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OFFICE OF THE SENATE COUNCIL

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|---------|-------------------|----------|------------------|------------|-----------------|------------------|--------------------------|
| Courses | Distance Learning | Syllabus | Request Tracking | UG Program | Masters Program | Doctoral Program | Program Suspension/Close |
|---------|-------------------|----------|------------------|------------|-----------------|------------------|--------------------------|

New Course Form

Open in full window to print or save

Attachments:

Browse...

| ID | Attachment |
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First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: COLLEGE OF ARTS & SCIENCES Today's Date: 5/23/2012

b. * Department/Division: Sociology

c. * Contact Person Name: Thomas Janoski Email: tjanos@email.uky.edu Phone: 257-4418

* Responsible Faculty ID (if different from Contact): James Houglund Email: jhoug2@email.uky.edu Phone: 257-4417

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. Does the change make the course 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 No

b. * Prefix and Number: SOC 347

c. * Full Title: International Migration in Global Perspective

d. Transcript Title (if full title is more than 40 characters): Int Migration in Global Perspective

e. To be Cross-Listed with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

| | | | |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory ¹ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> 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:

This course examines migration in a global perspective. It looks at immigration, emigration, and naturalization. It includes both legal and illegal immigration. All the major regions of the world are considered in a broad perspective, and then more specific forms of migration in specific countries are considered. Integration and naturalization processes are an important part of the mix. Both qualitative and quantitative evidence will be considered.

k. Prerequisites, if any:

SOC 101 or CLD 102 or consent of instructor

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? 50

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 will be useful to the International Studies major, Political Science, Geography, Anthropology, and Economics majors

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 for ANY program? Yes No

If YES, 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 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 above) are attached.

¹¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹² The chair of the cross-listing department must sign off on the Signature Routing Log.

¹³ 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. Lab meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

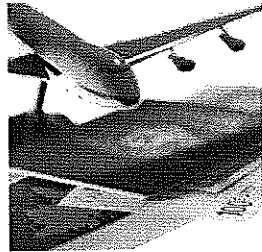
¹⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹⁵ In order to change a program, a program change form must also be submitted.



THOMAS JANOSKI
TUESDAY & THURSDAY 9:30AM - 10:45 247 CLASSROOM BLDG
OFFICE HOURS: TUESDAY & THURSDAY 10:45-11:45 AM
PHONE: 257-4418
TEACHING ASSISTANT: UNKNOWN

SOCIOLOGY 347.001, FALL 2011
SOCIOLOGY DEPARTMENT
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INTERNATIONAL MIGRATION IN GLOBAL PERSPECTIVE: INTERNATIONAL MOVEMENTS, IDENTITY AND BECOMING A CITIZEN

Due to the aging of the baby boom generation, the advanced industrialized world, including the US, will face a massive labor shortage that will begin in 2012 and continue for at least 20 years. There will be tremendous strains on the US social security and medical payment systems. While employers may seek many different kinds of solutions to the impending shortage, it is certain that immigration will increase by leaps and bounds. Potential migrants throughout the world, but especially in third world countries, will be making their own decisions on where to make a new life. How will states and societies react to past and future trends? What experiences have immigrants had and are they likely to have? What forms will immigrant, native, and national identities take? What kinds of conflict have and will erupt as immigrants try to improve their lot in each new country?

COURSE DESCRIPTION

This course examines migration in a global perspective. It looks at immigration, emigration, and naturalization. It includes both legal and illegal immigration. All the major regions of the world are considered in a broad perspective, and then more specific forms of migration in specific countries are considered. Integration and naturalization processes are an important part of the mix. Both qualitative and quantitative evidence will be considered.

Prerequisite: SOC 101 or CLD 102 or consent of instructor.

STUDENT LEARNING OUTCOMES

By the end of this course, you should be able:

- To demonstrate an understanding of immigration and its importance for contemporary societies;
- To explain leading theoretical perspectives on immigration;
- To explain the relationship between legal and illegal immigration;
- To describe and analyze immigration law in the United States compared with immigration laws in other nations;
- To demonstrate an understanding of assimilation and its relationship to the maintenance of traditional cultural identities;
- To explain what existing evidence tells us about the future of immigration.

READINGS AND OTHER MATERIALS:

Please purchase the following paperback books at the bookstore.

- * Castles, Stephen and Mark Miller. 2009. *The Age of Migration*, 4th Edition. Palgrave-MacMillan: Basingstoke, UK.
- * Massey, Douglas and Magaly Sanchez. 2010. *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times*. NY: Russell Sage Foundation.
- * Janoski, Thomas. 2010. *The Ironies of Citizenship: Naturalization and Integration in Industrialized Countries*. NY: Cambridge University Press.

Other readings will be handed out in class.

COURSE REQUIREMENTS: The course will have a simulations, a deliberative poll, a midterm, and either a final or a paper.

A. Simulation: Simulations will be conducted in groups and will require the participation of all class members. Students need to be present on simulation days in order to be graded by the instructor and each other. In the Immigration Reform Act simulation, you are a member of the Senate committee charged with reporting an immigration reform bill to the Senate Floor. Each committee member will have a specific role, a liberal/conservative rating, a state location, and certain financial backers. The bill must be written by the end of the simulation addressing the main issues outlined in the simulation instructions. Group members will meet in class, exchange phone numbers and meet outside class when needed, design faction/party strategies, debate the merits of a bill, and report a final bill.

B. Deliberative Poll: We will also have one in-class deliberative poll, which will be explained in class. The poll will be about immigrant identities and group rights. It will be conducted in group discussions and will require the participation of all class members.

C. Midterm and Final Exam or Paper: This course has a midterm and a final examination that consist of twenty choice questions and one or two essay questions. Students can choose to write a 20 page paper in lieu of the final exam, but this must be approved by the instructor

D. Participation: There will be a small component representing contributions to class discussion.

The grade is computed as follows:

| | |
|---|--------------|
| A. Examinations | 55% of grade |
| Midterm Examination | 25% |
| Final Examination or Paper | 25% |
| (Choice of paper must within two weeks after the Midterm) | |
| B. Simulations and Deliberative Polls | 35% of grade |
| Simulation on The Immigration Reform Act of 2012 | 25% |
| Deliberative Poll on Migration Policy and Identity | 15% |
| C. Overall Participation | 5% of grade |

FINAL COURSE GRADES WILL BE COMPUTED ACCORDING TO THE FOLLOWING SCALE:

| | |
|-------------|-----|
| 90-100% | = A |
| 80-89% | = B |
| 70-79% | = C |
| 60-60% | = D |
| 59% OR LESS | = E |

YOU WILL BE PROVIDED WITH A MIDTERM EVALUATION OF COURSE PERFORMANCE BASED ON CRITERIA DESCRIBED IN THIS SYLLABUS.



Part I: GLOBAL IMMIGRATION THEORIES & PROCESSES

→ *FIRST DAY OF CLASS*

Thursday, August 25th

INTRODUCTION TO THE COURSE:

What are the current levels of immigration, emigration, and naturalization in the advanced industrialized world? Why does immigration matter to us, our jobs, and our country today?

Castles, Stephen and Mark Miller. 2009. *The Age of Migration*, 4th Edition. Palgrave-MacMillan:
Introduction: pp. 1-19

→ *WEEK 1*

Tuesday, August 30th & Thursday, September 1st

THEORIES OF MIGRATION & GLOBALIZATION: What are the various theories of why people leave a sending country and go to a receiving country? How much is economic, social, and political?

Castles, Stephen and Mark Miller. 2009. *The Age of Migration*, 4th Edition. Palgrave-MacMillan.
Theories of Migration, p. 20-49,
Globalization, Development & Migration, pp. 50-78,
International Migration before 1945, pp. 79-95

→ *WEEK 2*

Tuesday, September 6th & Thursday, September 8th

WHY DO PEOPLE MIGRATE AND AT WHAT LEVELS IS MIGRATION OCCURRING IN THE WORLD?

Immigration is part of the study of population, which is conducted by demographers. Demographers are spread about a number of different disciplines – sociology, economics, geography – but they all share an interest in the scientific explanations of population. Please choose two countries to compare to the United States.

Castles, Stephen and Mark Miller. 2009. *The Age of Migration*, 4th Edition. Palgrave-MacMillan.
Migration to Europe, North America & Oceania, pp. 96-124,
Migration in the Asian-Pacific Region, pp. 125-146,
Migration in Sub-Saharan Africa, the Middle East, the Middle East &
Latin America, pp. 148-179

MOVIE: *EL NORTE*, (140 minutes 1983, in two days).

→ **WEEK 3**

Tuesday, September 13th & Thursday, September 15th

LEGAL & ILLEGAL IMMIGRATION: BORDERS, APPLICATIONS & HUMAN SMUGGLING: How has legal immigration proceeded in various parts of the world? In what ways is immigration controlled. How extensive is illegal immigration? By what processes does illegal immigration work from the constant pressure of 'coyotes' managing coterminous boundary crossings (e.g., into the US from Mexico) to the distant immigration contracts of 'snakes' through ships and planes (e.g., from mainland China to the US)? What role may organizations in international civil society play in protecting asylees & refugees? How else might vulnerable migrants be protected?

Castles, Stephen and Mark Miller. 2009. *The Age of Migration*, 4th Edition. Palgrave-MacMillan.
The State and International Migration, pp. 181-206
Migration and Security, pp. 207-220
Migrants and Minorities in the Labor Force, pp. 221-244.

→ **WEEK 4**

Tuesday, September 20th and Thursday, September 22nd

THE GLOBALIZATION AND SPEED-UP OF MIGRATION PROCESSES: How does immigration interact with the globalization of the world economy and the speedup of international transportation? How do wars and famines in distant lands affect our neighborhoods?

Castles, Stephen and Mark Miller. 2009. *The Age of Migration*, 4th Edition. Palgrave-MacMillan.
New Ethnic Minorities and Society, pp. 245-276
Migrants and Politics, pp. 277-298
Conclusion, pp. 299-312.

→ **WEEK 5**

Tuesday, September 27th & Thursday, September 29th

IMMIGRATION PROCESSES & LAWS IN THE UNITED STATES : What are the immigration laws that have defined immigration to the US? How do these laws compare to other countries? What are the differences between immigrants, permanent residents, asylum seekers, and refugees? Should we treat them differently? Should we have quotas on immigration from other countries? Should we favor some countries over others? What should the balance be between family reunification and the recruitment of skilled workers?

Massey, Douglas & Magaly Sanchez. 2010. *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times*. NY: Russell Sage Foundation.
The Rise of Anti-Immigrant Times, pp. 58-80

→ **WEEK 6**

Tuesday, October 4th & Thursday, October 6th

WHAT IMMIGRATION PROCESSES & LAWS WILL LOOK LIKE IN THE FUTURE?

SIMULATION, PARTY PREPARATION : First meeting of groups, exchange phone numbers. Defining Roles, Leadership and Positions.

Janoski, Thomas. 2002. *Legal and Illegal Immigration Reform Act of 2012: A Simulation* University of Kentucky Sociology Department Case Study, UKSD-3-2002. Lexington, KY.

→ **WEEK 7**

Tuesday, October 11th & Thursday, October 13th

SIMULATION, SENATE COMMITTEE MEETING-1: SENATE COMMITTEE ON IMMIGRATION DEBATE

Negotiations and discussions of positions in party caucuses and as a committee.

SIMULATION, SENATE COMMITTEE MEETING-2: SENATE COMMITTEE ON IMMIGRATION DEBATE

Final negotiations and vote on bringing bill to the floor.

→ WEEK 8

MIDTERM EXAMINATION REVIEW
MIDTERM EXAMINATION

Tuesday, October 18th
Thursday, October 20th



Part II: SOCIAL FORCES OF IMMIGRATION:
SOCIAL MOBILITY, ASSIMILATION & INTEGRATION

→ WEEK 9

Tuesday, October 25th & Thursday, October 27th

THE WORLD OF US IMMIGRATION AND INTEGRATION What does it mean to integrate immigrants into our society? How much should they assimilate and how much should they be able to retain their own cultures and languages? How does the US compare to other countries in naturalization rates and the barriers to naturalization that we put in front of immigrants? Should we accept dual nationality or even triple or quadruple nationality? What does naturalization mean in the current contradictory era of multiculturalism and international terrorism?

Massey, Douglas & Magaly Sanchez. 2010. *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times*. NY: Russell Sage Foundation.
Constructing Immigrant Identity, pp. 1-23
Roots and Motivations, p. 26-57
Worlds of Work, pp. 81-118

→ WEEK 10

Tuesday, November 1st & Thursday, November 3rd

HOW THE WORLD LOOKS TO LATINO IMMIGRANTS ON THE EAST COAST:

Massey, Douglas & Magaly Sanchez. 2010. *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times*. NY: Russell Sage Foundation.
Dreams and Disappointments, pp. 119-146
Transnational Options, pp. 147-182

WEEK 11

Tuesday, November 8th & Thursday, November 10th

LATINO IDENTITY IN THE FUTURE?

Massey, Douglas & Magaly Sanchez. 2010. *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times*. NY: Russell Sage Foundation.
Visualizing Identity, pp. 213-239
Identity, Integration and the Future, pp. 240-252



Part III: ASSIMILATION & BECOMING A NEW CITIZEN

→ **WEEK 12**

Tuesday, November 15th & Thursday, November 17th

THE MOST WELCOMING COUNTRIES: Which countries do the best job of naturalizing foreigners? How do they differ.

Janoski, Thomas. 2010. *The Ironies of Citizenship*. NY: Cambridge University Press.

Colonization in Reverse, pp. 55-88

From Manifest Destiny to Multicultural Diversity pp. 89-125

Left and Green Politics Trump Regime Types, pp. 187-220

Bloemraad, Irene. 2006 *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. Berkeley: University of California Press.

Community Organizations & Politics, pp. 161-188

→ **Week 13**

Tuesday, November 22nd

COMPARING MORE TO LESS WELCOMING COUNTRIES:

Janoski, Thomas. 2010. *The Ironies of Citizenship*. NY: Cambridge University Press.

European Colonizer versus Short Term Occupier, pp. 127-157

World Colonizer versus Late Occupier. 158-186

THANKSGIVING BREAK – Wednesday November 23rd to Sunday, November 27th

→ **WEEK 15**

Tuesday, November 29th & Thursday, December 1st

THE NEGOTIATION OF IDENTITIES:

Tibi, Bassam. 2002. "Muslim Immigrants in Europe: Between Euro-Islam and Ghettoization" pp. 31-52 in Nezar Al Sayyad and Manuel Castels. *Muslim Europe or Euro-Islam*. Lanham, MD, Lexington Books.

MOVIE: *LE HAINE* (1995, 98 minutes, 23 minutes into 2nd class).

→ **WEEK 16**

Tuesday, December 6th & Thursday, December 8th

SYSTEMATIC EVIDENCE AND THE FUTURE OF IMMIGRATION:

Janoski, Thomas. 2010. *The Ironies of Citizenship*. NY: Cambridge University Press.

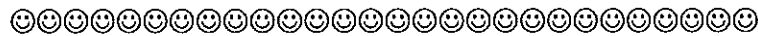
Explaining Naturalization Rates, pp. 221-242

Conclusion, pp. 243-262

DELIBERATIVE POLL: Based on a questionnaire distributed earlier, you will be placed in like minded clusters of students. Then we will have an in-class deliberative poll on immigration policy and identity formation. This will require the participation of all class members.

☞ **Final Examination, Finals week December 12th, 10:30 AM to 12:30 PM Or**

☞ **Only if approved in October, turn in paper at the same time.**



CLASS TIPS, PROCEDURES, AND RULES

Office Hours and Studying for Tests: If you cannot make the posted office hours please contact the instructor to arrange an alternative time. Please phone from 9:00 A.M. to 5:00 P.M. If I am not there, please leave a message. Or preferably, use E-mail at any time (tjanos@email.uky.edu). Past experience shows that students underutilize office hour time, even when they need help. So come in if you do not understand any topics, no matter how basic the question. Also, groups should meet with the instructor to discuss their strategies.

Important Dates to Make Sure that You Attend Class:

Senate Committee consideration of the Illegal Immigration Reform and Individual Responsibility Act" Simulation Dates:

Thursday, October 6th: Political Party Proposal Preparations

Tuesday, October 11th: Senate Committee Proposal Presentation and Debate

Thursday, October 13th: Debate and Final Negotiations to report a Bill to the Senate Floor.

Midterm Examination:

Thursday, October 20th

Decision to do paper instead of final examination: You need to declare a desire to do a paper and specify a doable topic. Of course, you can do this well before the deadline.

Thursday, October 27th:

Deliberative Poll on Immigration Identities and Group Rights

Thursday, December 8th, Immigration Policy and Identity

Final Examination or date to turn in final paper:

Monday, December 12th 8:30 A.M. to 10:30 AM.

Attendance Policy: Lectures convey a large measure of the course content. If you do not attend class, you will have great difficulty in passing the examinations. The course also involves classroom simulations in small groups. You cannot contribute to these discussions if you are not there. Students are allowed a total of 4 excuse free absences during the entire term on non-simulation days. All simulation day absences require an excuse from the Dean's office, Student Health Services, or other reliable source before allowances will be made. A total of 5 absences beyond excused absences will adversely affect your participation grade (10% of course grade). Absences from the simulations will affect your simulation grade (40% of the course grade). Students who miss exams must have a documented excuse to take a make-up exam. Students who expect to miss class should notify the instructor well in advance. For athletes expecting to be out of town on road trips, please submit your trip schedules at the beginning of the course. For honors students expecting to testify before Congress, do the same. Do not wait until after the absence to inform the instructor of these expected absences. The participation grade is an assigned percentage based on performance in class and it usually ranges from 75% to 100%. Each absence beyond 4 is subtracted as 1% from this assigned grade. As a result, a few absences don't mean a lot, but 10 to 15 absences start to cause real problems, especially if the participation grade is low to begin with (e.g., 75% - 15% = 60%).

Class Etiquette: Please respect the opinions and positions of fellow class members. Extend them the politeness that you yourself would expect. If you need to leave early or come late to class, please inform the instructor before the beginning of the class. Walking out without an explanation is not polite.

Grades: Grades are based on a percentage scale from 0 to 100% with A's in the 90% range, B's in the 80% range, C's in the 70% range, D's in the 60% range, and E's below 60%. The grades for the exercises will lose one point per day for lateness, and every day including weekends and holidays count. This doesn't look like much but over a few weeks it causes your grade to seriously deteriorate. Each day is determined at the end of the class period for which the assignment was due. Grade changes will be made for errors in computation or obvious mistakes. Grade changes will not be made for 'closeness to what was asked for', 'closeness to the cutoff point' or on the basis of personal need. All requests for grade changes must be made within one week of receiving the exam or paper in question.

Food and Beverages: Class policy is not to eat food, chew gum, suck on candy, smoke tobacco, chew tobacco, floss teeth, pick their teeth with toothpicks, or take drugs during class because the instructor cannot assume responsibility for administering the abdominal thrust (i.e., the Heimlich maneuver) to students choking on food or other objects, or engage in cardio-pulmonary resuscitation (i.e., CPR) to students overdosing or otherwise indisposed when asked questions in class. Water, soft-drinks, coffee and non-alcoholic drinks may be consumed in class, but please avoid making disruptive noises during class (for example, opening pop-top cans, slurping the last remnants of a drink, or shaking ice cubes, etc.).

Course Policy on Academic Integrity: All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. The Ombud site (<http://www.uky.edu/Ombud>) also has information on plagiarism. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm. The minimum penalty for plagiarism or cheating is a zero on the assignment for a first, "minor offence"; more severe penalties may be recommended and are mandated by the faculty senate for "major" and subsequent offences. Students should also be aware that according to faculty senate rules, those charged with plagiarism may not withdraw for any reason from the course in which the offense occurred.

Academic Accommodations due to Disability: 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@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

Ellis, Janie

From: Gill, Sharon
Sent: Wednesday, May 16, 2012 11:41 AM
To: Ellis, Janie
Cc: Brothers, Sheila C; Doyle, Megan L; Ett, Joanie M; Nikou, Roshan
Attachments: COM 571-DL.pdf; MUS 130.pdf; CHI 330.pdf; CHI 331.pdf; BA in Geology.pdf

Follow Up Flag: Follow up
Flag Status: Completed

Hi Janie,

The Undergraduate Council has reviewed and recommends approval of the following proposals. Those proposals approved through the workflow system are listed and identified as such. UK Core areas are in parentheses.

Please let me know if you have any questions.

Thanks,
Sharon

CHI 330 Introduction to Chinese Culture to 1840 – change (Humanities)
CHI 331 Introduction to Chinese Culture 1840 to Present – change (Humanities and Global Dynamics)
MUS 130 Performing World Music: subtitle required – new (Arts and Creativity)

COM 571-DL Health Communication – change

BA in Geology - change

The following proposals were approved via the Workflow system:

GWS 360 – LGBTQ History in the United States - new
GWS 410 – Introduction to Queer Theory – new

SOC 345 Global Divisions of Labor: Work and Organizations in the World Economy – new
SOC 347 International Migration in Global Perspective – new
SOC 349 Economic Sociology: Consumption, Production and the Social Construction of Markets – new
SOC 351 Global Sociological topics (Subtitle required) – new
SOC 363 Environmental Justice – new
SOC 438 Cross-National Crime – new

Sharon Gill
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