

REQUEST FOR NEW COURSE

1. General Information.					
a.	Submitted by the College of: Undergraduate Education	Today's Date:	14 OCT, 2011		
b.	Department/Division: HONORS PROGRAM				
c.	Contact person name: Frank R. Ettensohn	Email: fettens@uky.edu	Phone:	7-1189	
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____	
2. Designation and Description of Proposed Course.					
a.	Prefix and Number: HON 251				
b.	Full Title: THE WORLD AS HUMAN NETWORK AND AFFAIRS				
c.	Transcript Title (if full title is more than 40 characters):	<u>Human Network and Affairs</u>			
d.	To be Cross-Listed ² with (Prefix and Number):	_____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.				
	<u>3</u> Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits:	3			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____		
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
i.	Course Description for Bulletin:	The World as Human Network and Affairs: Courses in this category promote the understanding of individuals in the context of social interactions, groups and societies. The courses will focus on the subjective, intersubjective, and structural aspects of society, with the goal of helping students to enhance their understanding of the phenomenon that is human society.			
j.	Prerequisites, if any:	Membership in Honors			
k.	Will this course also be offered through Distance Learning?			YES ⁴ <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	
3.	Will this course be taught off campus?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Frequency of Course Offering.					

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ 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. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
6.	What enrollment (per section per semester) may reasonably be expected?	15-20 STUDENTS		
7.	Anticipated Student Demand.			
a.	Will this course serve students primarily within the degree program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain: _____			
	Honors is not a "degree program;" the course will serve only Honors students			
8.	Check the category most applicable to this course:			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> 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 <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program: _____			
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES ⁵ , list affected programs: _____			
	It can be used to satisfy Honors Requirements.			
10.	Information to be Placed on Syllabus.			
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional 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.	<input checked="" type="checkbox"/> 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.			

⁵ In order to change a program, a program change form must also be submitted.

REQUEST FOR NEW COURSE

Signature Routing Log

General Information:

Course Prefix and Number: HON 252

Proposal Contact Person Name: Frank Ettensohn Phone: 7-1401 Email: f.ettensohn@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Honors Faculty of Record	Feb. 6, 2012	Frank Ettensohn / 7-1401 / f.ettensohn@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	Feb. 7, 2012		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

GENERIC SYLLABUS AND GUIDELINES FOR HON 152 COURSE DESIGNERS

HON 251-XXX: THE WORLD AS HUMAN NETWORK AND AFFAIRS

SUBTITLE: TBA

ROOM + MEETING TIMES TBA

INSTRUCTOR: XXX

Email: XXX@uky.edu

Instructor Office: XXX

Instructor Office Phone: 257-XXXX

Office Hours: XXX or by appointment

Honors Program Main Office: 1153 Patterson OT (mailboxes are located in the HP main office)

Honors Program Office Phone: 257-3111

Course Description:

The World as Human Network and Affairs: Courses in this category promote the understanding of individuals in the context of social interactions, groups and societies. The courses will focus on the subjective, intersubjective, and structural aspects of society, with the goal of helping students to enhance their understanding of the phenomenon that is human society.

Course Overview:

Because the Social Sciences promote an understanding of individuals in the context of social interactions, groups, and societies, this course is designed to provide hands-on opportunities for students to become involved in the analysis of, the formation of, and the execution of a project that will impact the progress in solving an important issue in the network of human affairs. Students are required to interact, not only with each other, but also within a network of Social Scientists who are diverse and varied with different understandings of the world, and who do not necessarily share the same views or goals. However, through this interaction, students will recognize the value of collaborative efforts resulting from social science inquiry and contribute to finding plausible answers to any given question, and specifically, the question of focus for this course.

A goal of the Honors Program is to provide Honors students an integrative and interdisciplinary curriculum where each course practices interdisciplinary approaches to teaching one's specialty or discipline. This course also encourages writing interesting essays about (discipline-specific) complex issues for a general university audience and that are essentially free of mechanical errors and awkwardness; that demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area; that utilize documentation that conforms to the formats and the citation conventions of the subject area; and that have gone through multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.

Learning Outcomes and Course Objectives:

Students completing this course will be able to:

- Identify representative social-scientific arguments that inform intellectual discussions about human behavior, either broadly or as applied to an important social science topic.
- Evaluate the role of aesthetics, cultural tradition, and human creativity in shaping responses to contemporary issues.
- Recognize the complexities of citizenship and the process for making informed choices as engaged citizens in a richly diverse, globally-interconnected, multilingual world.
- Recognize cultural variables—race, class, gender, religion—that affect human interaction in a multicultural society.
- Explore a variety of approaches to any given question about social phenomena that will prepare them to critically evaluate the variety of social situations with which they may be confronted in their everyday lives.
- Understand and justify ethical bases of personal and civic behavior.
- Participate actively in self-analysis and critical adjustments in social behavior.

Texts:

Texts and readings to be selected by individual professors depending on the focus of the course.

Course requirements may include:

- Class attendance and participation
- Readings
- Response papers
- Exams (optional)
-

But MUST include:

- Formal writing assignments (the instructor determines how this may be carried out: two 5+ page papers? One 10+ page research paper? Etc.): a minimum of 10 pages is sufficient for the GWR, as long as
 1. Formal writing assignments run no fewer than 5 pages in length,
 2. The 10 pages are single-authored, and
 3. The 10 pages go through a draft, review, and revision process.

At least one venue by which students can practice using effective forms of visual/digital media: student presentations, poster presentations, and the like.

Information to include:

1. Assessment/Grading: Percentages to be determined by professor/instructor. Recommended grading scale for Honors classes: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-0 = E
2. Brief descriptions of course requirements and how they will be graded
3. Instructor course policies on:
 - Attendance and absences
 - Civility and conduct in the classroom
 - Completion and submission of work
 - Academic Integrity, Plagiarism, & Cheating
 - Academic accommodations due to disability—here's a standard description on this: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. 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) for coordination of campus disability services available to students with disabilities.
 - If applicable, group work and collaboration
4. Tentative Class Schedule: Again, to be determined by individual instructors, but must include:
 - Dates for evaluation sessions, provision of drafts and final version, etc.
 - Class sessions establishing and encouraging collaboration
 - Research, written, and oral components

The following syllabus is an example of how one instructor might introduce students to the social sciences via the topic of gendered violence.

GENDERED VIOLENCE: THROUGH THE LENS OF THE SOCIAL SCIENCES

TR TBA

D. Kay Woods, Instructor

355E Patterson Office Tower

Office Hours: TR TBA and by appointment

CP TBA

Phone: 321-1851

Email: checkmate21@windstream.net**Course Description:**

Because the scope of violence is so broad, this course focuses on gendered violence as addressed by Social Science disciplines. Violent acts perpetrated by individuals as well as political, social, and economic institutions will be studied in context of the physical events and circumstances surrounding them. Furthermore, because gendered violence occurs within socially constructed race, ethnic, sexual, and class specificities as well as historical contexts, this course explores how these forces shape the way our society responds to such violence, both domestically and globally. Options for resistance and positive actions available to victims as well as society at large will be critically evaluated for their usefulness in curtailing gendered violence. Additionally, aesthetics, cultural traditions, and human creativity are factored into the equation when identifying the causes and scope of this problem and in creating solutions for curtailing violent behaviors. Information in this course includes local, state, national, and international contexts with the following objectives in mind.

Learning Outcomes: Students will

- identify representative social-scientific arguments that inform intellectual discussions about human behavior as it is related to gendered violence.
- evaluate the role of aesthetics, cultural tradition, and human creativity in shaping responses to contemporary issues.
- critically assess the complexities of citizenship duties and the process for making informed choices as engaged citizens in a diverse, globally-connected, multilingual world regarding violent behavior in gendered relationships.
- increase knowledge and understanding of how cultural variables—race, class, gender, religion, etc. affect human interaction and violent behavior in a multicultural society.
- explore a variety of approaches to violent behaviors and to critically evaluate the social situations faced daily.
- understand and justify ethical bases of personal and civic behavior.
- develop research skills and maintain a critical attitude toward all generalizations.
- participate actively in self-analysis and critical adjustments in social behavior.

Texts:

Because the scope of this course is so broad, a single text addressing the diverse social sciences and violence that would address the goals of this course does not exist. Therefore, readings will be made available prior to class discussion via a course packet, handouts, or the Internet (JSTOR). Copies of all articles will be available in the Honors Student Lounge, at Young Library, and in my office.

An additional reading list is attached to facilitate research and project assignments.

Course Work Requirements:

- **Class attendance/participation** is essential. Because this class is a seminar that is service oriented, you must be present for discussion as well as weekly work sessions. If a class must be missed and the absence is excused, schedule a time with me to discuss project assignments. You are responsible for getting discussion notes and collaborative assignments from a peer.
- **Readings** are listed on the “Class Schedule.” Prior to each class, read the assigned material as indicated on the date of the class meeting and prepare for discussion.
- **Response papers**, two pages each, typed, double-spaced are required for each reading assignment unless instructed otherwise. These papers are tools for tracking and evaluating various theories, ethical issues, and for use in probing for additional information. These papers are not summaries of the material, but are an evaluation of the problems/solutions presented by scholars, disciplines, and institutions. Therefore, the response papers should generate questions as well as provide analytical commentary for class discussions.
- **Two exams**, a mid-term and final will be administered. These exams will consist of analytical essays (5-7 pages) based on readings, discussions, and the field experiences in which you participate.
- **Two individual writing assignments** (5-7pages), the “Ethnography Paper” and “Entertainment Tonight” papers are designed to help assess community and media roles regarding violent behavior in addition to providing an avenue for personal involvement in curtailing gendered violence. These assignments also should yield resource material for the final project.

- **The final project** involves designing and hosting a booth at an informational fair for the student body at large. Groups will be formed early in the semester to work toward this end. Periodically class sessions are designated for group reports and planning. These sessions are not optional. Failure to show up and participate with the group results in loss of participation points that affect the final grade.
- **The conference/research paper**, based on an aspect of the project, should be 10-20 pages in length, following either Chicago or APA style. The paper should reflect original research into some field of interest regarding gendered violent behavior. This research will be prepared for conference or publication in undergraduate venues.

Grading:

Class Participation	10% discussion/response papers/short essays/assignments
Mid-Term Exam	20% demonstrates understanding of theory and issues
Final Exam	20% demonstrates ability to assimilate information
Project	30% demonstrates dedication to the group, contribution to the Project, and a well-planned and executed product.
Research Paper	20% A 10-20 page research paper based on the project.

The scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; less than 60 = E

Student Disability Services:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. 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) for coordination of campus disability services available to students with disabilities.

Absences/Make-up Work:

Consult your student handbook for an explanation of excused absences. I must see evidence (i.e. a doctor's excuse, coach's letter, obituary, etc.) in order to grant an excused absence. Should emergencies arise, contact me ASAP via email or phone. Be sure to notify the contact person for your group project as well. Remember, emergencies mean emergencies—as in medical and/or death---not oversleeping, having a flat on the way back to campus from a weekend home, breaking up with a soul mate, or counseling Mom or Dad through a crisis.

Plagiarism:

Honesty is the best policy. Copying or “borrowing” someone else’s work or ideas without giving them credit in your writings and/or oral comments is a serious violation of academic

standards. 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 in all courses. 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.

Communications:

Please be certain I have your email address, and feel free to contact me via email with any questions no matter how unimportant they seem. I check email periodically during the day and evening and at 8:00a.m. each morning. Please reserve phone calls for emergencies.

Civility:

Please turn off cell phones or place them on silent during class in order to minimize disruptions.

NOTE: Syllabus is subject to change as discussion/projects and/or world events might dictate. All effort to follow the plan will be made, but if a breaking news story regarding gendered violence is broadcast, we will break and deal with it. This course must be kept relevant to our times.

FALL 2010 TR CALENDAR CLASS SCHEDULE: HON 251

- 26 AUG. R: INTRO: "I'M JUST PLAYIN'"**
Discuss: What constitutes an act of violence?
Theory of Violence Survey; Areas of Interest; Structure and Expectations of the Class.
- 31 AUG. T: VIOLENCE AS A SOCIAL SCIENCE CONCEPT**
A look at analytical methods and applications employed by social scientists.
Read:
K. Daniel O'Leary, "Through a Psychological Lens: Personality Traits, Personality Disorders, and Levels of Violence" in *Current Controversies on Family Violence*, ed. Richard J. Gelles and Donileen

R. Loseke (London: Newbury Park 1993), 7-30.

Richard J Gelles, "Through a Sociological Lens: Social Structure and Family Violence" in *CCFV*, 31-46.

Kersti A. Yllo, "Through a Feminist Lens: Gender, Power, and Violence" in *CCFV*, 47-62.

Consider the strengths and weaknesses of each approach. Think about other ways of studying gendered violent behaviors.

2 SEPT. R: BATTERED MEN AND WOMEN: A LOOK AT LIFE FROM BOTH SIDES.

A look at domestic violence from gendered perspectives.

Read:

Murray A. Straus, "Physical Assaults by Wives: A Major Social Problem" in *CCFV*, 67-87.

Demie Kurz, "Physical Assaults by Husbands: A Major Social Problem" in *CCFV*, 88-101.

Consider the arguments of each author. Which is most convincing to you? Why?

Handout: Ethnography Assignment—Due Oct. 2

7 SEPT. T: BUT , I WAS BORN THAT WAY!

Read:

Louise Arseneault, et al., "Obstetrical Complications and Violent Delinquency: Testing Two Developmental Pathways." *Child Development* 73, No. 2, (Mar.-Ap. 2002): 496-508.
www.jstor.org.ezproxy.uky

Elizabeth Scott and Laurence Steinborg, "Adolescent Development and the Regulation of Youth Crime." *The Future of Children*, Vol. 18, No. 2, Juvenile Justice (Fall, 2008): 15-33 www.jstor.org.ezproxy.uky

Consider the arguments. What should be done when birthing complications determine behavior? Are we genetically coded to act/react in specific ways? If the brain is programmed toward violent behavior from birth, what then? What about responsibility and accountability for one's actions?

9 SEPT. R: MIND GAMES: THE LEGACY OF VIOLENCE

Read:

Richard E. Heyman and Amy M. Smith-Slep, "Do Child Abuse and

Interpersonal Violence Lead to Adulthood Family Violence?" *Journal of Marriage and Family* 64, no 4 (Nov. 2002): 864-870.

www.jstor.org.ezproxy.uky

Vangie A. Foshee, Karl E. Bauman, and G. Fletcher Linder, "Family Violence and the Perpetration of Adolescent Dating Violence: Examining Social Learning and Social Control Processes." *Journal of Marriage and Family* 61, No.2 (May 1999): 331-342. www.jstor.org.ezproxy.uky

Consider the cycle; how it is perpetuated and how it can be broken; why it manifests itself in some lives but not others. How do your conclusions from these articles fit with the preceding class discussion? How important is gender in family violence?

14 SEPT. T: WHAT TO DO ABOUT FAMILY VIOLENCE?

Read:

Deborah Tuerkheimer, "Recognizing and Remediating the Harm of Battering: A Call to Criminalize Domestic Violence." *Journal of Criminal Law and Criminology* 94, no. 4, (2004): 959-1032.

www.jstor.org.ezproxy.uky

Consider whether our legal system is adequate enough to implement Tuerkheimer's suggestions. What would work? What obstructions do you see in our present system? What suggestions do you have for remediating domestic violence?

For next class, locate an article dealing with gendered violence in an area of interest to you. Come to class prepared to share your article. Be able to summarize the main arguments, identify the social science discipline/approach, and evaluate its usefulness toward identifying the problems and solutions of gendered violence issues.

16 SEPT. R: DISCUSSION/WORK SESSION/VISIT TO VIP

Students will have 20-25 min. to self-select into groups of 3 or 4 for a group presentation project. Select a contact person and make arrangements to meet electronically and in person to fulfill responsibilities related to the project. Submit a group membership list to instructor (names, e-mail addresses, and phone #s) with the contact person identified. Make plans to meet and discuss the directions your project could take—i.e. brainstorm the possibilities.

We will take some time to visit the VIP center on campus. I will let you know whether we will meet there first, or sometime during class.

**21 SEPT. T: SEXUAL VIOLENCE: KNOWING ONE'S
ATTACKER/KNOWING ONE'S ACCUSER**

Read:

Lois Pineau, "Date Rape: A Feminist Analysis." *Law and Philosophy* 8, no. 2, (Aug. 1989): 217-243. www.jstor.org.ezproxy.uky

Heather D. Flower, Ebbe B. Ebbesen, Anita Putcha-Bhagavatula. "Rape Shield Laws and Sexual Behavior Evidence: Effects on the Consent Level and Womens' Sexual History on Rape Allegations." *Law and Human Behavior*, vol.31, no 2, (Ap 2007): 159-175.

Consider: Why is "no" so difficult to negotiate? How does the legal system perpetuate date rape? Can men ever be the victim in a heterosexual encounter? The remainder of class will be spent discussing previous readings and issues/questions of interest.

23 SEPT. R: HOW SAFE ARE YOU?

Read:

Sally Ward, Kathy Chapman, Ellen Cohn, Susan White, and Kirk Williams, "Acquaintance Rape and the College Social Scene." *Family Relations* 40, (1991): 65-71. www.jstor.org.ezproxy.uky

Patricia Yancy Martin and Robert A. Hummer, "Fraternities and Rape on Campus" in *Feminist Frontiers III*, eds. Laurel Richardson and Verta Taylor (New York: McGraw Hill, 1993) 392-401.

Felicia F. Romeo, "Acquaintance Rape on College Campuses," *College Student Journal*, Florida Atlantic University, (March 2004): <http://www.aets.org/article 135.htm>

Consider whether the social sanctions discussed and alluded to in each article are present and/or valid on this campus.

Don't forget to anticipate the assignment for Oct. 2. The next few days might afford a prime opportunity to make contact and write up the description.

28 SEPT. T: THE REWARDS OF RAPE!

Read:

Diana Scully and Joseph Marolla, "Riding the Bull at Gilly's: Convicted Rapists Describe the Rewards of Rape" in *FFIII*, 402-412.

Consider the arguments justifying rape. What did you anticipate and what surprised you?

30 SEPT. R: DISCUSSION/WORK SESSION
Meet with your group to determine the presentation/project topic and to assign tasks. Approximately 20 minutes will be allotted for this activity.

The remainder of the class consists of your oral presentations of the ethnography assignment.

5 OCT. T: VIOLENCE AND “THE OTHER”
Read:
David Nicholson, “On Violence” in *Violence and Its Alternatives*, eds. Manfred B. Steger and Nancy S. Lind (New York: St. Martin’s Press, 1999) 172-176.

Consider to what extent environment affects one’s violent tendencies.

7 OCT. R: THE OUTSIDERS
Read:
Ivan Eugene Watts, Nirmala Erevelles, “These Deadly Times: Reconceptualizing School Violence by Using Critical Race Theory and Disabilities Studies,” *American Educational Research Journal* 41, no. 2, (Summer 2004): 271-299. www.jstor.org.ezproxy.uky

Consider the extent that race and disabilities contribute to hatred, contempt, disrespect, and violence.

12 OCT. T: BULLY, BULLY!
Read:
Motoko Akiba, Gerald K. LeTendre, David P. Baker, and Brian Goesling, “Student Victimization: National and School System Effects on School Violence in 37 Nations,” *American Educational Research Journal* 39, no. 4, (Winter 2002): 829-853. www.jstor.org.ezproxy.uky

Gena Vega and Debra R. Coma, “Sticks and Stones May Break Your Bones, but Words Can Break Your Spirit: Bullying in the Work Place.” *Journal of Business Ethics* Vol. 58, No. 13, Promoting Business Ethics (Apr.-May 2005): 101-109. www.jstor.org.ezproxy.uky

Consider the effectiveness of cultural and institutional approaches toward school violence. What similarities and differences do you recognize between school and the workplace?

14 OCT. R: MID TERM /WEST SIDE STORY

Each group will submit a typed 200-250 word abstract describing the project and an annotated bibliography. Share info. w/class.

Read:

Jodi Lane and James Meeker, "Fear of Gang Crime: A Look at Three Theoretical Models," *Law and Society Review* 37, no. 2, (June 2003): 425-456. www.jstor.org.ezproxy.uky

Consider where you think Lexington fits? What information do we have about gangs in Lexington? Of the three community factors related to the fear of gangs, which would work best in your community? Why?

19 OCT. T: A WOMAN'S PLACE IS IN THE HOME

Read:

Jennifer K. Wesley and Emily Gaarder, "The Gendered 'Nature' of the Urban Outdoors: Women Negotiating the Fear of Violence," *Gender and Society* 18, no. 5, (Oct. 2004): 645-663. www.jstor.org.ezproxy.uky

Consider recreational opportunities and safety in the Lexington area in relation to this article.

21 OCT. R: CAT FIGHTS!

Read:

Cindy D. Ness, "Why Girls Fight: Female Youth Violence in the Inner City," *Annals of the American Academy of Political Science*, Vol. 595, (Sept. 2004): 32-48. www.jstor.org.ezproxy.uky

Nikki Jones, "'It's Not Where You Live, It's How You Live': How Young Girls Negotiate Conflict and Violence in the Inner City," *Annals of the American Academy of Political Science*, Vol., 595, Being Here and Being There: Fieldwork Encounters and Ethnographic Discoveries, (Sept. 2004): 49-62. www.jstor.org.ezproxy.uky

Consider the implications that gendered fighting is socially, environmentally and culturally motivated. How do the articles compare/contrast?

26 OCT. T: IT'S NOT EASY BEIN' GREEN

Read:

Donald P. Green, Laurence McFalls, Jennifer K. Smith, "Hate Crime: An Emergent Research Agenda," *Annual Review of Sociology*, Vol. 27, (2001): 279-504. www.jstor.org.ezproxy.uky

Because this article is lengthy, we will divide it so you will be reading and preparing only a section of it for class discussion.

Consider the evidence. What's your reaction to the author's assessment?

28 OCT. R: MONEY, MACHISMO, AND MADNESS

Read:

Samuel Bowles, "Did Warfare Among Ancestral Hunter-Gathers Affect The Evolution of Human Social Behaviors?" *Science, New Series* Vol. 324, No 5932 (June 5 2009): 1293-1298.

Rose MacMillan and Rosemary Gartner, "When She Brings Home the Bacon: Labor Force Participation and the Risk of Spousal Violence against Women." *Journal of Marriage and the Family* Vol. 61, No.4 (Nov. 1999): 947-958.

Consider the affect of economic pressures on gendered relationships—especially When survival is an issue and gender roles are reversed.

2 NOV. T: IT'S ALWAYS BEEN THIS WAY®

Read:

Philip Walker, "A Bioarchaeological Perspective on the History of Violence," *Annual Review of Anthropology*, Vol. 30, (2001): 573-596. www.jstor.org.exproxy.uky

Consider whether you agree with the author on the degree of hopelessness he assigns to this issue.

4 NOV. R: COLOR MY WORLD

Read:

Marie Claude Jipquep and Kathy Sanders-Phillips, "The Context of Violence for Children of Color: Violence in the Community and the Media," *Journal of Negro Education* 72, no. 4, (Autumn 2003): 379-395. www.jstor.org.ezproxy.uky

Consider the odds children of color face in light of environmental influences and media portrayal.

9 NOV. T: PROJECT DESIGN/ WORK SESSION

Each group will present an overview of their project including an artistic rendition of their booth, a prototype of any pamphlets or handouts, a sample of electronic visuals, and an explanation of how the project will be executed. Class members are expected to critique and offer suggestions.

Each group member will reveal the thesis of his/her final research paper and discuss progress to date.

Anticipate the assignment for Nov. 23.

11 NOV. R: WHAT YOU SEE IS WHAT YOU GET!

Read:

Stephen Prince, "Graphic Violence in the Cinema: Origins, Aesthetic Design and Sound Effects in Screening Violence," in *Screening Violence*, Stephen Prince, ed., (Rutgers University Press: New Brunswick, NJ), 2000, 1-44.

Consider the perspectives Prince presents; evaluate his arguments.

16 NOV. T: HORROR OF HORRORS

Read:

Carol J. Clover, "Her Body, Himself: Gender in the Slasher Film" in *Screening Violence*, Stephen Prince, ed., (Rutgers University Press: New Brunswick, NJ), 2000, 125-174.

Consider why our culture is so fascinated with watching women suffer violence.

GET READY TO WATCH TV!

18 NOV. R: ENTERTAINMENT TONIGHT! TV AND VIOLENCE

Share essays/lead class discussion.

23 NOV. T: THE POWER OF IMAGE

Read:

Richard B. Felson, "Mass Media Effects on Violent Behavior," *Annual Review of Sociology*, Vol. 22, (1996): 103-128.
www.jstor.org.ezproxy.uky

Consider how many of his claims came to pass. Why? Why not?

25 NOV. R THANKSGIVING DAY

30 NOV. T: CENSORED LYRICS

Read:

Jeanita W. Richardson and Kim A. Scott, "Rap Music and Its Violent Progeny: America's Culture of Violence in Context," *The Journal of Negro Education*, Vol. 17, no. 3, Juvenile Justice: Children of Color in

The United States, (Summer 2002): 175-192.
www.jstor.org.ezproxy.uky

2 DEC. R: INFO FAIR—WORK SESSION
Iron out the problems; deal w/logistics; be sure everyone understands his/her responsibility. Put up posters announcing the event.

7 DEC. T: INFO FAIR—LOCALE TO BE ANNOUNCED—IN STUDENT CENTER. CONFERENCE PAPERS TO BE PRESENTED

Arrive early enough to set up and to post signs directing the public to your booth. Make sure your booth is attended at all times, so questions can be addressed.

Some conference papers will be presented today, so the public can attend. Announcements will be made notifying the student body and faculty at large as to times, topics, and location. Those of you hosting the readings, be sure to begin and end on time.

Presenters:

9 DEC. R: THE CONFERENCE Continues

Presenters:

16 DEC. R: FINAL DAY OF CONFERENCE. ALSO, FINAL EXAM ESSAYS ARE DUE

Presenters: