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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: EDUCATION

Date Submitted: 5/6/2013

1b. Department/Division: Educational Policy Studies and Evaluatio

1c. Contact Person

Name: Jane Jensen

Email: jjensen@uky.edu

Phone: 859-489-7050

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**2a. Will this course also be offered through Distance Learning?: Yes<sup>4</sup>

2b. Prefix and Number: EPE 675

2c. Full Title: Sociology of Higher Education

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: A study of higher education and society using sociological views and policy perspectives. Topics include inequality and diversity in higher education; universities and colleges as social organizations and cultural institutions; the academic profession, academic departments and disciplines; the social and academic lives of students; as well as the impact of higher education and its relations to labor markets.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course be taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree program?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name: Jane Jensen

Instructor Email: jjensen@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: Yes

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course syllabus is based on Senate Syllabus Guidelines with Distance Learning considerations. Interaction is provided via synchronous online meetings and asynchronous discussion boards.
2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The textbooks, course goals, and assessments are the same as in the graduate classroom-based course with the exception of increased written discussion via discussion boards. The main assessments are short assignments and an article length paper.
3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. There are no exams to be proctored. Students are made aware of university plagiarism policies.
4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? NO  
If yes, which percentage, and which program(s)?
5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? This course does not require computer laboratory space or any other special facilities. DL library services are listed in the syllabus.
6. How do course requirements ensure that students make appropriate use of learning resources? Students are required to familiarize themselves with the course library guide developed in collaboration with a University librarian.
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. No additional facilities are needed
8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Information is provided in the syllabus.
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES  
If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
10. Does the syllabus contain all the required components? YES
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Jane McEldowney Jensen

SIGNATURE|JJENSEN|Jane Jensen|Dept approval for ZCOURSE\_NEW EPE 675|20130213

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE\_NEW EPE 675|20130228

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE\_NEW EPE 675|20130418

Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate F

Attachments:

Upload File

ID	Attachment
Delete 1394	Sociology of Higher Education General Syllabus.doc

First 1 Last

Select saved project to retrieve...

(\*denotes required fields)

1. General Information

- a. \* Submitted by the College of: EDUCATION Today's Date: 5/6/2013
- b. \* Department/Division: Educational Policy Studies and Evaluation
- c.
  - \* Contact Person Name: Jane Jensen Email: jjensen@uky.edu Phone: 859-489-7050
  - \* Responsible Faculty ID (if different from Contact): Email: Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>
- e. Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes <sup>1</sup>  No
- b. \* Prefix and Number: EPE 675
- c. \* Full Title: Sociology of Higher Education
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> 3 Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		
- g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- h. \* Number of credits: 3
- i. \* Is this course repeatable for additional credit?  Yes  No
  - If YES: Maximum number of credit hours:
  - If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

A study of higher education and society using sociological views and policy perspectives. Topics include inequality and diversity in higher education; universities and colleges as social organizations and cultural institutions; the academic profession, academic departments and disciplines; the social and academic lives of students; as well as the impact of higher education and its relations to labor markets.

## k. Prerequisites, if any:

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 15

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

This course is an elective for students in the MS Higher Education and PhD in Higher Education. It may also be of interest to students in other social science graduate programs and interdisciplinary studies as the subject

## 8. \* Check the category most applicable to this course:

Traditional - Offered in Corresponding Departments at Universities Elsewhere

Relatively New - Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement<sup>2</sup> for ANY program?  Yes  No

If YES<sup>2</sup>, list affected programs::

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, **distance learning** is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	EPE675	Date:	2/12/2013
Instructor Name:	Jane Jensen	Instructor Email:	jjensen@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/>		Interactive Video <input type="checkbox"/>	Hybrid <input checked="" type="checkbox"/>

#### Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

The course syllabus is based on Senate Syllabus Guidelines with Distance Learning considerations. Interaction is provided via synchronous online meetings and asynchronous discussion boards.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and student learning outcomes, etc.

The textbooks, course goals, and assessments are the same as in the graduate classroom-based course with the exception of increased written discussion via discussion boards. The main assessments are short assignments and an

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.

There are no exams to be proctored. Students are made aware of university plagiarism policies.

4. Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via any form defined above?

NO

If yes, which percentage, and which program(s)?

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is 12 months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

This course does not require computer laboratory space or any other special facilities. DL library services are listed in the syllabus.

#### Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Students are required to familiarize themselves with the course library guide developed in collaboration with a University librarian.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

No additional facilities are needed.

#### Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Information is provided in the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components, below?  Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining to academic accommodations:

■ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation which recommends accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."

- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?iweb\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/libpage.php?iweb_id=253&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

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<sup>111</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>112</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>113</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>114</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>115</sup> In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)   [Save Current Changes](#)   [Delete Form Data and Attachments](#)

**University of Kentucky College of Education  
Educational Policy Studies & Evaluation  
EPE 675: Sociology of Higher Education**

**Instructor:**  
**Office Address:**  
**Email:**  
**Office Phone:**  
**Office hours:**

**Course Description:** A study of higher education and society using sociological views and policy perspectives. Topics include inequality and diversity in higher education; universities and colleges as social organizations and cultural institutions; the academic profession, academic departments and disciplines; the social and academic lives of students; as well as the impact of higher education and its relations to labor markets.

**Student Learning Outcomes & Objectives:**

- Demonstrate understanding of the history of sociological theories applied to higher education and their relevance to the study of higher education today.
- Articulate a compelling question that advances the study of higher education and society based on at least one sociological theory using primary sources.
- Identify policy implications as a result of taking a sociological perspective.
- Display fluency in both oral and written discussion of socio-cultural theories.

**Course Materials:** Texts will be available on-line through our campus library or provided through e-reserves. Supplemental course materials will be provided through our course website. Broadband access to the internet is recommended.

**Course Requirements:** As an upper-level course, the main requirements are active participation in discussions, investigation of materials related to course topics through a series of short assignments, and the development of a scholarly essay suitable for publication. Your paper may take the form of a literature review or conceptual piece and should be approximately 25-30 pages in length. An abstract of your paper will be due midterm, you will share a complete draft with your classmates by Thanksgiving, and your final draft is due by the last day of classes listed in the University calendar.

**Grading:**

Assignments	50%
Class participation	10%
Final paper	40%

**Grading expectations:** I believe that "A" level work reflects exemplary effort, demonstrating thorough knowledge of the material and insightful critical thinking. This does not mean "above average" or "better than the others"; I grade each student's work relative to the requirements of the assignment. I am happy to read early drafts of assignments.

All written work will be assessed on the basis of demonstrated understanding and application of ideas, concepts and techniques covered in the course. Also critical are your analytic care, clarity of writing, and attentiveness to grammar, spelling and punctuation. Short assignments will not

receive a letter grade, they are assessed on a pass/fail basis intended to assist in the development of fluency working with the concepts in preparation for the final paper.

All written work should be typed and double-spaced unless otherwise noted. Include a heading with name, date and assignment number on everything submitted, and number your pages. All written work must be submitted electronically to the course Dropbox folder within 24 hours of the due date. Format file names this way: EPE775/Assignment1/Last Name.

**Participation & Attendance:** Participation is the final component of your grade. Again, we are all learners in this class. We must support one another's learning by being attentive and well-prepared, providing constructive feedback, being willing to share our work, and being prepared to share it on time. You are expected to attend all synchronous sessions unless you have an excused absence in which case you should arrange to make up any missed work.

**Academic Integrity:** This course adheres to UK policies on academic integrity, cheating and plagiarism. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

**Accommodations:** If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Course Structure:** This course is designed to be taken either as a class-based experience or completely online. In either case, students should prepare for a synchronous discussion each week. The schedule of discussions follows the schedule of readings.

Reading: guiding questions will be provided for each set of readings. Student should be prepared to engage these questions either in conversation or on our online discussion board.

Engaging: To help you apply your knowledge and/or practice your fluency working with conceptual language, you will be given a series of short assignments. Some of these may be completed collaboratively. For example, you will be asked to develop a glossary of terms throughout the class.

Writing: The major paper will be broken down into a series of steps. Students are strongly advised not to miss these deadlines as it will be significantly more difficult to finish on time. Our course writing process is intended to be collaborative. You will be sharing all of your drafts with your classmates.

Reflecting: Some of the assignments are intended to allow you to develop a personal theory to apply to your own work (or to build your own conceptual toolbox). This requires reflective writing with which you may be unfamiliar.

## Tentative Course Schedule & Readings

### Week #1: Introductions

### Week #2: Foundations

- Clark, Burton. 1960. "The Cooling Out Function in Higher Education." *American Journal of Sociology* 65:569-576.
- Labaree, David F. 1997. "Public Goods, Private Goods: The American Struggle over Educational Goals." *American Educational Research Journal* 34:39-81.

### Week #3: Foundations

- Baker, J. 2002. "The Influx of Women into Legal Professions: An Economic Analysis." *Monthly Labor Review* August: 14-24.
- Ayalon, Hanna & Yossi Shavit. 2004. "Educational Reforms and Inequalities in Israel: The MMI Hypothesis Revisited." *Sociology of Education* 77:103-120.
- Lucas, Samuel R. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." *American Journal of Sociology* 106:1642-90.
- Raftery, Adrian E. & Michael Hout. 1993. "Maximally Maintained Inequality: Expansion, Reform and Opportunity in Irish Education 1921-75." *Sociology of Education* 66:41-62.

### Week #4: Foundations

- Arum, Richard. 1998. "Invested Dollars or Diverted Dreams: The Effect of Resources on Vocational Students' Educational Outcomes." *Sociology of Education* 71:130-151.
- Corcoran, M. 1995. "Rags to Rags: Poverty and Mobility in the United States." *Annual Review* 21:237-67.
- Lucas, Samuel R. and Aaron D. Good. 2001. "Race, Class, and Tournament Track Mobility." *Sociology of Education* 74:139-156.
- Steinberg, S. 2001. "The „Jewish Problem“ in American Higher Education." Chapter 9 in Steinberg, S. 2001. *The Ethnic Myth: Race, Ethnicity, and Class in America*. Boston: Beacon Press.

### Week #5: The Sociology of Higher Education

- Gumport, P. 2007. "Sociology of Higher Education: An Evolving Field." Chapter 2 in Gumport, P. *Sociology of Higher Education: Contributions and Their Context*. Baltimore, MD. The Johns Hopkins University Press.
- McDonough, P.M. & Fann, A.J. 2007. "The Study of Inequality." Chapter 3 in Gumport, P. *Sociology of Higher Education: Contributions and Their Context*. Baltimore, MD. The Johns Hopkins University Press.

### Week #6: The Sociology of Higher Education – Higher Education as Work

- Gumport, P. – Chapter 5

### Week #7: The Sociology of Higher Education – Higher Education as Work

- Jacobs, Jerry A. (2004). *The Faculty Time Divide*. *Sociological Forum*, 19(1), 3-27.
- Jacobs, Jerry A., & Winslow, Sarah E. (2004). *Overworked Faculty: Job Stresses and Family Demands*. *Annals of the American Academy of Political and Social Science*, 596, 104- 129.
- Levin, John S. (2006). *Faculty Work: Tensions between Educational and Economic Values*. *The Journal of Higher Education*, 77(1), 62-88.
- Mason, Mary Ann, & Goulden, Marc (2004). *Marriage and Baby Blues: Redefining Gender Equity in the Academy*. *Annals of the American Academy of Political and Social Science*, 596, 86-103.

### Week #8: The Sociology of Higher Education – Higher Education as Work

- Fenelon, James (2003). *Race, Research, and Tenure: Institutional Credibility and the Incorporation of African, Latino, and American Indian Faculty*. *Journal of Black Studies*, 34(1), 87-100.

- Perna, L. W. 2001. "Sex Differences in Faculty Salaries: A Cohort Analysis." *Review of Higher Education* 24:283-307.
- Petrzalka, Peggy (2005). "They Make How Much?" Investigating Faculty Salaries to Examine Gender Inequalities. *Teaching Sociology*, 33(4), 380-388.
- Sharon, M. Lee (2002). Do Asian American Faculty Face a Glass Ceiling in Higher Education? *American Educational Research Journal*, 39(3), 695-724.

Week #9: The Sociology of Higher Education – Higher Education as School

- Hurtado, S. 2007. "The Study of College Impact." Chapter 4 in Gumpert, P. *Sociology of Higher Education: Contributions and Their Context*. Baltimore, MD. The Johns Hopkins University Press.
- JBHE (2003). The Power of Higher Education to Close the Black-White Income Gap. *The Journal of Blacks in Higher Education*(39), 26-28.
- Schieman, S. (2000). Education and the Activation, Course, and Management of Anger. *Journal of Health and Social Behavior*, 41, 20-39.
- Wolniak, Gregory, Tricia A. Seifert, Eric J. Reed, and E.T. Pascarella. forthcoming. "College Majors and Social Mobility." *Journal of Social Stratification*.

Week #10: The Sociology of Higher Education – Higher Education as School

- Aydin, Kemal. 2006. "Social Stratification and Consumption Patterns in Turkey." *Social Indicators Research* 75:463-501.
- Crosnoe, Robert, Rashmita S. Mistry, and Glen H. Elder, Jr. 2002. "Economic Disadvantage, Family Dynamics, and Adolescent Enrollment in Higher Education." *Journal of Marriage and Family* 64:690-702.
- Heyneman, Stephen P. 2005. "Student Background and Student Achievement: What Is the Right Question?" *American Journal of Education* 112:1-9.
- Lorenz, Frederick O., K. A. S. Wickrama, D. Conger Rand, and Glen H. Elder Jr. 2006. "The Short-Term and Decade-Long Effects of Divorce on Women's Midlife Health." *Journal of Health and Social Behavior* 47:111-125.
- Schnittker, Jason, Bernice A. Pescosolido, and Thomas W. Croghan. 2005. "Are African Americans Really Less Willing to Use Health Care?" *Social Problems* 52:255-271.
- Turner, Heather A. and R. Jay Turner. 1999. "Gender, Social Status, and Emotional Reliance." *Journal of Health and Social Behavior* 40:360-373.
- Wu, Zheng, Samuel Noh, Violet Kaspar, and Christoph M. Schimmele. 2003. "Race, Ethnicity, and Depression in Canadian Society." *Journal of Health and Social Behavior* 44:426- 441.

Week #11: The Sociology of Higher Education – Institutional Approaches

- Becker, L. R., Beukes, L. D., Botha, A., Botha, A. C., Botha, J. J., Botha, M., et al. (2004). The Impact of University Incorporation on College Lecturers. *Higher Education*, 48(2), 153- 172.
- Berg, Ivar (1981). The Effects of Inflation on and in Higher Education. *Annals of the American Academy of Political and Social Science*, 456, 99-111.
- Hearn, J.C. 2007. "Sociological Studies of Academic Departments." Chapter 8 in Gumpert, P. *Sociology of Higher Education: Contributions and Their Context*. Baltimore, MD. The Johns Hopkins University Press.
- Keith, Bruce. 1999. "The Institutional Context of Departmental Prestige in American Higher Education." *American Educational Research Journal* 36:409-445.
- Meyer, J.W., Ramirez, F.O., Frank, D.J. & Schofer, E. 2007. "Higher Education as an Institution." Chapter 7 in Gumpert, P. *Sociology of Higher Education: Contributions and Their Context*. Baltimore, MD. The Johns Hopkins University Press.

Week #12: The Sociology of Higher Education – Institutional Approaches

- Gander, James P. 1999. "Administrative Intensity and Institutional Control in Higher Education." *Research in Higher Education* 40:309-322.

- Hoyt, Jeff E. 2001. "Performance Funding in Higher Education: The Effects of Student Motivation on the Use of Outcomes Tests to Measure Institutional Effectiveness." *Research in Higher Education* 42:71-85.
- Naidoo, Rajani. 2004. "Fields and Institutional Strategy: Bourdieu on the Relationship between Higher Education, Inequality and Society." *British Journal of Sociology of Education* 25:457-471.
- Wright, Mary C., Carla B. Howery, Nandini Assar, Kathleen McKinney, Edward L. Kain, Becky Glass, Laura Kramer, and Maxine Atkinson. 2004. "Greedy Institutions: The Importance of Institutional Context for Teaching in Higher Education." *Teaching Sociology* 32:144- 159.

Week #13: Writing Workshop

Week #14: Holiday

Week #15: Presentations & Wrap-up

### **Distance Education Consideration**

**Technical Requirements:** You will need access to Blackboard and the internet at speeds able to buffer video online and listen to podcasts. Most material is configured to work on most smart phones and tablet devices.

**Contact Information for Information Technology:** <http://www.uky.edu/UKIT/>; 859-218-HELP  
If you are having technical problems and cannot reach the instructor, contact the UKIT HELP

**Policy on Communications:** Email is the best way to reach me ([jjensen@uky.edu](mailto:jjensen@uky.edu)). You may expect an answer within 24 hours on weekdays; I may or may not respond on a weekend. If the issue is complicated, I may ask that you give me a call.

### **Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)**

- Carla Cantagallo, DL Librarian
- (859) 257-0500, ext. 2171
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**Department Assistance:** For any questions regarding registration in EPE courses or, if you are an EPE student, for questions regarding your status and progress to degree, contact Amberly Warnke at 859-257-2626