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UNIVERSITY OF  
KENTUCKY

## New Course Report

2/20/2013 9:40:11 AM

OFFICE OF THE  
SENATE COUNCIL

### 1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 2/20/2013

1b. Department/Division: Sociology

1c. Contact Person

Name: Shannon Bell

Email: shannon.eliz.bell@uky.edu

Phone: 257-6883

Responsible Faculty ID (if different from Contact)

Name: James Hougland

Email: jghoug2@email.uky.edu

Phone: 257-4417

1d. Requested Effective Date: Semester following approval

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

### 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: SOC 445

2c. Full Title: Public Sociology

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

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

2h. Number of credit hours: 3

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

If Yes: Maximum number of credit hours:

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

2j. Course Description for Bulletin: This course explores strategies for using sociological research tools to make a tangible impact on real-world social problems. It focuses on "Public Sociology" as a "brand" of sociology in which scholars seek to engage with the wider public by addressing social issues and seeking to share the results of their research with individuals and organizations who can utilize it for the solution of social problems. Students will be involved in a public sociology project as they fulfill course requirements.

2k. Prerequisites, if any: SOC 302 or consent of instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

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

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 40

7. Anticipated Student Demand

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

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

If Yes, explain: [var7InterestExplain]

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

If No, explain:

9. Course Relationship to Program(s).

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

If YES, name the proposed new program:

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

If YES, list affected programs:

10. Information to be Placed on Syllabus.

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

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

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

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

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

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

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

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

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

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

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

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

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

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

10. Does the syllabus contain all the required components? NO

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

Instructor Name:

SIGNATURE|SOC168|Patrick H Mooney|Department approval for course - SOC 445 CourseDesc - Public Sociology|20111221

SIGNATURE|SOC168|Patrick H Mooney|Department approval for course - SOC 445 CourseDesc - Public Sociology|20111221

SIGNATURE|SOC168|Patrick H Mooney|Department approval for course - SOC 445 CourseDesc - Public Sociology|20111221

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for course - SOC 445, CourseDesc - Public Sociology|20111221

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for SOC 445|20120326

SIGNATURE|JMETT2|Joanie Ett-Mims|Decision on UGC Committee Review|20120326

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for SOC 445 Public Sociology|20120927

SIGNATURE|JEL224|Janie S Ellis|Decision on SC Committee Review|20120927

**Public Sociology**  
**SOC 445**  
**T/Th 2:00-3:15 pm – Whitehall 246**  
**Fall, 2011**

Professor: Dr. Shannon E. Bell

Email: [shannon.eliz.bell@uky.edu](mailto:shannon.eliz.bell@uky.edu)

Office: POT 1567 (15<sup>th</sup> floor)

Phone: 257-6883

Office Hours: Tues. 3:15-5:15 pm and by appointment

Prerequisites: SOC 101 (Introduction to Sociology)  
SOC 302 (Sociological Research Methods)

**COURSE DESCRIPTION:**

This course explores strategies for using sociological research tools to make a tangible impact on real-world social problems. It focuses on “Public Sociology” as a “brand” of sociology in which scholars seek to engage with the wider public by addressing social issues and seeking to share the results of their research with individuals and organizations who can utilize it for the solution of social problems. Students will be involved in a public sociology project as they fulfill course requirements.

Prerequisites:

SOC 302 (Sociological Research Methods)

**ADDITIONAL INFORMATION ABOUT THE COURSE**

*“The philosophers have only interpreted the world...the point, however, is to change it.”*

- Karl Marx, 1845

This course is about using sociological research tools to make a tangible impact on real-world social problems. Public sociology is a “brand” of sociology in which scholars seek to engage with the wider public, rather than conducting research that is aimed solely at increasing knowledge within the academy. Public sociologists use what Randall Collins (1998) has called the “sociological eye” to elucidate patterns of injustice within society, and then they work to address those injustices through sociological research. Many public sociologists work with community-based organizations to conduct research that is helpful to those groups and that works toward social justice goals. In this course you will learn about exemplar public sociology projects and then you will plan your *own* public sociology project in the Lexington community.

**\*\*\*PLEASE NOTE:** This class will require significant time outside of the classroom in the community. If you do not live in or close to Lexington or have some flexibility in your schedule, you may want to consider changing to another class. \*\*\*

**STUDENT LEARNING OUTCOMES**

After completing the course, students will be able to

- Explain the idea of “public sociology” and its manifestations within the discipline.
- Describe and evaluate work done by public sociologists.
- Identify social problems that exist within a community.

- Develop research projects that will provide information pertinent to the solution of social problems.
- Identify and develop working relationships with community-based organizations that are working to solve specific social problems.
- Explain research results in terms that are useful to community-based organizations.

**REQUIRED MATERIALS:**

All of the following are available at the UK Bookstore and Kennedy Bookstore:

1. *Sociologists in Action*. Edited by Kathleen Odell Korgen, Jonathan M. White, and Shelley K. White. 2010. Sage Publications/Pine Forge Press.
2. All other required readings will be posted to Blackboard

<b><u>COURSE REQUIREMENTS/GRADING:</u></b>
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**1. Class Participation/In-Class Activities (200 points – 20% of course grade)**

This course will be based heavily on in-class discussion and group activities. I expect you to come to class prepared, and points will be awarded daily for participation. Some participation points will come from in-class assignments. The only way to earn these points is to actually be present in class. Much of your grade will come from your involvement with other members of the class through one of two group projects we will be doing this semester. A portion of your participation grade will be determined by a peer-evaluation that other members of your group will complete on your participation and engagement with the group activities and project.

**2. Community Involvement (50 points – 5% of course grade)**

As mentioned above, a significant portion of this class will be devoted to an engaged research project in the Lexington community. There will be two organized team-based projects for this course. A portion of your grade will be based on your interactions with our community partners and your involvement in the project outside of the classroom.

**3. Short Papers – (200 points total – 20% of course grade)**

There will be a series of four short reflection papers (2-3 pages in length) assigned in this course. Information on these papers will be given one week before they are due.

1. Discussion goals paper – this short paper will be due Tuesday, September 6. Specific guidelines will be given during the second class meeting. (25 points)
2. Berkeley's Betrayal Analytic Reaction Paper (75 points, due Friday, Sept. 23)
3. Social Problem Paper (75 points, due Thurs., Oct. 13 )
4. Reflection on Team Project and Group Evaluation Paper (25 points, due Tues., Nov. 29)

**4. Group Research Project Plan Presentation (50 points total – 5% of course grade)**

Each team will be responsible for presenting a research plan documenting the overall component of the project your group will be doing. Each group member will be required to have a speaking role in the presentation. In addition, you will need to turn in a detailed outline of the tasks that will be completed for the project (format handed out in class).

**5. Project Reports (100 points total – 10% of course grade)**

During the weeks that you will be working on your public sociology project, you will need to turn in a 1-3 page report on the activities you and your group did in the prior week. This report will include a log documenting the hours you spent on this project and a personal reflection on the progress of the project and what you are learning from the process. A more detailed guide will be provided later in the semester.

**6. SOCIOLOGY SERVICE SHOWCASE – Wednesday, December 7, 5-7 pm and Final In-Class Practice Presentation (200 points – 20% of course grade)**

Each of the teams will present the outcomes of their Public Sociology project at a public event on Wednesday, December 7 from 5-7 pm. Attending this event is **REQUIRED** and is part of your course grade. Each member of the team will need to have some role in the presentation, whether it is putting the powerpoint together, giving a portion of the presentation, making the professional poster for the showcase, etc. The distribution of work will be negotiated in class.

**7. Final Paper (200 points total – 20% of course grade)**

An individually-written final paper on your team’s public sociology project will be due in my mailbox on **Tuesday, December 13** by 4:00 pm. This should be a **HARD COPY** – no emailed papers will be accepted unless prior arrangements have been made (but I do encourage printing double-sided or on scrap paper). More details on the components of this paper will be given later in the semester.

A = 900-1000 points	B = 800-899 points	C = 700-799 points	D = 600-699 points	E = Below 600 points
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**Final Exam Information:** The course will conclude with a final paper (due by Tuesday, December 13, at 4:00 p.m.) No final exam will be given.

**Mid-Term Grades:** Mid-Term grades will be posted in myUK. According to the deadline in the academic calendar.

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

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

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

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

**Academic Integrity:** Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism 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.

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

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

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.



## ADDITIONAL COURSE POLICIES

- Active discussion will be expected and encouraged. **Students are expected to have read all of the assigned material before class and come to class prepared to discuss it.** Attendance is mandatory. Participation and attendance are part of your grade and cannot be made up.
- **Late assignments and papers** will be accepted only under EXTRAORDINARY circumstances (e.g. death in the family, serious illness accompanied by a doctor's note, university approved absence). If extraordinary circumstances cause you to miss an assignment, please contact me at least by that day (via email), and arrange to provide me with documentation. In the case of an illness, this documentation must consist of a note from a doctor explaining your illness and why it caused you to miss the assignment (simply providing a slip from the Student Health Center indicating that you appeared there will not be accepted). If you have not contacted me within 24 hours after failing to turn in an assignment or give a scheduled presentation, I will not grant a make-up under any circumstances.
- Wikipedia is not an acceptable source for a paper, nor are most internet sources, unless they are peer-reviewed online journals or websites for certain well-respected organizations. When in doubt, just ask me!
- No laptops in class, unless you are using them for a presentation. Please just use a pen and paper for taking notes.
- All cell phones and other electronic devices must be turned off during class. This means no texting and no looking at or listening to your mp3 player or smart phone. If I see any of these things, I will deduct participation points for the day.
- **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@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.
- **Blackboard:** Information, grades, and readings will be posted to Blackboard. Please make sure that you are able to access all information on Blackboard as soon as possible.

## COURSE SCHEDULE

**WEEK 1:** *Thurs., Aug. 30 – Course overview*

**WEEK 2:**

- *Tues., Aug. 30 – Setting discussion goals; What is public sociology?*
- *Thurs., Sept. 1 – The Sociological Eye and Public Sociology*

READINGS:

- “The Sociological Eye and its Blinders” (Randall Collins) – BLACKBOARD
- Excerpts from the American Sociological Association’s Public Sociology Taskforce Report – BLACKBOARD

**WEEK 3:**

- *Tues., Sept. 6 – Liberation Sociology*

READINGS:

- “What is Liberation Sociology?” Chapter 1 in *Liberation Sociology* by Feagin and Vera – BLACKBOARD

**\*\*\*\*Discussion Goals Paper Due\*\*\*\***

- *Thurs., Sept. 8 – Doing Public Sociology*

READINGS:

*Sociologists in Action* (course book):

- pp. 1-2 (Introduction)
- pp. 77-82 (“Reengaging Activism in the Socialization of Undergraduate Students” by Shelley K. White)
- pp. 134-139 “Relocating the Homeless – Or Not!” by James D. Wright
- pp. 243-248 “‘Why Don’t We Do Something About It?’ Response to Job Loss in Rural Communities” by Leslie Hossfeld

**WEEK 4:**

➤ *Tues., Sept. 13 – Exemplar Projects: Race, Ethnic Relations, and Immigration*

READINGS:

*Sociologists in Action* (course book):

- Pp. 158-167 “Putting Sociology to Work in Winnersville, USA” by Mark Patrick George
- Pp. 64-69 “Youth Culture, Identity, and Resistance: Participatory Action Research in a Puerto Rican Barrio” by Nilda Flores-Gonzalez and Michael Rodriguez-Muniz
- Pp. 205-209 “Community-Based Research and Immigrant Rights” by Leah Schmalzbauer
- Pp. 201-204 “Informed Debate in a Political Minefield” by Irene Bloemraad

➤ *Thurs., Sept. 15 – Exemplar Project: Berkeley’s Betrayal*

READINGS:

- “Berkeley’s Betrayal: Wages and Working Conditions at Cal” (Purser, Schalet, and Sharone) – BLACKBOARD
- Guidelines for second reflection paper will be distributed

**WEEK 5:**

➤ *Tues., Sept. 20 – Exemplar Projects: Environmental Justice and Fostering Democratic Participation*

*Sociologists in Action* (course book):

- Pp. 221-226 “Activist Scholarship for Environmental Justice” by David Naguib Pellow
- Pp. 226-231 “The Sociology of Environmental Justice: Merging Research and Action” by Daniel Faber
- Pp. 266-270 “Democracy Matters: Giving Students a Political Voice” by Joan D. Mandle
- Pp. 178-183 “The Southern West Virginia Photovoice Project: Community Action through Sociological Research” by Shannon Elizabeth Bell

➤ *Thurs., Sept. 22 – NO CLASS: Work on reflection paper!*

\*\*\*\*\*Berkeley’s Betrayal paper due in my mailbox on the 15<sup>th</sup> floor of POT on Friday, Sept. 23 by 5:00 pm!!!\*\*\*\*\*

(no emailed papers will accepted unless prior arrangements are made)

**WEEK 6:**

➤ *Tues., Sept. 27: Transportation and (Un)Sustainability in Lexington, KY*

READINGS:

- Excerpts from the Brookings Institute's Carbon Footprint Report (2008) – BLACKBOARD
- "The Most and Least Active Cities in America: Where Sit Happens" by Lora Roberson and "Lexington Most Sedentary City in the US" by Alan Lytle – BLACKBOARD
- "What Transportation and Public Health Can Learn from Each Other about Changing Public Behaviors" by Steven E. Miller – BLACKBOARD
- "Why doesn't the public health community get it about walkability?" by Kaid Benfield – BLACKBOARD

➤ *Thurs., Sept. 29 – Transportation and (Un)Sustainability in Lexington, KY, cont.*

READINGS:

- Natural Resources Defense Council's Smarter Cities for Transportation project – BLACKBOARD
- UK Campus Bicycle Plan (2005) – BLACKBOARD

**WEEK 7:**

➤ *Tues., Oct. 4: Coal Use in Lexington, KY*

READINGS:

- Excerpts from Mercury Report – BLACKBOARD
- "Kentucky, Indiana: Among Most Mercury Polluted States in Nation" – BLACKBOARD
- Clean Air Taskforce: The Toll from Coal Report (2010) – BLACKBOARD

➤ *Thurs., Oct. 6: Coal Use in Lexington, KY*

READINGS:

- "The Beyond Coal Report" by the Sierra Club – BLACKBOARD
- Divide class into teams and distribute Social Problems Paper Guidelines

**WEEK 8:**

- *Tues., Oct. 11 – Workshop Part I in Social Research Methods*

READINGS:

- Posted on Blackboard

- *Thurs., Oct. 13 – Workshop Part II in Social Research Methods*

READINGS:

- Posted on Blackboard

**\*\*\*\*\*Reflection paper due in class\*\*\*\*\***

**WEEK 9:**

- *Tues., Oct. 18 – GROUP 1 WORKSHOP and Overview of Qualtrics*

- *Thurs., Oct. 20 – GROUP 2 WORKSHOP and Overview of Qualtrics*

**WEEK 10:**

- *Tues., Oct. 25 – Work in Teams*

- *Thurs., Oct. 27 – Research teams' Workplan Powerpoint Presentations in class (10 minutes for each group).*

\*\*\*Task-list due\*\*\*

\*\*\*Research plan (including survey or interview protocols) due\*\*\*

**WEEK 11:**

- *Tues., Nov. 1 – Work in Teams*

- *Thurs., Nov. 3 – Team Reports/Updates in Class*

\*\*\*Report #1 due\*\*\*

**WEEK 12:**

- *Tues., Nov. 8 – Work in Teams*

- *Thurs., Nov. 10 – Team Reports/Updates in Class*

\*\*\*Report #2 due\*\*\*

**WEEK 13:**

- *Tues., Nov. 15 – Work in Teams*
- *Thurs., Nov. 17 – Team Reports/Updates in Class*

\*\*\*Report #3 due\*\*\*

**WEEK 14:**

- *Tues., Nov. 22 – Work in Teams*
- *Thurs., Nov. 24 – HAPPY THANKSGIVING! NO CLASS*

**WEEK 15:**

- *Tues., Nov. 29 – Team Reports/Updates in Class*

\*\*\*Report #4 due\*\*\*

\*\*\*Findings and Posters due\*\*\*

- *Thurs., Dec. 1 –Powerpoint Presentations Due*

**WEEK 16:**

- *Tues., Dec. 6 – Practice Presentation – PART OF GRADE!*
- *Wednesday, Dec. 7: 5-7 pm – SOCIOLOGY SERVICE SHOWCASE – REQUIRED!!!\*\*\*\*\**
- *Thurs., Dec. 8: No class*

\*\*\*Final Papers due in my mailbox by 4:00 pm Tuesday, December 13\*\*\*

January 3, 2012

TO: A&S Educational Policy Committee

FROM: James Hougland  
Professor of Sociology

RE: New Course Proposals Submitted in Fall 2011

During the final weeks of my term as Director of Undergraduate Studies in Sociology, I prepared several proposals for new courses. The proposals were approved by Dr. Patrick Mooney, department Chair, and forwarded to the Educational Policy Committee for their consideration. Each proposal was the product of extensive discussion and positive votes within the department's Undergraduate Committee and Department Meeting.

Although the courses are being proposed as "new," most have been taught on a trial basis as "Special Topics" courses and therefore have already come to be defined by faculty members as a part of their teaching repertoire. For the most part, the "new" courses will simply replace sections that would have been offered under a special topics number. In that way, they will increase the visibility of their subject matter within the curriculum without introducing new pressures on the department's instructional capacity. The following is a brief commentary on the staffing and history of each proposed new course.

**SOC 345—Global Division of Labor.** This course was developed by Thomas Janoski, with some assistance from me, in recognition of the growing international impacts of organizations and labor processes. Both Dr. Janoski and I are prepared to teach the course. It was piloted in Fall 2011 under SOC 442 (Special Topics in Work, Organizations, and Economy), but it is identified by the department as a companion to SOC 342—Organizations and Work in Society. The content of SOC 342 has focused primarily on organization and work processes within the United States, so SOC 345 would allow a more global examination of organizations and work. Because of heavy demand from students in several Colleges, SOC 342 typically is offered every semester, often with two or more sections. If necessary, the department will reduce its offerings of SOC 342 to allow qualified instructors to teach an annual section of SOC 345.

**SOC 347—International Migration.** This course articulates with research being conducted in the department and speaks to major issues at the forefront of public policy debates. Dr. Thomas Janoski and Dr. Ana Liberato are well qualified to teach the course. It has been piloted as a section of SOC 350 (Topics in Sociology). Thus, SOC 347 will be offered about once a year in lieu of a special topics section.

**SOC 349—Economic Sociology.** This course supplements current course offerings in organizations and work by examining macro-level economic forces that affect organizational and labor processes. Dr. Thomas Janoski and Dr. Christopher Oliver are well qualified to teach the course. It has been piloted as a section of SOC 350 (Topics in Sociology). Thus, SOC 349 will be offered about once a year in lieu of a special topics section.

**SOC 351—Global Sociological Topics.** This course is being proposed as a new number to increase the visibility of special topics that will be offered with a global or international focus. As such, it will be a companion to SOC 350 (Topics in Sociology), which would be a more awkward home for topics with a

global focus because of its inclusion in the "Community, Culture and Citizenship in the USA" area of UK Core. With the recent addition of Drs. Carlos de la Torre and Janet Stamatel to a faculty that already included several faculty members who bring a global focus to their work, the need for a course that will easily accommodate global topics has increased. However, because it is a "special topics" course, it will not have to be offered on a recurring schedule.

SOC 363—Environmental Justice. The department currently offers SOC 360 (Environmental Sociology), which covers a wide range of topics related to environmental issues. The proposed course will allow for a more focused treatment of environmental issues as they relate to social inequalities. Drs. Shannon Bell, Dr. Shaunna Scott, and Dr. Dwight Billings are among the faculty members who would be qualified to teach the course. It has been piloted as a section of SOC 350 (Topics in Sociology). Thus, SOC 363 will be offered about once a year in lieu of a special topics section.

SOC 438—Cross-National Crime. This course will allow the department to introduce students to global issues involving crime, a topic that too often is considered only within the context of a specific nation. Dr. Janet Stamatel is the faculty member who is most likely to teach the course on a regular basis, but other faculty members with expertise in criminology/deviance (Dr. Claire Renzetti, Dr. Carrie Oser) also would be qualified to teach it. It has been piloted (with a slightly different title) as a section of SOC 439 (Topics in Crime, Law, and Deviance). Thus, SOC 438 will be offered about once a year in lieu of a special topics section.

SOC 445—Public Sociology. This course allows students to work intensively on issues with public policy implications. It therefore reinforces the department's emphasis on service learning. Dr. Shannon Bell, Dr. Shaunna Scott, Dr. Dwight Billings, Dr. Joanna Badagliacca, and Dr. James Hougland are among the departmental faculty who would be qualified to teach this course. It has been piloted as a section of SOC 350 (Topics in Sociology). Thus, SOC 445 will be offered about once a year in lieu of a special topics section.

Please contact me if I can provide additional information.