

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

a. Submitted by the College of: _____ Today's Date: 10/27/2009

b. Department/Division: Department of Sociology

c. Is there a change in "ownership" of the course? YES NO

If YES, what college/department will offer the course instead? _____

d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)

e. Contact Person Name: Shaunna Scott Email: shaunna.scot@uky.edu Phone: 257-6882

f. Requested Effective Date: Semester Following Approval OR Specific Term²: Summer 2010

2. Designation and Description of Proposed Course.

a. Current Prefix and Number: SOC/CLD 360 Proposed Prefix & Number: _____

b. Full Title: Environmental Sociology Proposed Title: _____

c. Current Transcript Title (if full title is more than 40 characters): Environmental Sociology

c. Proposed Transcript Title (if full title is more than 40 characters): _____

d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): CLD 360

Proposed – ADD³ Cross-listing (Prefix & Number): _____

Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.

Current:	____ Lecture	____ Laboratory ⁵	____ Recitation	____ Discussion	____ Indep. Study
	____ Clinical	____ Colloquium	____ Practicum	____ Research	____ Residency
	____ Seminar	____ Studio	____ Other – Please explain: _____		
Proposed:	____ Lecture	____ Laboratory	____ Recitation	____ Discussion	____ Indep. Study
	____ Clinical	____ Colloquium	____ Practicum	____ Research	____ Residency
	____ Seminar	____ Studio	____ Other – Please explain: _____		

f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail

Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

g. Current number of credit hours: _____ Proposed number of credit hours: _____

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.*

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

✓ ³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES: Maximum number of credit hours: _____</i>		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin: _____		
<i>Proposed Course Description for Bulletin:</i> _____		
j. Current Prerequisites, if any: _____		
<i>Proposed Prerequisites, if any:</i> _____		
k. Current Distance Learning(DL) Status: <input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both		
<i>Proposed Supplementary Teaching Component:</i> <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both		
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES, explain and offer brief rationale:</i> _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES, identify the depts. and/or pgms:</i> _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES⁷, list the program(s) here:</i> _____		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the <i>differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

Course Prefix and Number: SOC 360 / CLD360
 Proposal Contact Person Name: Shaunna Scott Phone: 7-6882 Email: shaunna.scott@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
DUS (Sociology)	10/22/09	Shaunna Scott / 7-6882 shaunna.scott@uky.edu	<i>Shaunna Scott</i>
Dept. Chair	10/22/09	Pat Mooney / 7-4404 / soc168@uky.edu	<i>Pat Mooney</i>
Assoc. Dean of Faculty	10/29/09	Ted Schatzki / 7-5821 / schatzki@uky.edu	<i>Ted Schatzki</i>
DUS (CLD)	10/26/09	Gary Hansen / 7-7586 ghansen@uky.edu	see attached email

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	Approved, per Sharon Gill, 8/10/10		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval	University Senate Approval		

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

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 delivery. All 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 below 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: SOC/CLD 360	Date: 10/20/09
Instructor Name: Shaunna Scott	Instructor Email: shaunna.scott@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>

<i>Curriculum and Instruction</i>	
1.	<p>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?</p> <p>The DL version of SOC 360 will have weekly discussion boards and virtual office hours which will make regular interaction between students and faculty possible. Students will interact with one another in groups through Blackboard communication functions. They will share documents and work collaboratively on research projects. Students will make research presentations by submitting powerpoints online through Blackboard and will give one another feedback on presentations. This will be an interactive on-line course. The syllabus complies to the University Senate Syllabus Guidelines, including the Distance Learning Considerations.</p>
2.	<p>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.</p> <p>The DL version of SOC 360 will use the same textbooks, on-line readings and web sources as the conventional course. It also has the same learning objectives and uses the same assessment strategies as the conventional course.</p>
3.	<p>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.</p> <p>The DL version of SOC 360 will include password-protected course portals for on-line quizzes and assignments. The academic offense policy is clearly conveyed in the syllabus. Students have been provided with links to the Code of Student Conduct and the ombuds office.</p>
4.	<p>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?</p> <p>No.</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

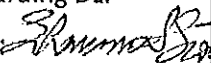
This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>*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 will be six months from the date of approval.</p>
5.	<p>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?</p> <p>The students will receive information on student services through Blackboard. Students will receive announcements through the announcement function of Blackboard concerning special events, such as the Sociology undergraduate club meeting, Sociology career day, and other relevant campus events. The instructor will advise students through email and virtual office hours concerning students services as needed.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The course requirements include on-line quizzes, essay questions, and a research assignment which require students to do the course readings and to conduct research using library, on-line and other learning resources. The students will have access to on-line links to websites, library resources, video, and some reading assignments (through electronic reserve and / or links to electronic journals that the UK library subscribes to). The students will also have contact information for the Distance Learning librarian and for the Distance Learning interlibrary loan program. Textbooks will be available through the bookstores and can be ordered on-line from sources such as Amazon. The students will be made aware of the Distance Learning Program support contact information through the course syllabus. Opportunities for research support and information literacy programs will be made available through the course syllabus and Bboard links.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>The syllabus and Blackboard shell will link students to information concerning computer access on campus and where they can view videos should their own equipment fail. The course is set up so that students will not need special equipment or facilities. Students will require only the textbooks and a working computer with an internet connection to pass this course. UK students with access to the library on-line search services and electronic journals, and the assistance of the Distance Librarian, will be able to complete the research requirement of this course.</p>
<i>Student Services</i>	
8.	<p>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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The syllabus includes information about where to receive technical assistance including TASC and UKIT with phone numbers website and email addresses.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>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.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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 delivery. All fields are required!

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.<input type="checkbox"/> The technological requirements for the course.<input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).<input type="checkbox"/> Procedure for resolving technical complaints.<input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.<input type="checkbox"/> Maximum timeframe for responding to student communications.<input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none"><input type="checkbox"/> "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 me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none"><input type="checkbox"/> Carla Cantagallo, DL Librarian<input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)<input type="checkbox"/> Email: dllservice@email.uky.edu<input type="checkbox"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Shaunna L. Scott</p> <p>Instructor Signature: </p>

Noe, JoLynn

From: Hansen, Gary L
Sent: Monday, October 26, 2009 12:05 PM
To: Scott, Shaunna; Noe, JoLynn
Cc: Hansen, Gary L
Subject: Re: If CLD can answer me soon AND you could print out the forms, I could sign them on Tues or Wed Oct 27 or 28

Shaunna and JoLynn,

CLD is in favor of continuing the cross-listing. Let me know if I need to do anything else.

Gary
Sent via BlackBerry by AT&T

From: "Scott, Shaunna" <shaunna.scott@uky.edu>
Date: Thu, 22 Oct 2009 17:34:51 -0400
To: Noe, JoLynn <jnoe0@email.uky.edu>
Cc: Hansen, Gary L <ghansen@email.uky.edu>
Subject: If CLD can answer me soon AND you could print out the forms, I could sign them on Tues or Wed Oct 27 or 28

JoLynn: I'd like to get these through the process asap so that you can use them for a prototype. To help with that, could you could print them out for me and let me come and sign them on the 2nd floor? (I am on crutches, don't have a parking permit while I'm on sabbatical. And I don't have access to a printer while I'm on sabbatical.)

Gary: Please let me know ASAP what CLD decides about cross-listing because JoLynn wants them sooner rather than later (see below). The next time I will be on campus is Tues, Oct 27. If possible, I'd like to take care of this on Tues or Wed for JoLynn.

Shaunna

1557 POT
University of Kentucky
Lexington, KY 40506-0027
859-257-6882
FAX: 859-323-0272

From: Noe, JoLynn
Sent: Thursday, October 22, 2009 1:56 PM
To: Scott, Shaunna
Cc: Hansen, Gary L
Subject: RE: Distance learning summer course: SOC 360 materials (Scott)

This is great! Once you hear from CLD, will you please sign and get a copy to me? I'm going to send this through the process and see if the Senate Council office finds any issues with it. If not, may I use it as a template for others? Thanks so much!

JoLynn Noe
Assistant Dean, Enrollment Management
College of Arts & Sciences
273 Patterson Office Tower
Lexington, KY 40506-0027
Phone: (859) 257-5707
Fax: (859) 323-1073

From: Scott, Shaunna
Sent: Wednesday, October 21, 2009 4:48 PM
To: Noe, JoLynn
Cc: Hansen, Gary L
Subject: Distance learning summer course: SOC 360 materials (Scott)

JoLynn, Here's my first try at filling out the distance learning form for SOC 360: Environmental Sociology. I'm not sure if I answered the questions appropriately or not. Let me know if anything should be changed. I've also attached the draft (in progress) of a syllabus for that course, in case that helps.

Finally, I am waiting to hear from Gary Hansen of Community Leadership and Development to determine whether SOC 360 will continue to be cross-listed with CLD 360 in its distance learning format.

Shaunna

1557 POT
University of Kentucky
Lexington, KY 40506-0027
859-257-6882
FAX: 859-323-0272

From: Noe, JoLynn
Sent: Wednesday, October 21, 2009 1:05 PM
To: Mcdonald, Juliana; Jefferies, Richard W; Gleeson, Scott; Bonner, Philip; Atwood, David A; Watson, Mark D; Ratajeski, Kent; Schwabe, Stephanie J; Foreman, Walt; Basu, Srimati; Shannon, Gary W; Hunter, David G; Harling, Philip; Petrone, Karen; 'Corso, Alberto (corso@ms.uky.edu)'; Leep, David; Higgs, Calvin T; Sandmeyer, Robert; 'Ron Wilhelm (ron.wilhelm@uky.edu)'; Cho, Wonbin; Golding, Jonathan; DeWall, Nathan J; Edwards, William T; Scott, Shaunna; Gebert, Mark A
Cc: Kornbluh, Mark; Turner, Kirsten; Ecker, Christian; Hanson, Roxie
Subject: Follow-up Regarding CAS Online Summer Courses

As you begin to fill in the Distance Learning Form, please let me know if you need any assistance in answering the questions. I had intended complete these forms myself then send them to the instructor for final approval, but I think it will be simpler for the instructors to take a first pass at answering the questions, then send them back to me to fill in the gaps and complete. I realize the form may look a bit daunting at first glance, but with your assistance I will make sure the forms get completed and sent through the proper approval channels. I am here to help!

Also, I've been fielding some questions about processes and timelines for course development. I am working with Christian Ecker to draft a timeline/calendar which we will share with everyone soon. We are very excited about this pilot and looking forward to working with each of you.

JoLynn Noe
Assistant Dean, Enrollment Management
College of Arts & Sciences
273 Patterson Office Tower
Lexington, KY 40506-0027
Phone: (859) 257-5707
Fax: (859) 323-1073

**SOC 360-001: Environmental Sociology
Distance Learning
Summer 2010**

Shaunna L. Scott
shaunna.scott@uky.edu

**1557 POT
257-6882**

Course Description

This course serves as introduction to environmental sociology. Environmental sociology is a sub-field within the discipline of sociology that explores the inter-relationship between human societies and the natural environment to which they belong. In this course, students will develop the ability to examine the dynamic relationship between society and nature from various sociological perspectives. Among the topics we will explore are population growth, access to food, public health, ownership and quality of water, energy, climate change, biodiversity, disasters, technology and risk, social movements, and environmental justice.

Contacting the Instructor

The best way to contact the instructor is via email. You should receive a response within 48 hours. The instructor will hold virtual office hours on Tuesday from 3:30 to 4:30 PM at which time the response to your questions will be almost immediate.

Learning Objectives

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

- Know the key environmental issues facing our planet today and recognize how these issues are related to and impacted by human society and culture
- Summarize, compare and contrast various theoretical paradigms used by environmental sociologists
- Explain the relationship between environmental sociology and sociology, generally
- Apply key concepts covered in this course to the analysis of environmental issues or topics
- Analyze a local case study of an environmental issue, movement, policy debate, etc., from a sociological perspective
- Link local environmental issues to global ones
- Describe how sociology contributes to our understanding of the society-nature inter-relationship

Readings

Bell, M. 2009. *Invitation to Environmental Sociology*. Third edition. Pine Forge Press. ISBN-13: 978-1-4129-5655-0

Gould, K. and T. Lewis. 2009. *Twenty Lessons in Environmental Sociology*. Oxford Univ. Press. ISBN-13: 978-0-19-537112-3

Electronic journal articles and essays linked through Blackboard.

Note: The required texts are also on 2-hour reserve at WT Young Library under S. Scott / SOC 360.

Required Equipment

You require a computer with an internet access and the ability to play videos on your computer screen for this course. If you do not own this equipment, you may use facilities at WT Young Library, including computers and video viewing rooms in the Media Center in the basement of the library.

Specific hardware and software requirements for Blackboard 9 should be reviewed at <http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>

Assignments and Grading

The components of the course are as follows:

- | | |
|--|---------|
| 1) Weekly open book, on-line quizzes (10) | 150 pts |
| 2) Discussion Board Participation | 160 pts |
| 3) Individual essays (4 @ 2-3 pp. each) | 225 pts |
| 4) Local Case Study Research Presentation (incl. plans @ 10 pts ea.) | 225 pts |

Total 760 pts

A: 90-100%, B: 80-89.9%; C: 70-79.9%; D: 60-69.9%; E: below 60 %

Instructions and detailed guidelines for the essay and research components appear in separate documents on Blackboard.

Evaluation

I share the U.K. College of Arts & Sciences definition of "C" as average or typical work. A "C" meets expectations for the general undergraduate population; students can earn a Bachelor's degree with a C (2.0) average. Therefore, I generally expect the median, mean and modal grade in all courses that I teach to be C (75%).

I do not grade on a curve and have no set number of A's, B's, C's, to give. Theoretically, everyone could get an A (outstanding/super/greatly exceeds expectations; everyone could get a D (poor, disappointing, does not meet expectations).

The instructor and TA are happy to meet with you, explain assignments, give advice, and provide feedback to help you improve your command of the material and, hence, your grade. The instructor is also open to modify in-class activities in an effort to help the entire class understand the material better and improve their performance in the course. However, the instructor will not renegotiate grades or lower expectations under any circumstances.

Cheating and Plagiarism

See the The Code of Student Conduct, which is available online (<http://www.uky.edu/StudentAffairs/Code/>) for more information on these issues. In this course, on-line quizzes and your four essays are open book and open note. Their designed to keep you on track with reading assignments and allow you time to synthesize and reflect upon the course material. But these assignments are for you and you alone to complete.

It is important that you complete the on-line quizzes and essays independently. That means, YOU take the quizzes and write the essays yourself; you get no assistance from others; you do not copy; and you do not present the work of others as your own.

Avoiding Plagiarism

If you **quote** someone, you must use quotation marks and provide the author's name, year of the publication and page number of the source. It looks like this:

Scott (2009) reported, "Student learning is enhanced when students play an active role in class discussion." (p. #) OR...

"Students who take responsibility for their learning and their actions have a higher chance of success than those who take a passive role in their education," observed one educator (Scott 2009: p#).

I have no preference about which of these two formats you use. Just provide the information.

When you **paraphrase**, you put another person's ideas *into your own words*. Even when paraphrasing, you must cite the source of your idea in the text, but you do not have to provide a page #. Example:

According to Scott (2009), C is a perfectly acceptable grade.

In your research project (regardless of format) and essays, be sure to cite your sources (immediately after the direct quotes or paraphrased ideas) and list the references and data sources you have used to develop your ideas in all research projects or essays. *All research projects must include a list of references and data sources.*

Lists of references should be formatted accordingly:

Last name, First name. year. *Title*. City: Publishing Company.

Last name, first name. year. "Article title." *Journal title* vol.(no.): pp#-pp#.

List of data sources should include: author, government agency or organization, interview or surveyor; website address (if applicable), date of report, publisher (if applicable), and date retrieved or collected.

For more details, see the link Blackboard link on UK's Policy on Plagiarism.

Consequences of Cheating / Plagiarism

If you cheat or plagiarize, here is what will happen: On the first offense, you will be reported to the Chair of the Department of Sociology and the Registrar will be contacted to determine if you have been charged with plagiarism before at the University. If not, you will receive an E on that assignment and will meet with the instructor and (possibly) the Chair to discuss the seriousness of this offence and how to avoid it in the future. If you have been charged with cheating or plagiarism before at the University OR if there is a second offense in this course, you will get an E in the course and will be reported both to the Chair of Sociology and to the UK Ombud.

You will be notified in writing if that occurs and will have 10 days to appeal the charge before the Ombud. The Code of Student Conduct, which is available online (<http://www.uky.edu/StudentAffairs/Code/>), documents the procedures for academic complaints. You may seek information and assistance from the Office of the Ombud (<http://www.uky.edu/Ombud/>).

General Course Rules & Guidelines

- Treat your instructor and class mates with **respect** at all times, even on discussion boards and in virtual environments.
- **Do not cheat or plagiarize!** (see above)
- Keep **digital or hard copy back-up** of your assignments.
- Turn in all assignments by the **due dates**. Do **not** try to complete on-line quizzes or other assignments at the last minute as technical difficulties may interfere. A good rule of thumb is to complete the assignment at least 24 hours before the due date /

time in order to be sure that it is received by the instructor on time. Late quizzes will not be accepted for credit at all. (See technical problems instructions below for how to handle technical difficulties in completing or submitting on-line assignments.)

- **Extra credit** can be earned on the on-line quizzes by answering questions on the recommended readings. These are the only means by which to earn extra credit in this course.
- 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.

Research Assistance

Research assistance is available to you through Distance Learning Library Services at <http://www.uky.edu/Libraries/DLLS>. You may also contact the Distance Learning librarian Carla Cantagallo at 859-257-0500, ext. 2171 or toll free at 1-800-828-0439 (option # 6) or via email at dlservice@email.uky.edu.

If you need inter-library loan service, that is available at http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16

Technical Difficulties (Blackboard)

You may seek assistance on technical difficulties (Blackboard) from the following sources: 1) Teaching and Academic Support Center (TASC) at <http://www.uky.edu/TASC/index.php> or 859-257-8272; 2) the Information Technology Customer Support Center at <http://www.uky.edu/UKIT> or 859-257-1300; or 4) the instructor at shaunna.scott@uky.edu (who will then ask TASC or UKIT for help). Aim to complete all assignments at least 24 hours before the deadline in order to provide sufficient time to deal with technical difficulties.

Syncing Bboard with Facebook

Whether you already have a Facebook account or not, any Bb user can click the BbSync link after logging in. It's at the bottom of the Tools box to the left of your Courses list. Facebook will invite you to login (or set up an account if you haven't done that yet).

Once in Facebook, you'll note a similar link for BbSync in your list of apps at the left. Facebook will step you through the process. Click BbSync to get an update of what's new in Blackboard -- a new assignment posted, a new quiz up, a new grade

posted. It's live in Facebook, with a quick link back to everything that's changing in your Bb courses

Only students registered in Bb courses will be able to pull the information from their courses into the BbSync tool in Facebook. Others will not be able to view the information they receive. And, no personal information is fed through BbSync -- it only delivers notices that new information (like Announcements or Assignments) has been posted in the course.

Schedule

Start

Course Overview

Film: "Journey to Planet Earth: The State of the Planet"

Familiarize yourself with Blackboard course shell, read docs
Download worksheet & begin to document your consumption
Complete KEEC Survey

Week 1

Environmental Sociology and Paradigms

Read:

Bell, Ch. 1

Barbosa, Theories in Environmental Sociology (20 Lessons)

Greider & Garkovich (1994) Landscapes: The Social Construction of Nature & the Environment

Murphy (1995) Sociology as if Nature Did Not Matter

Recommended:

Dunlap (2002) Environmental Sociology

Berry (?) Why I am NOT going to Buy a Computer

<http://home2.btconnect.com/tipiglen/berrynot.html>

Berry (2003) Feminism, the Body and the Machine

<http://www.crosscurrents.org/berryspring2003.html>

Quiz 1 due Tues 4 PM

Discussion Board 1 (Tues, 4PM – Wed 4 PM)

Week 2

Material and Ideal Realms

Online simulation: Tragedy of the Commons by Tues, 4 PM

Read:

Bell, Ch. 3 & 4

Bates, Population, Demography & the Environment (20 Lessons)

Hardin (1968), The Tragedy of the Commons

Continue documenting your consumption

Recommended

Berry (2001) The Idea of a Local Economy

<http://home2.btconnect.com/tipiglen/localecon.html>

Read:

Bell, Ch. 6 & 7

Tavakolian, Indigenous Cultures (20 Lessons)

Buijs (2009), Lay People's Images of Nature

KEEC Survey Report

Recommended:

Berry (2008) Faustian Economics: Hell Hath No Limits

<http://harpers.org/archive/2008/05/0082022>

Quizzes 2 & 3 due Tues 4 PM

Discussion Board 2: Tues 4 PM – Wed 4 PM

Week 3

Corporations, Technology & Inequality

Group then Class Discussion Board: Ecological footprint analysis

Film: "Journey to Planet Earth: Future Conditional"

Read:

Bell, Ch. 2 (review Ch. 3)

Mascarenhas (2009) Environmental Inequality & Environmental Justice (20 Lessons)

Hornborg (1998) Toward an Ecological Theory of Unequal Exchange

Take on-line questionnaire in preparation for discussion board

<http://www.earthday.net/footprint/flash.html>

Read:

Schnaiberg (2009) Labor Productivity & the Environment (20 Lessons)
Campbell (2009) Corporate Power (20 Lessons)
York (2009) The Science of Nature & the Nature of Science (20 Lessons)
Gould (2009) Technological Change & the Environment (20 Lessons)

Recommended:

Berry (1994) Conserving Communities
<http://home.btconnect.com/tipiglen/communtty.html>

Quizzes 4 & 5 due Tues, 4 PM
Discussion Board 3: Tues, 4 PM – Wed, 4 PM

Week 4

State, Policy & Social Movements

Discussion Board: discuss & redesign commons game to promote sustainability

Read:

Pellow, The State & Policy (20 Lessons)
Ostrom (1999) Coping with Tragedies of the Commons
McSpirit et al. (2005) EPA Actions in Post-Disaster Martin County

Recommended:

Berry (2004) Compromise, Hell!
<http://www.orionmagazine.org/index.php/articles/article/147/>
Berry (2008) Speech Against the State Government
<http://kentucky.sierraclub.org/events/ilovemountains/Wendell%20Berry%20Speech.02.14.08.pdf>

Read:

Bell, Ch. 10
Brulle, US Environmental Movements (20 Lessons)
Obach, Labor & the Environment (20 Lessons)
Lewis, Environmental Movements in the Global South (20 Lessons)

Recommended:

Berry (2000) In Distrust of Movements

<http://thegreenhorns.wordpress.com/essays/essay-in-distrust-of-movements-by-wendell-berry/>

Quiz 6 & 7 due Tues, 4 PM

Discussion Board 4: Tues, 4 PM – Wed, 4 PM

Week 5

Disasters, Risk & Climate Change

Film: "On the Brink"

Read:

Bell, Ch. 9

Freudenberg (1997) Contamination, Corrosion & the Social Order

McSpirit et al. (2007) Risk Perceptions after a Coal Waste Impoundment Failure

Yearly (2009) Climate Change & Sociology after Kyoto

Roberts & Parks (2009) Ecologically Unequal Exchange, Ecological Debt & Climate Justice

Recommended:

View vimeo "Wake Up, Freak Out!"

<http://wakeupfreakout.org/film/tipping.html>

(script at <http://wakeupfreakout.org/wakeup.html>)

Animator's statement at <http://wakeupfreakout.org/about.html>

Quizzes 8 & 9 due Tues 4 PM

Research plan sheet due Tues, 4 PM

Discussion Board 5: Tues, 4 PM – Wed, 4 PM

Week 6

Biodiversity & Sustainability

Film: "State of the Planet's Wildlife"

Read:

Toussaint (2005) Debating Biodiversity

Claussen & York (2007) Global Biodiversity Decline of Fish...

UN (1989) Our Common Future, I. 2. "Sustainable Development"

<http://www.un-documents.net/wced-ocf.html>

Recommended:

Berry (2006) Afterword from *Missing Mountains: We Went to the Mountaintop But It Wasn't There*

http://www.newsoutherner.com/Missing_Mountains.htm

Quiz 10 due Tues, 4 PM

Discussion Board 6: Tues, 4 PM – Wed, 4 PM

Week 7

Research & Writing

No reading assignments or quizzes; no discussion board assignments

Prepare research powerpoint presentations

Post powerpoints by Tues, 4 PM

Turn in research source list by Tues, 4 PM

Week 8

Research Evaluations / Essays Due

Research Presentation Feedback Worksheets due Tues, 4 PM

Four Essays Due Tues, 4 PM