

**SOC x AAS 235 xxx: Social Inequalities
(summer 2012 online syllabus)**

Day/Time/Place: n/a

Instructor: Shaunna L. Scott

Email: shaunna.scott@uky.edu

Office phone: TBD

Office address: TBD

Preferred method on contact: TBD

Office Hours: days and times TBD

Bulletin Course Description

Analysis of the social origins, development, and persistence of inequality in various societies.

Prereqs: SOC 101 or CLD 102.

Course Description

This course introduces you to the sociological study of social inequalities based upon class, race/ethnicity, gender/sexuality, and region. We will focus primarily upon inequality within the United States, with a special emphasis on Appalachian Kentucky.

In this course, you will learn about sociological theory and research, and will be expected to understand and explain the causes and consequences of social inequality from a sociological perspective.

This course fulfills the General Education / Citizenship requirement [pending] and, as such, emphasizes important citizenship skills, including persuasive writing, critical media analysis, and policy evaluation. It is a required course for Sociology majors and minors.

Student Learning Outcomes

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

- Summarize and evaluate sociological theories of the causes of social inequality
- Apply key concepts from sociological theory to an analysis of the structure and reproduction of systems of social inequality through social institutions (government, economy, media, education, etc.)
- Analyze and describe how regional inequality is structured in our nation and globally
- Explain how the wealth, power and risk are influenced by race/ethnicity, class, gender and region
- Conduct and present research (locate, evaluate and present information)
- Debate and discuss controversial issues collegially from a variety of perspectives
- Evaluate policies designed to decrease social inequality, or mitigate the negative consequences of institutionalized inequality
- Write persuasively to advocate for policies related to social inequality

Minimum Technology Requirements

In order to participate in this course, you will need access to a computer with the minimum hardware, software and internet configuration described at this site: :

<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>

Note: the use of Internet Explorer is NOT recommended for use with Blackboard. Firefox is the recommended Internet browser for the course. You can download Mozilla Firefox (free) at this site: <http://www.mozilla.com/en-US/firefox/upgrade.html>

You will need to install a number of plugins on your computer. The links to the specific plugins required for this course can be also be found your course. If using a UK computer these plugins should be already installed.

To check if your browser has Flash, Adobe Acrobat Reader and QuickTime movie player, click this link: <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx>. If you do not have these, you can download them from this site.

To download Windows Media Player, click this link:
<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

Students and faculty can download Microsoft Office Suite (including Word and PowerPoint) from this site: <https://download.uky.edu/>.

If you experience technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. You may reach them at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

The **Teaching and Academic Support Center** (TASC) website (<http://www.uky.edu/TASC/>) offers additional information and resources that can promote a successful "online course" learning experience. They may also be reached at 859-257-8272.

Communication & Decorum

I will not hold office hours but I will generally respond to emails within 48 hours. I will let the class know if there will be any interruption in that pattern, ahead of time.

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, xenophobic, and homophobic language).

Journals and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor prompts, and always seek to further the aims of that particular discussion or assignment (e.g., stay on topic).

Contributions to journals and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made in the journal should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission.

Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html>

Course Reading & Viewing Materials

Textbook TBA. (It will likely be an electronic book from McGraw-Hill).

[Optionally: The text may be purchased from the following stores:

Kennedy Bookstore, 405 S. Limestone, (606) 252-0331 or 1-800-892-5165,
or go to the website: <http://www.kennedys.com>

Wildcat Text Books, 563 S. Limestone, (606) 225-7771, or go to the website:
<http://www.wildcatttext.com>

UK Bookstore 106 Student Center Annex, phone (606) 257-6304 or 1-800-327-6141 go to the
website: <http://www.ukbookstore.com>]

Electronic journal and newspaper articles linked through Blackboard.

Documentary films are available through Netflix (<http://www.netflix.com>; if you are not a subscriber, you can get one month's service free).

Distance Learning Library Services

Distance learning students have access to the Distance Learning Library services at <http://www.uky.edu/Libraries/DLLS>.

This service can provide you access to UK's circulating collections and can deliver to you manuscripts or books from UK's library or other libraries. The DL Librarian may be reached at 859-257-0500, ext 2171, or 800-828-0439 (option #6) or by mail at dlservice@email.uky.edu.

For an interlibrary loan visit: http://www.uky.edu/Libraries/linpage.php?lweb_id=253&llib_id=16

The library has set up a special web page to help you with your Policy Paper assignment. You can access in Bboard under Course Information, click on "Useful Websites."

Assignments and Grading

The components of the course are as follows and due dates to be announced:

1) Weekly open book, on-line exams (6 @ 40 pts ea)	240 pts
2) Weekly Journal Entries (8 @ 20 pts ea)	160 pts
3) Group Journal Comments (weekly)	80 pts
4) Individual Policy Paper	200 pts
5) Peer review of policy papers	70 pts
Total	850 pts

The grading scale will be:

90-100%: A; 80-89.9%: B; 70-79.9%: C; 60-69.9%: D; and below 60%: E or
765-850pts 680-764pts 59-679pts 510-594pts below 594pts

Bonus points: 2 bonus points for checking your computer's technical capabilities and posting to a Week 1 "get acquainted" discussion board

Final Exam Information

Exams (1-6): TBA Date, time, other information

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Organization & Time Demands

Course documents, such as the syllabus, are under "Course Information." The instructor's contact information is under "Staff Information." The course is divided into weekly modules under "Assignments & Activities." These include your reading / viewing assignments, an on-line exam, journal entry prompts, and (in some weeks) videos and other assignments.

You should complete one course module per week. You should spend about 12-24 hours per week doing the readings and assignments for this course. (It is an 8-week course, so a regular semester's work is compressed into about half the time.) It is your responsibility to access course materials in a timely manner and to meet all due dates and assignment criteria, as specified in the syllabus.

Online Exams: Strict Due Date & Time

Exams will be comprised of 20 questions at 2 points each, in a True/False, multiple choice, multiple answer or 'jumbled' sentence format. (Multiple answer means there **may be more than one correct response** to the question and you must choose all the correct options in order to receive full credit. Jumbled sentence is like a combination of multiple choice and fill-in-the-blanks; there are "blanks" but there is a drop down menu of words that can be put into the blanks.)

You may use your notes and books as you take the exams. However, you are expected to work independently on them. You have 60 minutes to complete the exam. If you take longer than that, you will receive a 0 for the exam.

Exams are password protected. The passwords are: RCG1, RCG2, RCG3, etc.

Exams will disappear on the due date and time, and you will not be allowed to take them late unless you present a **DOCUMENTED** excuse **as defined by the University (Senate Rule V.2.4.2)**. A missed exam will result in a score of zero, unless an acceptable written excuse is presented within 48 hours of the missed exam. Written excuses should be scanned and attached to the instructor via email.

Online exams must be completed within 72 hours of the original due date and time.

Technical difficulties, over-sleeping, and work schedule conflicts are not acceptable excuses for missing a exam deadline. So, you **must start the exams early** (12-24 hours before they are due) to allow time to deal with any unexpected difficulties.

You should contact the helpdesk at 859-218-4357 if you have technical difficulties. It is helpful if you can provide a screen shot of any error messages that you receive.

Team Work

You will be assigned to teams of 3 to 4 members each for this course. Your team will share a group journal and will evaluate drafts of one another's policy papers. (That is, you will be a peer support group for one another.)

You will be provided a rubric / worksheet to use in evaluating one another's policy papers.

You will be graded by on the quality of your work (journal entries and policy paper) as well as the quality of your peer support / teamwork (journal entry comments and peer paper review worksheets).

Journals

Each week you will be expected to write a journal entry based upon the week's reading assignments in a shared "group" journal on Blackboard. Each journal entry will be 500-750 words in length and will respond to a structured prompt in Blackboard. Be sure to address all of the questions or components in the prompt. Journal entries are due by noon on Tuesdays.

Each journal entry will be read and commented upon by the instructor and by your group mates. You also will be expected to read your group mates' journal entries and comment upon them in Blackboard. Comments upon group mates' journal entries are due by 6 PM on Wednesdays.

You will be graded on the following criteria: 1) compliance with assignment instructions [e.g., 3 posts of the specified type]; 2) command of course material [refer to specific arguments, facts, concepts, etc., from assigned course materials]; and 3) critical thinking / originality. In other words, merely quoting the reading or writing, "yes, I agree" or "I don't know," is not sufficient. Say what you think and why you conclude that; use evidence to substantiate your claims; employ logic to make a well-reasoned argument; and show you've read / viewed and understood the readings / videos.

Comments should be 125-200 words in length. They should relate the entry to the course readings and provide constructive criticism that notes strengths and suggestions for

improvement. Try to identify what is especially effective in the entry as well as areas that could be clarified, revised or developed more fully.

Policy Paper

Each student will focus on a topical area for her/his policy paper. The topics will be assigned by the instructor based upon student interest. Possible topics include: 1) income inequality; 2) racial inequities / racism; 3) intimate partner violence; 4) GLBT civil rights; 5) immigration / citizenship; 6) education (and race, gender, etc.); 7) environmental justice; 8) women in government; 9) health inequalities (race, region, etc.), and so forth. Topics may be suggested by the student.

Each student will produce a 1500 word policy paper advising a U.S. Congressional Representative on specific policies / legislation that should be enacted to decrease inequality in that topical area and / or mitigate the negative consequences of inequality in that topical area.

Your policy paper should include the following: 1) executive summary (1-3 sentence overview); 2) introduction (why the topic is important for a just and democratic society); 3) research approach and results (summarize facts; explain how the facts were determined or collected; provide specific facts to support assertions and your later policy recommendations); 4) conclusion (including a clear statement of conclusions and their implications: make at last 3 *specific* policy recommendations; be sure to state what specifically should be done next; a priority of actions / legislation; be as strong in your assertions and specific in your suggestions as possible); and 5) a bibliography of sources of evidence.

Your bibliography must include at least 15 sources, including at least 6 scholarly / academic works (books, peer reviewed journal articles), at least 3 government agency report, and at least 1 NGO / social movement report, website, political program or policy recommendation.

Policy papers will be graded on the following criteria:

- _____ Executive Summary (accurate & concise overview)
- _____ Introduction (define social inequality and stratification, provide at least one theory about how social inequality relates to social justice and may interfere with the functioning and goals of a democratic society, state the goal of your research; be sure to stimulate the reader's interest to go further)
- _____ Research approach and results (summarize facts; explain how the facts were determined or collected; provide specific facts to support assertions and your later policy recommendations)
- _____ Conclusion (including a clear statement of conclusions and their implications: at least 3 specific and concrete policy recommendations; be sure to state what should be done next; a priority of actions / legislation; be as strong in your assertions and specific in your suggestions as possible)
- _____ Bibliography of sources (total of 15)
- _____ Execution / Writing / Grammar (writing mechanics, organization, grammar)
- _____ Evidence of critical thinking; persuasiveness of argument

Peer Evaluations

Each team member will be asked to review their team mates' policy paper drafts, using a rubric / worksheet provided by the instructor.

Peer evaluators will be graded individually, based on the thoroughness of their reading, the quality and helpfulness of their feedback, and the timeliness their evaluations of their team mates' work.

Late Assignment Penalties

With the exception of online exams (see above), all other assignments may be turned in up to 48 hours past the due date / time for half-credit.

Late penalties will accrue at the following rate: 1-12 hours late will be penalized by 10 %; 12.1 to 24 hours late (- 20%); 24.1 to 36 hours late (- 30%) and 36.1 to 48 hours late (- 50 %).

If you feel you have a justifiable reason to apply for an I (Incomplete) grade, please scan and email all documentation to the instructor by during Week 7. (If you do not have a scanner, please contact the instructor for alternate delivery methods.)

Cheating and Plagiarism

The Department of Sociology takes plagiarism and cheating seriously. All suspected cases of plagiarism and cheating will be reported to the Department Chair. Penalties for these academic offenses could include an E in the course or suspension / expulsion from U.K.

Plagiarism

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 a question of plagiarism involving their 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 acknowledgment, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether a published article, chapter of a book, a paper from a friend or some file, or whatever. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]

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 feel ownership of their education and take an active role in course activities." (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 Plagiarism in this Course

If you 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 offense and how to avoid it in the future. If you have been charged with plagiarism before 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.

Disabilities & Medical Conditions

If you have a documented disability that requires academic accommodations, please see me as soon as possible. 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.

Schedule

Module	Assignments/Exams	Due Date
1. Sociological Theories		TBA
2. Class / Wealth		TBA
3. Region/Appalachia		TBA
4. Race/Ethnicity		TBA
5. Gender/Sexuality		TBA
6. Power/Government		TBA
7. Environment/Health		TBA
8. Policy Papers		TBA

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 235 x AAS	Date: 3/20/2011
Instructor Name: Shaunna L. 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"/>	

Curriculum and Instruction	
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>Yes, the distance learning syllabus will conform to the University Senate Syllabus Guidelines for Distance Learning. It will be based on the SOC 360 syllabus that I created for the Summer 2010 Distance Learning Pilot Project. Students and instructor will interact weekly through journal entries, comments and feedback. In addition, the instructor will be available seven days per week via email for questions and will commit to responding to student queries within 48 hours.</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 course goals and learning objectives will be exactly the same as the conventional classroom course. Students will read the same texts (a sociology textbook, electronic sociological journal articles, and electronic news articles) and will have access to educational videos and documentaries on-line. They will also complete the same assignments (exams, papers, and journals) and will be graded on the same criteria, using the same scoring rubrics, as courses in conventional courses.</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 policy for academic offenses, including cheating and plagiarism, will be the same as in the conventional course. Students will be educated on what cheating and plagiarism are, and will be informed of the consequences of such violations. Exams will be password-protected. Writing assignments will be submitted electronically, so that checking for internet content will be simple (through SafeAssign or other mechanisms).</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>

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

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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>If yes, which percentage, and which program(s)?</p> <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>Students will be informed of services available to them and links to relevant offices (such as Financial Aid, the Writing Center, the Disability Resource Center, Stuckert Career Center, psychological counseling, etc.) will be placed in the Blackboard course shell.</p> <p>The following statement will be included in the syllabus:</p> <p>If you have a documented disability that requires academic accommodations, please email the instructor as soon as possible. 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. This letter may be scanned and emailed or FAXed to the instructor.</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 following statement will be included in the syllabus:</p> <p>As a Distance Learning student you have access to the Distance Learning Library services at http://www.uky.edu/Libraries/DLLS.</p> <p>This service can provide you access to UK's circulating collections and can deliver to you manuscripts or books from UK's library or other libraries. The DL Librarian may be reached at 859-257-0500, ext 2171, or 800-828-0439 (option #6) or by mail at dlservice@email.uky.edu.</p> <p>For an interlibrary loan visit: http://www.uky.edu/Libraries/linpage.php?lweb_id=253&llib_id=16</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>All course work can be completed by students who have access to a reliable internet connection and a computer which conforms to the technical requirements of the 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 will include instructions and the contact information for entities that can resolve technical problems, including the following statement:</p> <p>If you experience technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. You may reach them at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.</p>

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	<p>The Teaching and Academic Support Center (TASC) website (http://www.uky.edu/TASC/) offers additional information and resources that can promote a successful “online course” learning experience. They may also be reached at 859-257-8272.</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>
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&llib_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 Instructor Signature:</p>

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

COURSE CHANGE FORM

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: <u>Arts & Sciences</u>	Today's Date: <u>8/29/2011</u>			
b.	Department/Division: <u>Sociology</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed?	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor ¹	(place cursor here for minor change[OSC1] definition)	
e.	Contact Person Name: <u>Shaunna Scott</u>	Email: <u>shaunna.scott@uky.edu</u>	Phone: <u>257-6882</u>		
f.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR	<input checked="" type="checkbox"/> Specific Term ² :	<u>Summer 2012</u>
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>SOC 235</u>	Proposed Prefix & Number: <u>Same</u>			
b.	Full Title: <u>Inequalities in Society</u>	Proposed Title: <u>Same</u>			
c.	Current Transcript Title (if full title is more than 40 characters): <u>NA</u>				
c.	Proposed Transcript Title (if full title is more than 40 characters): <u>NA</u>				
d.	Current Cross-listing: <input type="checkbox"/> N/A	OR	Currently³ Cross-listed with (Prefix & Number): <u>AAS 235</u>		
	Proposed – <input type="checkbox"/> ADD³ Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> 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:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>3</u> Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	<u>3 (when taught online) Other –</u> Please explain:		<u>3 lec when taught in class;</u> <u>3 other when taught online</u>
f.	Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	
	Proposed Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	

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.)

COURSE CHANGE FORM

g.	Current number of credit hours: <u>3</u>	Proposed number of credit hours: <u>3</u>	
h.	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	Proposed to be repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES: Maximum number of credit hours: _____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	<u>Analysis of the social origins, development, and persistence of inequality in various societies.</u>	
	Proposed Course Description for Bulletin:	<u>Same</u>	
j.	Current Prerequisites, if any:	<u>SOC 101 or RSO 102.</u>	
	Proposed Prerequisites, if any:	<u>SOC 101 or CLD 102.</u>	
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	
	Proposed Supplementary Teaching Component:	<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 checked="" type="checkbox"/>
	Proposed to be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain and offer brief rationale:		
	<u>My primary aim is to have this course approved as a distance learning course. I also took the opportunity of changing one of the possible pre-reqs from RSO 102 (RSO prefix changed to CLD) to CLD 102 (equivalent).</u>		
5.	Course Relationship to Program(s).		
a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, identify the depts. and/or pgms: <u>African American Studies Interdisciplinary Minor crs AAS 235</u>		
b.	Will modifying this course result in a new requirement ⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here: _____		
6.	Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and you must include the differentiation 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.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: SOC / AAS 235 (add DL, edit prereq)

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
Sociology, DUS	8/30/11	James Hougland / 7-4417 / jghoug2@uky.edu	
Sociology, Chair	8/30/11	Patrick Mooney, Chair / 7-6896 / phmooney@uky.edu	
African American Studies, Dir	08/30/11	Frank X. Walker / 7-1035 / fxw2@uky.edu	
College of A&S	10/31/11	Anna Bosch, Associate Dean / 7-6689 / bosch.uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	2/14/2012	Sharon Gill	
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.