruction and instructor feedback at the individual level

-- demonstrate their ability to synthesize concepts and ideas from multiple secondary sources into a coherent, analytical description of the complex and often hidden relationships between gender, technology, and social, economic, and political power in western societies since the Industrial Revolution

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Week 1
- Print & read before class: Course Syllabus
- Read before class & be ready to discuss Nina E. Lerman, Ruth Oldenziel, and Arwen P. Mohun, "Introduction: Interrogating Boundaries"
  Open book Online Quiz on Syllabus due NLT 5pm Friday, Jan 11

Week 2
Tuesday,
- Read before class & be ready to discuss Chapter 1, Judith A. McGaw, "Why Feminine Technologies Matter," 13-36
- Opinion Paper #1 due on assigned reading

Thursday,
- Top three choices for Book Review assignment due in-class
- Continue discussion on assigned reading
- In-class Exercise #1: Finding the Argument
Note: I will approve one of your choices or assign an alternate book title by the weekend. Start reading immediately! "I couldn’t get the book in time" is not a valid excuse.

Week 3
Tuesday,
• Read before class & be ready to discuss Chapter 5, Nina E. Lerman, "Industrial Genders: Constructing Boundaries," 123-152
• Opinion Paper #2 due on assigned reading

Thursday,
• Continue discussion on assigned reading
• In-class Exercise #2: To Quote or Not to Quote...That is the Question

Week 4
Tuesday,
• Read before class & be ready to discuss Chapter 9, Wendy Gamber, "Dressmaking," 238-266
• Opinion Paper #3 due on assigned reading

Wednesday, Jan 30: 15th Class Day (last day to withdraw from a course with no grade assignment)

Thursday
• Continue discussion on assigned reading
• In-class Exercise: #3 Paraphrase or Plagiarize?

Week 5
Tuesday,
• Read before class & be ready to discuss Chapter 4, Rachel P. Maines, "Situated Technology: Camouflage," 98-122
• Opinion Paper #4 due on assigned reading

Thursday,
• Continue discussion on assigned reading
• In-class Exercise #4: Topic Sentence Outline (Part I)

Week 6
Tuesday,
• Read before class & be ready to discuss Chapter 6, Arwen P. Mohun, "Industrial Genders: Home/Factory," 153-176
• Opinion Paper #5 due on assigned reading

Thursday,
• Continue discussion on assigned reading
• In-class Exercise #4: Topic Sentence Outline (Part II)
• Discuss upcoming Midterm Exam
  Book Review assignment due in class

Week 7
Tuesday,
• Read before class & be ready to discuss Chapter 3, Rebecca Herzig, "Situated Technology: Meanings," 72-97
• Opinion Paper #6 due on assigned reading

Thursday,
Midterm Exam
Week 8
Tuesday,
• Read before class & be ready to discuss Chapter 2, Ruth Oldenziel, “Why Masculine Technologies Matter,” 37-71
• Opinion Paper #7 due on assigned reading
• Midterm Exams returned at end of class

Thursday, Feb 28: Mid-Semester/36th class day (last day to withdraw from a course with no grade penalty; student deadline for request to move finals)

Thursday, :
• Continue discussion on assigned reading
• In-class Exercise #5: Passive Voice Was Used
• In-class Exercise #6: Pruning your Prose
• Assign Oral Presentation dates during class

Week 9
Tuesday,
• Read before class & be ready to discuss: Chapter 12, Joy Parr, “Economics and Homes: Agency,” 329-356
• Opinion Paper #8 due on assigned reading

Thursday, Mar 7: 41st class day

Thursday, Mar 7: 41st class day
• Continue discussion on assigned reading
• In-class Exercise #7: Giving an Effective Oral Presentation

Week 10
Tuesday,
• Read before class & be ready to discuss: Chapter 13, Carolyn M. Goldstein, ”Home Economics: Mediators,” 359-391
• Opinion Paper #9 due on assigned reading

Thursday,
• Continue discussion on assigned reading
• Oral Presentations

Week 11
Tuesday,
• Read before class & be ready to discuss Chapter 14, Ronald R. Kline, ”Home Ideologies: Progress?” 392-424
• Opinion Paper #10 due on assigned reading

Thursday,
• Continue discussion on assigned reading
• Oral Presentations

Week 12
Tuesday,
• Read before class & be ready to discuss Chapter 8, Patricia Cooper, “Cigarmaking,” 207-237
• Opinion Paper #11 due on assigned reading

Thursday,
• Continue discussion on assigned reading
• Oral Presentations
Week 13
Tuesday,
- Read before class & be ready to discuss Chapter 10, Roger Horowitz, “Meatpaking,” 267-294
- Opinion Paper #12 due on assigned reading

Thursday,
- Continue discussion on assigned reading
- Oral Presentations

Week 14
Tuesday,
- Read before class & be ready to discuss Chapter 11, Jennifer Light, “Programming,” 295-328
- Opinion Paper #13 due on assigned reading

Thursday,
- Continue discussion on assigned reading
- Oral Presentations

Week 15
Tuesday,
- Read before class & be ready to discuss Chapter 7, Paul N. Edwards, “Industrial Genders: Soft/Hard,” 177-206
- Opinion Paper #14 due on assigned reading

Thursday,
- Wrap-up Discussion and Review for Final Exam

Friday, Apr 26: Classes End

Week 16
Final Exams (date/time of in-class final exam TBD)

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Syllabus Quiz: (2% of total grade)
A short quiz delivered via Canvas to reinforce the policies and expectations of the course syllabus.

Opinion Papers: (28% of total grade)
Fourteen Opinion Papers (1-2 double-spaced pages each) will be due in class as indicated on the Weekly Schedule, below. The paper should discuss the reading assignments for the week. The assignment encourages students to complete assigned reading in a timely manner, to develop an ability to write critically about historical topics, and prepares them for in-class discussion.

Classroom Participation: (10% of total grade)
Daily discussion of assigned reading to be assessed by faculty member for frequency and quality of student engagement with the historical materials. Students missing class will have opportunity to make up discussion portion of grade through consultation with instructor.

Book Review: (6% of final grade)
Students will read a book of their choice on some aspect of the history of gender and technology and write a review essay (4-5 double-spaced pages long). Instructor will approve book choice, matching book topics with student interests to reinforce the themes of the course. And the book reviews will develop student abilities to critique historical arguments in print, building on the oral critiques and discussions of other course elements (class discussion in particular).

In-Class Presentation: (4% of final grade)
Students will present a short critical review of the book used in their written book review assignment. This presentation will help students develop the ability to orally discuss historical themes, and will also share at least a brief view of the book content with other students in the course, thus exposing them to a larger amount of scholarship than they could be assigned to read in the semester.

Mid-Term Examination (20% of final grade)
Assignment will assess student synthesis of concepts and ideas covered in the first 7 weeks of the course.

Final Examination (30% of final grade)
Assignment will assess student synthesis of concepts and ideas covered in the course.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Syllabus Quiz</td>
<td>10 pts possible</td>
</tr>
<tr>
<td>Weekly Opinion Papers (14 total)</td>
<td>140 pts possible</td>
</tr>
<tr>
<td>Book Review</td>
<td>30 pts possible</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>20 pts possible</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100 pts possible</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150 pts possible</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>50 pts possible</td>
</tr>
</tbody>
</table>

Letter Scale:
A  450-500 pts
B  400-449 pts
C  350-399 pts
D  300-349 pts
F  below 300 pts

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:  
NA

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.).)

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2098 (V/TT).