

UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: HISTORY 408: Women & Crime in American Memory

Date Submitted: 9/18/2017

Proposed Effective Date: FALL 2018

	Name	Email	Phone	Dept
Dept Chair or UPD	Marjoleine Kars	kars@umbc.edu	5-2032	HISTORY
Other Contact	Michelle R. Scott	mscott@umbc.edu	5-2035	HISTORY

COURSE INFORMATION:

Course Number(s)	HISTORY 408			
Formal Title	Mayhem and Murder: Women & Crime in American Historical Memory			
Transcript Title (≤30c)	Women & Crime in American Memory			
Recommended Course Preparation	HIST 201			
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	None			
# of Credits Must adhere to the UMBC Credit Hour Policy	3			
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.			
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail			

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This is an advanced seminar that explores how gender norms have influenced popular media and historical scholarship on women criminals and victims of crime in American historical memory. We will deconstruct select “crimes of the century” and determine how definitions of “victims” and “perpetrators” are altered through the lens of gender, class, and racial analysis. Potential themes include feminism and 1930s bank robbery cases, motherhood and 1950s adoption ring cases, and multiculturalism and the 1990s police brutality trials.

RATIONALE FOR NEW COURSE:

Recently, my scholarship has expanded to focus on investigations of gendered and racial violence as catalysts for civil rights activism in early 20th century America. With this expansion and following a rise in carceral studies in American historical scholarship, this course uses the exploration of popular trials in American historical memory to encourage students to navigate primary sources in the same ways investigators explore evidence in criminal investigations. This course is not a legal history course as we will not be following case law or statutes, but rather it is a social history course that examines ideas and beliefs about people’s behaviors and definitions of citizenship. The course particularly focuses on women centered crimes and “womanhood” as a method of revisiting cases in which the victims and perpetrators seem evident and the crime clear, until students are asked to determine the complex political, social, and economic context of a particular historical moment with the additional historical lens of gender analysis. What assumptions were made about a domestic violence victim who physically challenged her attacker in the 1850s versus the 1950s for example? Ultimately, this course is meant vehicle for students to sharpen their investigative, analytical, and writing skills through exploration of familiar trials in American historical memory.

This course will likely be taught once every other academic year and will be taught as a combined course for upper level undergraduates, graduate students, and particularly advanced history majors. It fits into the department’s 400 level

courses that closely investigate a specific theme, phenomena, or social movement in American history over a relatively succinct period of time.

As there will be an advanced level of writing and independent archival research, students are encouraged but not required to take HIST 201. In the pattern of most history classes grading methods with include regular, audit, and pass/fail to be serve the needs of a larger number of students. With the exception of repeating the course for a better grade, this course is not repeatable for credit.

ATTACH COURSE SYLLABUS (mandatory):

SEE ATTCHED SYLLABUS