

## Course Information

Date Submitted: 3/19/2013

Current Prefix and Number: HON - University Honors Program , HON 152 - HONORS IN NATL, PHYS, AND MATH  
SCI: SUBT

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: Undergraduate Education

b. Department/Division: Honors Program

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Meg Marquis

Email: [memarq0@email.uky.edu](mailto:memarq0@email.uky.edu)

Phone: 257-3111

Responsible Faculty ID (if different from Contact)

Name: Ben Withers

Email: [bwithers@uky.edu](mailto:bwithers@uky.edu)

Phone: 257-3111

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Spring 2013

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: THE WORLD AS NATURAL AND PHYSICAL PHENOMENA: SUBTITLE REQUIRED

Proposed Title: THE WORLD AS NATURAL AND PHYSICAL PHENOMENA: SUBTITLE REQUIRED

c. Current Transcript Title: NATURAL AND PHYSICAL WORLD: SUBTITLE REQ

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

SEMINAR: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A hands-on, science course for Honors student in which they ask a question requiring scientific analysis, develop a related experimentation regimen, collect data, do the experimentation, analyze the results, draw conclusions and appropriately disseminate the results. Students will directly experience the scientific process to learn how scientists work.

Proposed Course Description for Bulletin: A hands-on, science course for Honors student in which they ask a question requiring scientific analysis, develop a related experimentation regimen, collect data, do the experimentation, analyze the results, draw conclusions and appropriately disseminate the results. Students will directly experience the scientific process to learn how scientists work.

2j. Current Prerequisites, if any: Prereq: Membership in Honors

Proposed Prerequisites, if any: Prereq: Membership in Honors

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

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?

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.

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.

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?

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?

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

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

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/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

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? NO

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

Instructor Name:

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE\_CHANGE HON 152|20130913

SIGNATURE|DOLPH|Randolph Hollingsworth|College approval for ZCOURSE\_CHANGE HON 152|20130318

SIGNATURE|BCWITH2|Benjamin C Withers|Dept approval for ZCOURSE\_CHANGE HON 152|20121015

HON 152-003

## SEX AND SOCIETY

**COURSE DIRECTOR:**

Dr. Ok-Kyong Park-Sarge  
MN502A Chandler Medical Center  
okps@uky.edu  
323-6067

**PARTICIPATING FACULTY:**

Ok-Kyong Park-Sarge, Ph.D.  
M. Sara Rosenthal, Ph.D.  
Tom Curry, Ph.D.  
Kevin Sarge, Ph.D.

Physiology  
Bioethics  
Obstetrics & Gynecology  
Biochemistry

okps@uky.edu  
msrose2@uky.edu  
tecurry@uky.edu  
kdsarge@uky.edu

**TIME & PLACE:**

Tuesdays, 2-4:50 PM

**OFFICE HOURS:**

Wednesdays 8 to 11 AM, or by appointment

**REQUIRED READING:**

1. Essential Reproduction by Martin H. Johnson, 6th Edition, Wiley-Blackwell Press, ISBN: 978-1-4051-1866-8
2. A series of journal articles, book chapters, news articles, and blogs will be used for assigned reading. These will be posted on Blackboard at least 48 hours prior to the scheduled discussion.

**COURSE DESCRIPTION:**

The objective of the course is to provide a sound understanding of the scientific basis of human reproductive biology and the modern medical interventions of assisted reproduction and cloning, and to discuss their social, economic, and ethical challenges to our society. Issues regarding gender, sexuality, contraception, and abortion will also be discussed as part of the course.

In this course, students will learn the scientific method of Biological Sciences that is a systematic approach involving steps of identifying a problem, formulating a hypothesis (making an educated guess), testing the hypothesis or observing the phenomenon, collecting data, and drawing a conclusion. Class activities will present students opportunities for hands-on experience. One example of a class activity is to determine the genetic identity of a subject in a hypothetical situation in which a toddler is a center of a legal dispute between a surrogate mother and an egg donor. Using molecular biological tools and knowledge, students should be able to identify whether the subject is the genetic offspring of a surrogate or an egg donor.

Students will also be challenged to develop skills in identifying discussion topics and participating in discussion. Through timed assignments, students will also acquire skills for writing a theme-oriented essay and giving a formal oral presentation.

## STUDENT LEARNING OUTCOMES:

After completing this course, the student will be able to:

1. Describe physiological processes in human reproduction and sex differentiation.
2. Evaluate scientific bases of assisted reproduction and cloning.
3. Critically assess the impact of assisted reproduction and cloning on society.
4. Identify discussion points from the literature.
5. Write an essay discussing a conflict related to a current societal issue in human reproduction and a resolution to the problem.
6. Present his/her own thesis to the class/group.

## DESCRIPTION OF COURSE ACTIVITIES AND ASSIGNMENTS:

### Course Assignments:

- (1) Attendance/Participation Grades, 15 classes at 20 points each (30%, 300 points)
- (2) Discussion Questions, 15 classes at 10 points each (15%, 150 points)
- (3) Term paper topic statement (5%, 50 points)- due Nov 1
- (4) Preliminary bibliography for the term paper (15-20 cited literature) (5%, 50 points)- due Nov 1
- (5) Outline of the term paper (10%, 100 points)- due Nov 15
- (6) Typed term paper (20%, 200 points)- due Nov 29
- (7) Oral presentation (10 min or less) (15%, 150 points)- Dec 6

### Summary Description of Course Assignments:

This course is discussion-driven and thus students' participation is essential. Class attendance/participation is mandatory and will constitute 30% of the final grade. Discussion questions are similar to homework as each student is required to hand in 2 discussion questions for each class and students will earn 15% of the final grade.

The Final project (55% of the final grade) is a double-spaced 14-20 page term paper followed by an oral presentation. Students will be required to submit: (a) a topic statement and 15-20 preliminary references (due on November 1, each 10% of the final grade) {the cited literature must follow the format of the Modern Language Association (e.g., <http://www.lib.berkeley.edu/Help/guides.html>)}; (b) outline of the paper (due on November 15, 10% of the final grade) including background, statement of the problem, and discussion topics; (c) the typed term paper (font: times new roman, size: 12, line spacing: 12) due on November 29 (20% of the final grade). Students are encouraged to reach beyond the topics included in the syllabus and find a topic for the final project that might be beneficial to their other scholastic endeavors, as long as it relates to reproductive medicine. The last class will be devoted to 10 min Power-point oral presentations of the students' final projects followed by 5 min discussion periods (15% of the final grade).

### Course Grading:

The final letter grades will be assigned based on total 100% (1000 points) = attendance and participation (30%, 300 points) + Discussion Starters (15%, 150 points) + Final project (55%, 550 points).

- A - 90-100% (900-1000 points)
- B - 80-89% (800-899 points)
- C - 70-79% (700-799 points)
- D - 60-69% (600-699 points)
- E - less than 60% (up to 599 points)

**Mid-Term Grade:**

Mid-term grades will be posted in MyUK by the deadline established in the Academic Calendar.

**COURSE POLICIES:****Submission of Assignments:**

All assignments, i.e. discussion questions, term paper topic statement, preliminary bibliography for the term paper, outline of the term paper, and term paper, must be typed and submitted to the instructor via electronic mail by 8 AM of the indicated deadline date. Late submission will result in reduction of the original assignment grade by 50%.

**Attendance Policy:**

Attendance is mandatory. Unexcused absence will result in a grade of 0 for the attendance/participation for the missed class. Unexcused late arrival or early departure will also result in a reduction of the original attendance/participation grade by 50%.

**Excused Absences:**

Students need to notify the professor of absences prior to class when possible. Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religion liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. 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. It is important that you review this information as all ideas borrowed from others

need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work that a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, the student, and the student alone must do it. The students must carefully acknowledge all sources of information. If the words of someone else are used, the student must put quotation marks around the passage and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas that are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note that any assignment you turn in may be submitted to an electronic database to check for plagiarism (<http://www.plagiarism.org/>). Failure to follow established university academic codes of conduct will result in a failing grade for the course and lead to steps toward academic dismissal.

#### **Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please inform the instructor as soon as possible. In order to receive disability accommodations in this course, you must provide 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)).

#### **COURSE SCHEDULE:**

For each of the following topics, science/physiology will be discussed in connection with their impact on our society; social, economic, and ethical Issues associated with each topic will be discussed. Assigned reading material will be posted on Blackboard at least 48 hours prior to the scheduled discussion.

August 28 Park-Sarge	Introduction of the course What is science? What is the scientific method of biological sciences?
September 4 Park-Sarge	What is sex? Gametogenesis (Spermatogenesis and oogenesis) What is reproductive medicine? Class activity: mitosis vs. meiosis
September 11 Park-Sarge	Fertilization, implantation, and embryogenesis Teratogen and ethics Where does life begin? Class activity: Enzyme-linked immunoabsorbant test
September 18	Contraception: History and controversies of contraceptive methods



Rosenthal

- September 25    Infertility: Can't I be productive? First steps to overcome infertility  
Curry            How is infertility diagnosed? What are the first options to improve my fertility?  
Social- Human rights associated with infertility  
Class activity: On line examination of the costs of infertility clinics, services offered
- October 2        Infertility Continued:  
Curry            I can not be productive? Second steps to overcome infertility  
What is a sperm donor? Is he my Dad? Who are my genetic sisters and brothers  
Will my child inherit a genetic disease?  
Class activity: Genealogy or Selecting sperm donors on line
- October 9        Infertility Continued:  
Curry            I can not be productive? Final steps to overcome infertility  
Overview of assisted reproductive technologies (ART)  
Frozen sperm and embryos: what are they waiting for? What if no one wants them?  
Social- Ethics of ART. Octuplet case  
Class activity: Observation of eggs, sperm, and zygotes
- October 16      Who owns the embryo? Roe vs Wade  
Rosenthal
- October 23      Aging and ART: Too old for pregnancy or parenthood?  
Rosenthal        Egg donation: Eggs for sale? Surrogacy: Who is the mother?  
Class activity: DNA fingerprinting
- October 30      Sex differentiation: Is my baby a girl or a boy? Hermaphrodites: It is not their fault.  
Park-Sarge      Same sex couples and ART Gender disorder  
Class activity: karyotyping
- November 6     Parental and Pre-natal Genetic Testing  
Sarge            Class Activity: Hands-on activities with the OMIM database  
(<http://www.ncbi.nlm.nih.gov/omim>)
- November 13    Embryonic stem cells: Uses, Sources, and Societal Considerations  
Sarge            Class Activity: Web-based interactive Virtual Stem Cell Laboratory  
([http://www.childrenshospital.org/research/\\_stemcell/](http://www.childrenshospital.org/research/_stemcell/))
- November 20    Human Cloning  
Sarge
- November 27    Sex and Dystopia  
Rosenthal
- December 4     Student Presentations