Course Inventory Change Request

New Course Proposal

Date Submitted: 02/07/17 1:17 pm

Viewing: AMS 324: Being Deviant in America

Last edit: 02/07/17 2:05 pm

Changes proposed by: m344k550

Academic Career: Undergraduate, Lawrence
Subject Code: AMS
Course Number: 324
Academic Unit: Department - American Studies (AMS)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

Do you intend to offer any portion of this course online?
Yes

Please Explain
This course has been developed fully online as an 8-week course (currently AMS 344). It will also be taught in the traditional classroom in a 16-week format.

Title: Being Deviant in America
Transcript Title: Being Deviant in America
Effective Term: Summer 2017

Catalog Description:
In this course students will study traits, conditions, actions, and behaviors that violate social norms and elicit negative societal reactions. This includes the social, cultural, and individual factors that explain deviance; motivations behind deviant behavior; and efforts by society to control deviants. In short, you will undertake a sociological examination of those on the margins of society and societal efforts to "deal with" them.

Prerequisites: None

Cross Listed Courses:

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/-)/FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered: Twice a Year, Spring & Summer
Repeatable for credit?
No

Principal Course Designator
Course Designator: S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
No

Rationale for Course Proposal:
This course covers material that is central to the study of contemporary American society. It is a course that is in demand by students and will be a regular offering by American Studies.
KU Core Information

Has the department approved the nomination of this course to KU Core?
Yes

| Name of person giving departmental approval | Jennifer Hamer |
| Date of Departmental Approval              | 1/10/2017     |

Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

Upon reaching this goal, students will be able to investigate the diversity of human experience within the United States, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 1
State what assignments, readings, class discussion, and lectures will devote a majority of course content to ensure student understanding of basic human diversity within the United States, such as biological, cultural, historical, linguistic, social, economic, sexual, and ideological diversity. (Please limit responses to 1000 characters.)

The study of deviance in American Society is the study of people on the margins, those who are defined as different, whose identity, actions, behavior, or status generate a negative response and social stigma. The entire course is focused on generating student understanding of basic human diversity without judgement, along with the generation of empathy for others. For example, substantive lessons cover physical violence, rape and child molestation, suicide, sexual deviance, drug use, and mental illness. The assigned reading materials cover quantitative patterns in deviant behavior and qualitative understanding of being deviance and experiencing stigma.

Explain how your course or educational experience will generate discussion among students, leading to examination of students' own value assumptions in the context of various value systems within the United States. (Please limit responses to 1000 characters.)

The course by its very nature and coverage of controversial issues generates lots of discussion. The materials challenge students to confront and study sensitive topics and experiences that are sometimes scary and often uncomfortable. Students are required to step away from their own world views in order to study and understand different behaviors and experiences. They learn to apply scientific procedures to understand social behavior.

Detail how your course or educational experience will integrate other-cultural readings and academic research on cultural competency to define and analyze issues and other-cultural key words and concepts, and practices within the United States. (Please limit responses to 1000 characters.)

In addition to the extensive required reading, there are weekly recommended films that complement the course materials and provide opportunity for students to visualize deviance in America and abroad. Discussion questions for the films encourage students to draw on diverse cultural practices to conceptualize and frame the issues at stake in the films. For example, a film about heroin use is primarily limited to the experience of illicit users in the US, but course materials and discussion prompts lead students to an understanding of varying cross-cultural and transnational practices. They are encouraged to evaluate and critically analyze US drug policy and make connections between structural frameworks and daily practice for users and non-users.

State what assignments, readings, class discussion, and lectures your course or educational experience will use to evaluate student work that documents and measures their grasp of diverse cultures and value systems within the United States through reflective written or oral analysis. (Please limit responses to 1000 characters.)

The course is structured around regular weekly objective quizzes and two semester objective exams that capture student knowledge about basic concepts in the study of American deviance. In addition, weekly written contributions to discussion forums demonstrate student ability to grasp and critically analyze contemporary issues in deviance. These discussions require students to read and research relevant topics and use critical thinking skills. Finally, there are two longer writing assignments in which students choose from a set of topics about 1) suicide and 2) the Internet. They are encouraged to use a wide variety of resources to incorporate information about cultural differences into their analyses. Sample assignments are attached (a discussion board post and the Internet paper assignment).
AMS 344 Sample Assignment 1.pdf
AMS 344 Sample Assignment 2.pdf

<table>
<thead>
<tr>
<th>Comments</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Rachel Schwien (rschwien) (02/17/17 2:21 pm)</strong>: requested statement of support from SOC</td>
<td></td>
</tr>
<tr>
<td><strong>Rachel Schwien (rschwien) (02/24/17 11:30 am)</strong>: SOC (B. Staples) is in support of this course</td>
<td></td>
</tr>
</tbody>
</table>
Course Inventory Change Request

Date Submitted: 02/17/17 4:00 pm

Viewing: MUSC 308: Music in East Asia
Also listed as: EALC 308
Last edit: 02/17/17 4:00 pm
Changes proposed by: mgchilds

Academic Career: Undergraduate, Lawrence
Subject Code: MUSC
Course Number: 308
Academic Unit: Department: Music (MUSC)
                      School/College: School of Music

Do you intend to offer any portion of this course online?
Yes

Please Explain
this is a hybrid course. See MUSC 308 for details.

Title: Music in East Asia
Transcript Title: Music in East Asia
Effective Term: Fall 2017

Catalog Description: Study of musical cultures in China, Korea, and Mongolia, with a special focus on court music, musical theater, popular music, and the influence of East Asian music on the Western art music and vice-versa.

Prerequisites: None

Does a student need to be admitted to the school/college in order to enroll in this course?
No

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC 308</td>
<td>Music in East Asia</td>
</tr>
</tbody>
</table>

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered

Repeatable for credit?
No

Principal Course Designator
Course Designator

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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</thead>
<tbody>
<tr>
<td>(EALC-BA) East Asian Languages and Cultures, B.A.</td>
</tr>
</tbody>
</table>
Describe how:

For the 3 concentrations in East Asian Studies (with Chinese, with Japanese or with Korean language) EALC 308 will count as a course on East Asia.

Rationale for Course Proposal

Ketty Wong has taught this course successfully. It's a great addition to East Asian Studies course offerings.

KU Core Information

Has the department approved the nomination of this course to KU Core?

Yes

Name of person giving departmental approval

Date of Departmental Approval

Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

see entry for MUSC 308

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2

State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

see entry for MUSC 308

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

see entry for MUSC 308

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

see entry for MUSC 308

State what assignments, readings, class discussion, and lectures will be used to evaluate students' work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

see entry for MUSC 308

KU Core Documents

Course Reviewer Comments

Key: 10144
**Course Inventory Change Request**

**New Course Proposal**

Date Submitted: 11/30/16 5:34 pm  
Viewing: **EXM 304 : Digital Photography I**  
Last edit: 03/08/17 10:55 am  
Changes proposed by: mvelasco

**Academic Career**  Undergraduate, Lawrence  
**Subject Code**  EXM  
**Course Number**  304  
**Academic Unit**  Department  Visual Art (ART)  
**School/College**  School of the Arts, CLAS  
**Locations**  Lawrence

Do you intend to offer any portion of this course online?  
No

**Title**  Digital Photography I  
**Transcript Title**  Digital Photography I  
**Effective Term**  Fall 2017

**Catalog Description**  This course explores Digital Photography as a tool and resource with a wide range of expressive and creative interests. Digital processes such as image capturing, editing, and printing will be the main focus. Issues pertaining the circulation and distribution of digital imagery in contemporary culture will be addressed. DSLRs, Point and Shoot Cameras, and Camera Phones will be used.  
Prerequisites  ART 101, ART 103, or ART 104; and any introductory art studio, or permission of instructor. This course is offered at the 300 and 500 levels, with the 500 level serving as a continuation of study in the topic area.

Cross Listed Courses:

**Credits**  3  
**Course Type**  Laboratory Main (Laboratory that is a main component) (LAB)  
**Grading Basis**  A-D(+/-)FI  
Is this course part of the University Honors Program?  No

Are you proposing this course for KU Core?  No  
Typically Offered  Once a Year, Usually Spring  
Repeatable for credit?  No

**Principal Course Designator**  
**Course Designator**  
Are you proposing that the course count towards the CLAS BA degree specific requirements?  No

Will this course be required for a degree, major, minor, certificate, or concentration?  No

**Rationale for Course Proposal**  This course has been taught as a topics course for over two years, and has proven popular with students.

**Course Reviewer Comments**  
Rachel Schwien (rschwien) (02/14/17 3:02 pm): emailed dept re: committee request for updated catalog description for clarity  
Rachel Schwien (rschwien) (03/07/17 12:27 pm): followed up with dept 3/7
## Course Inventory Change Request

### New Course Proposal

**Date Submitted:** 11/30/16 5:39 pm  
**Viewing:** EXM 504 : Digital Photography II  
**Last edit:** 03/08/17 10:56 am  
**Changes proposed by:** mvelasco

<table>
<thead>
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<th>Undergraduate, Lawrence</th>
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</thead>
<tbody>
<tr>
<td><strong>Subject Code</strong></td>
<td>EXM</td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
<td>504</td>
</tr>
<tr>
<td><strong>Academic Unit</strong></td>
<td>Department Visual Art (ART)</td>
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<tr>
<td><strong>School/College</strong></td>
<td>School of the Arts, CLAS</td>
</tr>
<tr>
<td><strong>Locations</strong></td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

**Do you intend to offer any portion of this course online?**  
No

**Title**  
Digital Photography II

**Transcript Title**  
Digital Photography II

**Effective Term**  
Fall 2017

**Catalog Description**  
This course will explore Digital Photography as a tool and resource with a wide range of expressive and creative interests. Students will explore how digital photographs are ‘captured’, edited, printed, and distributed in contemporary culture. DSLRs, Point and Shoot Cameras, and Camera Phones will be used. Advanced techniques in Picture Editing, File Management, Printing, Digital Delivery, and Studio Photography of Artwork will be explored. May be repeated for credit.

**Prerequisites**  
EXM 304

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th><strong>Credits</strong></th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
<td>Laboratory Main (Laboratory that is a main component) (LAB)</td>
</tr>
<tr>
<td><strong>Grading Basis</strong></td>
<td>A-D(+/-)FI</td>
</tr>
<tr>
<td><strong>Are you proposing this course for KU Core?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Typically Offered</strong></td>
<td>Once a Year, Usually Spring</td>
</tr>
<tr>
<td><strong>Repeatable for credit?</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

**How many times may this course be taken**  
4 **- AND/OR -**  
**For how many maximum credits**  
12

**Can a student be enrolled in multiple sections in the same semester?**  
No

**Principal Course Designator**

**Course Designator**

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**  
No

**Will this course be required for a degree, major, minor, certificate, or concentration?**  
No

**Rationale for Course Proposal**  
This course was taught as a topics course for over two years, and will be added to the roster as a regular rotation course.
<table>
<thead>
<tr>
<th>Course Reviewer</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Schwien (rschwien) (Tue, 14 Feb 2017 21:02:19 GMT)</td>
<td>emailed dept re: committee request for updated catalog description for clarity</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien) (Tue, 07 Mar 2017 18:27:32 GMT)</td>
<td>followed up with dept 3/7</td>
</tr>
</tbody>
</table>
## New Course Proposal

**Course Inventory Change Request**

**Date Submitted:** 02/22/17 9:58 am

**Viewing:** GEOG 512: Advanced Cartography and Geovisualization

**Last edit:** 02/22/17 9:58 am

Changes proposed by: koerner

### Academic Career
Undergraduate, Lawrence

### Subject Code
GEOG

### Course Number
512

### Academic Unit
Department: Geography (GEOG)

### School/College
College of Lib Arts & Sciences

### Locations
Lawrence

### Do you intend to offer any portion of this course online?
No

### Title
Advanced Cartography and Geovisualization

### Transcript Title
Adv Cart & Geovisualization

### Effective Term
Fall 2017

### Catalog Description
This is an advanced computer-based scientific cartography course. It covers mapping techniques such as dasymetric mapping, multivariate mapping, cartogram and flow map, map animation, geovisual analytics, web and interactive mapping, and mapping from remotely sensed imagery. This course focuses on practical and hands-on experience. Students will learn theoretical concepts, principles, and design examples, and produce a cartographic portfolio of well-designed and professional maps.

### Prerequisites
GEOG 311 or equivalent; or consent of instructor.

### Cross Listed Courses:

### Credits
4

### Course Type
Lecture (Regularly scheduled academic course) (LEC)

### Associated Components
Laboratory - Associated with a main component

### Grading Basis
A-D(+/-)FI

### Is this course part of the University Honors Program?
No

### Are you proposing this course for KU Core?
No

### Typically Offered
Once a Year, Usually Spring

### Repeatable for credit?
No

### Principal Course Designator
N - Natural Sciences

### Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

### Will this course be required for a degree, major, minor, certificate, or concentration?
No

### Rationale for Course Proposal
The new course is a subsequent course of the updated GEOG 311. This course combines the advanced topics from several existing overlapping courses. It aims to train students in advanced and professional mapping skills and to prepare them for a career in cartography, which has seen an increasing demand.
Course Inventory Change Request

New Course Proposal

Date Submitted: 03/01/17 11:17 am

Viewing: GEOG 583: Migration, Diasporas and Development

Also listed as: AAAS 583

Last edit: 03/01/17 11:17 am

Changes proposed by: koerner

Academic Career: Undergraduate, Lawrence

Subject Code: GEOG

Course Number: 583

Academic Unit: Department

Geography (GEOG)

School/College: College of Lib Arts & Sciences

Locations: Lawrence

Do you intend to offer any portion of this course online? No

Title: Migration, Diasporas and Development

Transcript Title: Migration, Diasporas & Develop

Effective Term: Fall 2017

Catalog Description:

This course introduces students to key concepts in global migration and its implications on development in migrant sending states particularly those on the African continent. It will explore the various migration patterns from Africa (e.g. migration between North Africa and Europe in the aftermath of the Arab Spring), South-South migration, the 'brain drain' of skilled professionals and its implications for development, and the role of diasporas in development. The course will also assess the integration of migrants in major migrant destination regions. Finally, the course will provide students with an opportunity to critically examine the relationship between migration and development in a particular national context of their choice.

Prerequisites:

GEOG 102 or consent of instructor.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>AAAS 583</td>
<td>Migration, Diasporas and Development</td>
</tr>
</tbody>
</table>

Credits: 3

Course Type: Lecture (Regularly scheduled academic course) (LEC)

Grading Basis: A-D(+/-)FI

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? No

Typically Offered: Once a Year, Usually Spring

Repeatable for credit? No

Principal Course Designator: S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements? No

Will this course be required for a degree, major, minor, certificate, or concentration? No

Rationale for Course Proposal:

Migration has become an important pillar in the development of many countries in the Global South. Hence, there is need to equip students with both the theoretical and empirical knowledge on global migration and its relationship to development.
Rachel Schwien (rschwien) (03/01/17 11:37 am): AAAS Approves of new course

GEOG 583: Migration, Diasporas and Development

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
Course Inventory Change Request

New Course Proposal

Date Submitted: 03/01/17 11:19 am

Viewing: GEOG 586: Sustainable Food Systems and Food Security in the Global South

Also listed as: AAAS 586

Last edit: 03/01/17 11:19 am

Changes proposed by: koerner

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>GEOG</td>
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<tr>
<td>Department</td>
<td>Geography (GEOG)</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
<tr>
<td>Do you intend to offer any portion of this course online?</td>
<td>No</td>
</tr>
<tr>
<td>Title</td>
<td>Sustainable Food Systems and Food Security in the Global South</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Sus Food Systs &amp; Food Security</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2017</td>
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</tbody>
</table>

Catalog Description: The course adopts an interdisciplinary approach to study food systems and food security in the Global South. It incorporates multiple perspectives ranging from the local to the global level to explore the cultural, ecological/environmental, economic, sociopolitical, and ethical dimensions connected to the global food system. It also examines several dimensions of food insecurity. Students will also examine the impact of food insecurity on health as well as racial and economic disparities in access to food. The course will also examine the research and conceptualization of food systems and analyze concepts such as “food deserts,” “food oases,” “food swamps,” and “food grasslands.” We will examine food production and food acquisition strategies in low-income areas. Case studies will be drawn on experiences from diverse regions particularly Southern Africa even though other regions such as Latin America and Southeast Asia will be considered.

Prerequisites: GEOG 102 or consent of instructor.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>AAAS 586</td>
<td>Sustainable Food Systems and Food Security in the Global South</td>
</tr>
</tbody>
</table>

Credits: 3

Course Type: Lecture (Regularly scheduled academic course) (LEC)

Grading Basis: A-D( +/-)FI

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? No

Typically Offered: Once a Year, Usually Fall

Repeatable for credit? No

Principal Course Designator: S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements? No

Will this course be required for a degree, major, minor, certificate, or concentration? No
The global population is projected to exceed 9 billion by 2050, which raises the need to feed the growing population in a sustainable manner. This makes it necessary to train a new generation of scholars who understand the current challenges to the global food system (such as climate change) and are in a position to offer practical solutions to improve the global food system.

Rachel Schwien (rschwien) (03/01/17 11:37 am): AAAS approves of new course
Course Inventory Change Request

New Course Proposal

Date Submitted: 11/16/15 3:19 pm

Viewing: HIST 230: Sex, Gender, Film, History

Last edit: 11/16/16 3:33 pm

Changes proposed by: acon

Programs referencing this course
HIST-BA/BGS: History, B.A./B.G.S.
HIST-MIN: History, Minor

Academic Career Undergraduate, Lawrence
Subject Code HIST
Academic Unit Department History (HIST)
School/College College of Lib Arts & Sciences
Locations Lawrence

Do you intend to offer any portion of this course online? No

Title Sex, Gender, Film, History
Transcript Title Sex, Gender, Film, History
Effective Term Fall 2016

Catalog Description
In the second half of the 20th century, Americans struggled over sex and gender—and both their behaviors and beliefs changed dramatically, though not without controversy. In this class, we use mainstream, popular American films produced during this volatile era to analyze historical understandings of gender identity and appropriate sexual behaviors in post-WWII American society. This course is also an introduction to the study of history: students will work extensively with film and other primary documents, and will analyze different scholarly interpretations of the same set of events.

Prerequisites None

Cross Listed Courses:

Credits 3
Course Type Lecture (Regularly scheduled academic course) (LEC)
Grading Basis A-D(+/-)FI

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? No

Typically Offered Every Two Years
Repeatable for credit? No

Are you proposing this course for the CLAS BA degree specific requirements? No

Principal Course Designator H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements? No

Will this course be required for a degree, major, minor, certificate, or concentration? Yes
<table>
<thead>
<tr>
<th>Which Program(s)?</th>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(HIST-BA/BGS) History, B.A./B.G.S.</td>
</tr>
<tr>
<td></td>
<td>(HIST-MIN) History, Minor</td>
</tr>
</tbody>
</table>

**Describe how:**
This course will fulfill the Category 1 requirement for both the History Major and Minor.

**Rationale for Course Proposal**
This course will help students evaluate historical change by examining the history of student life at KU in a national context; students will work extensively with primary sources and analyze different historical interpretations. This course will be proposed to the KU Core at a later date.

**Course Reviewer Comments**
Karen Ledom (kjh) (04/30/16 9:58 pm): Rollback: waiting on consultation. due to end of year, rolling back to CLAS UG queue so it will be ready at beginning of 2016-17 review cycle.
Karen Ledom (kjh) (04/30/16 9:44 pm): Rollback: see other comments
Karen Ledom (kjh) (08/19/16 5:31 pm): Per April 2016 email from B. Bailey in History, dept is aware of need for statements of support from FMS and WGSS. None recevied as of 8/19.
Rachel Schwien (rschwien) (08/26/16 1:53 pm): emailed department 8/26 asking for statements of support from FMS and WGSS
Rachel Schwien (rschwien) (09/08/16 1:40 pm): followed up with dept 9/8
Rachel Schwien (rschwien) (10/13/16 4:37 pm): followed up with dept 10/13
Rachel Schwien (rschwien) (10/18/16 10:18 am): Dept still working on getting statements of support 10/18
Rachel Schwien (rschwien) (11/02/16 2:50 pm): followed up with dept 11/2
Rachel Schwien (rschwien) (11/15/16 2:58 pm): followed up with dept 11/15
Rachel Schwien (rschwien) (12/15/16 2:53 pm): followed up with dept 12/15
Rachel Schwien (rschwien) (01/23/17 12:02 pm): followed up with dept 1/23/17
Rachel Schwien (rschwien) (02/09/17 8:15 am): WGSS (Pam Gordon) is in support of this course.
Rachel Schwien (rschwien) (02/27/17 8:43 am): several attempts have been made to contact FMS with no response

Key: 11422
## Course Inventory Change Request

### New Course Proposal

**Date Submitted:** 02/03/17 5:07 pm  
**Last edit:** 03/09/17 2:40 pm

**Changes proposed by:** annele

#### Viewing: HNRS 383 : +Honors

**Title:** +Honors  
**Transcript Title:** +Honors  
**Effective Term:** Fall 2017

**Catalog Description:**  
+Honors aims to enhance the content of a non-honors course in which the student is enrolled. The enhancement of the course will vary according to the discipline, content and level of the course +Honors is complementing. The specifics of the +Honors are at the discretion of the faculty teaching the enhanced course; these specifics can be at the initiative of the student but always in agreement with the faculty. Overarching all +Honors is a focus on engaged learning: civic engagement, scholarly research, or creative projects. When applicable, students are urged to address questions of societal and environmental injustice at the local, national or global scale. Students will earn credit for one Honors course with the combined credit hours for 1 +Honors hour and for the course being enhanced.

Students interested in enrolling in +Honors will submit a proposal (http://honors.ku.edu/honors-course-contract-form) after agreeing on numbers of credits and general learning outcomes with the faculty member teaching the course being enhanced. Upon approval of the proposal, the student will receive a permission number to enroll in HNRS 383.

**Prerequisites:** Students are to be members of the University Honors Program.

### Prerequisites

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Description</th>
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<tbody>
<tr>
<td>Students</td>
<td>are to be members of the University Honors Program.</td>
</tr>
</tbody>
</table>

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>0-3</th>
</tr>
</thead>
</table>

**Course Type:** Independent Study (Non-research course – Examples: Private lessons, readings, independent study) (IND)

**Associated Components (Optional):** Discussion optional – Voluntary discussion associated with a main component

**Grading Basis:** A-D/(+/-)FI (G11)

**Is this course part of the University Honors Program?** No

**Are you proposing this course for KU Core?** No

**Typically Offered:** As necessary

**Repeatable for credit?** Yes

**How many times may this course be taken?** 3  
**- AND/OR -**  
**For how many maximum credits?** 3

**Can a student be enrolled in multiple sections in the same semester?** Yes

**Principal Course Designator:**

**Course Designator:**

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>See attached.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Documents</td>
<td>HNRS 383 Proposal.docx</td>
</tr>
</tbody>
</table>

**Will this course be required for a degree, major, minor, certificate, or concentration?**

No
### Course Inventory Change Request

**New Course Proposal**

Date Submitted: 03/03/17 9:51 am

**Viewing: HUM 364: Pregnancy in Modern Literature**

Also listed as: WGSS 364

**Last edit: 03/03/17 9:51 am**

Changes proposed by: arcs

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>HUM</td>
</tr>
<tr>
<td>Course Number</td>
<td>364</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Humanities (HUM)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

**Locations**

Lawrence

**Do you intend to offer any portion of this course online?**

No

**Title**

Pregnancy in Modern Literature

**Transcript Title**

Pregnancy in Modern Literature

**Effective Term**

Fall 2017

**Catalog Description**

An examination of pregnancy, childbirth and reproductive control as depicted in literature from various national traditions in the twentieth and twenty-first centuries. This course draws together voices from literature, history, and feminist theory to deepen students’ understanding of the ways nationality, class, race, ability, and gender affect the aesthetics surrounding reproduction. Special attention is given to the relationship between society and the pregnant/postpartum individual. Other topics may include: eugenics, contraception, male pregnancy, and speculative reproduction.

**Prerequisites**

None

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGSS 364</td>
<td>Pregnancy in Modern Literature</td>
</tr>
</tbody>
</table>

**Credits**

3

**Course Type**

Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**

A-D(+/-)FI

**Is this course part of the University Honors Program?**

No

**Are you proposing this course for KU Core?**

No

**Typically Offered**

Every Three Semesters

**Repeatable for credit?**

No

**Principal Course Designator**

HL - Literature & the Arts

**Course Designator**

Yes

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**

No

**Will this course be required for a degree, major, minor, certificate, or concentration?**

Yes

**Which Program(s)?**

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HUM-BA) Humanities, B.A.</td>
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</tbody>
</table>

**In Workflow**

1. CLAS Undergraduate Program and Course Coordinator
2. CUSA Subcommittee
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft

**Approval Path**

1. 03/03/17 11:22 am
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 03/07/17 12:08 pm
   Rachel Schwien (rschwien): Approved for CUSA Subcommittee

**Title:** Pregnancy in Modern Literature

An examination of pregnancy, childbirth and reproductive control as depicted in literature from various national traditions in the twentieth and twenty-first centuries. This course draws together voices from literature, history, and feminist theory to deepen students’ understanding of the ways nationality, class, race, ability, and gender affect the aesthetics surrounding reproduction. Special attention is given to the relationship between society and the pregnant/postpartum individual. Other topics may include: eugenics, contraception, male pregnancy, and speculative reproduction.

**Code Title**

WGSS 364: Pregnancy in Modern Literature

**Lecture (Regularly scheduled academic course) (LEC)**

**Is this course part of the University Honors Program?**

No

**Are you proposing this course for KU Core?**

No

**Typically Offered**

Every Three Semesters

**Repeatable for credit?**

No

**Principal Course Designator**

HL - Literature & the Arts

**Course Designator**

No

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**

No

**Will this course be required for a degree, major, minor, certificate, or concentration?**

Yes

**Which Program(s)?**

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HUM-BA) Humanities, B.A.</td>
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</tbody>
</table>
### Rationale for Course Proposal

KU does not currently offer a course focused on reproduction in literature from a humanistic perspective.

### Course Reviewer Comments

Rachel Schwien (rschwien) (03/03/17 11:09 am): WGSS (K. Batza) approves of new course.
Course Inventory Change Request

New Course Proposal

Date Submitted: 02/07/17 1:17 pm

Viewing: AMS 324: Being Deviant in America

Last edit: 02/07/17 2:05 pm

Changes proposed by: m344k550

Academic Career: Undergraduate, Lawrence
Subject Code: AMS
Course Number: 324
Academic Unit: Department of American Studies (AMS)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

Do you intend to offer any portion of this course online?
Yes

Please Explain: This course has been developed fully online as an 8-week course (currently AMS 344). It will also be taught in the traditional classroom in a 16-week format.

Title: Being Deviant in America
Transcript Title: Being Deviant in America
Effective Term: Summer 2017

Catalog Description: In this course students will study traits, conditions, actions, and behaviors that violate social norms and elicit negative societal reactions. This includes the social, cultural, and individual factors that explain deviance; motivations behind deviant behavior; and efforts by society to control deviants. In short, you will undertake a sociological examination of those on the margins of society and societal efforts to “deal with” them.

Prerequisites: None

Cross Listed Courses:

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/−)/FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered: Twice a Year, Spring & Summer
Repeatable for credit?
No

Principal Course Designator
Course Designator: S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
No

Rationale for Course Proposal: This course covers material that is central to the study of contemporary American society. It is a course that is in demand by students and will be a regular offering by American Studies.
KU Core Information

Has the department approved the nomination of this course to KU Core?

Yes

Name of person giving departmental approval  Jennifer Hamer Date of Departmental Approval  1/10/2017

Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

Upon reaching this goal, students will be able to investigate the diversity of human experience within the United States, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 1

State what assignments, readings, class discussion, and lectures will devote a majority of course content to ensure student understanding of basic human diversity within the United States, such as biological, cultural, historical, linguistic, social, economic, sexual, and ideological diversity. (Please limit responses to 1000 characters.)

The study of deviance in American Society is the study of people on the margins, those who are defined as different, whose identity, actions, behavior, or status generate a negative response and social stigma. The entire course is focused on generating student understanding of basic human diversity without judgement, along with the generation of empathy for others. For example, substantive lessons cover physical violence, rape and child molestation, suicide, sexual deviance, drug use, and mental illness. The assigned reading materials cover quantitative patterns in deviant behavior and qualitative understanding of being deviance and experiencing stigma.

Explain how your course or educational experience will generate discussion among students, leading to examination of students' own value assumptions in the context of various value systems within the United States. (Please limit responses to 1000 characters.)

The course by its very nature and coverage of controversial issues generates lots of discussion. The materials challenge students to confront and study sensitive topics and experiences that are sometimes scary and often uncomfortable. Students are required to step away from their own world views in order to study and understand different behaviors and experiences. They learn to apply scientific procedures to understand social behavior.

Detail how your course or educational experience will integrate other-cultural readings and academic research on cultural competency to define and analyze issues and other-cultural key words and concepts, and practices within the United States. (Please limit responses to 1000 characters.)

In addition to the extensive required reading, there are weekly recommended films that complement the course materials and provide opportunity for students to visualize deviance in America and abroad. Discussion questions for the films encourage students to draw on diverse cultural practices to conceptualize and frame the issues at stake in the films. For example, a film about heroin use is primarily limited to the experience of illicit users in the US, but course materials and discussion prompts lead students to an understanding of varying cross-cultural and transnational practices. They are encouraged to evaluate and critically analyze US drug policy and make connections between structural frameworks and daily practice for users and non-users.

State what assignments, readings, class discussion, and lectures your course or educational experience will use to evaluate student work that documents and measures their grasp of diverse cultures and value systems within the United States through reflective written or oral analysis. (Please limit responses to 1000 characters.)

The course is structured around regular weekly objective quizzes and two semester objective exams that capture student knowledge about basic concepts in the study of American deviance. In addition, weekly written contributions to discussion forums demonstrate student ability to grasp and critically analyze contemporary issues in deviance. These discussions require students to read and research relevant topics and use critical thinking skills. Finally, there are two longer writing assignments in which students choose from a set of topics about 1) suicide and 2) the Internet. They are encouraged to use a wide variety of resources to incorporate information about cultural differences into their analyses. Sample assignments are attached (a discussion board post and the Internet paper assignment).
AMS 344 Sample Assignment 1.pdf
AMS 344 Sample Assignment 2.pdf

<table>
<thead>
<tr>
<th>Course Reviewer</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Schwien (rschwien)</td>
<td>(02/17/17 2:21 pm): requested statement of support from SOC</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien)</td>
<td>(02/24/17 11:30 am): SOC (B. Staples) is in support of this course</td>
</tr>
</tbody>
</table>
Course Description

In this course we will study traits, conditions, actions, and behaviors that violate social norms and elicit negative societal reactions. We will explore social, cultural and individual factors in the etiology of deviance; the establishment and maintenance of deviant categories; the motivations behind deviant behavior; the identification as deviant of individuals and of particular segments of society, by formal and informal means; the effects of institutionalization and social control upon the deviant; and the efforts of deviants to eradicate the label society has placed upon them.

Students will be introduced to research on many forms of deviance, including obesity, mental disorders, suicide, substance abuse, homosexuality, and violence. Okay, that was the official description. What it all means is that we are going to undertake a sociological examination of those on the margins of society and societal efforts to “deal with” them.

Course Goals and Objectives

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

- To increase factual knowledge about patterns in deviant behavior. Know, define, and record patterns in deviant behavior. This includes becoming familiar with social science perspectives and research findings concerning deviance and understanding the types and causes of deviance
- To provide an overview of principles and theories of deviant behavior. To comprehend the types of deviant and explain the causes of deviance
- To identify and evaluate mechanisms of social control
- To analyze and critically evaluate ideas, arguments, and points of view, both with course materials and in the real world. This includes gaining a critical awareness of the various sources of information we have about deviance and considering social policy questions concerning deviance and the law
- To acquire an interest in learning more about the social world by asking questions and seeking answers. To synthesize the numerous sources of information about deviance and apply them to social policy questions concerning deviance and the law
Textbooks


Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Activities Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation Week</strong></td>
<td>Review Syllabus and Policies&lt;br&gt;Review Technology Requirements</td>
</tr>
<tr>
<td><strong>Lesson 1</strong></td>
<td><strong>Chapter 1: What is Deviant Behavior?</strong>&lt;br&gt;Readings 1: Images of Deviance&lt;br&gt;Readings 2: Defining Deviancy Down&lt;br&gt;Electronic Reading: Strategies for Researching Street Deviance&lt;br&gt;Electronic Reading: Pleasures and Perils in Deviance Research&lt;br&gt;Chapter 1 Quiz&lt;br&gt;Suggested Film: Legislating Morality: There Oughta be a Law! (28 min.)</td>
</tr>
<tr>
<td><strong>Chapter 2: Positivist Theories</strong></td>
<td>Deviance Today 1: Strain and Anomie Theories&lt;br&gt;Deviance Today 2: Control Theories of Deviance&lt;br&gt;Readings 4: Differential Association Theory&lt;br&gt;Readings 6: Shaming Theory&lt;br&gt;Chapter 2 Quiz&lt;br&gt;Are You Good or Evil? (59 min.)</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td><strong>Chapter 3: Constructionist Theories</strong>&lt;br&gt;Deviance Today 3: Labeling&lt;br&gt;Deviance Today 4: Conflict Theory: The Ongoing Battle&lt;br&gt;Deviance Today 5: Feminism and Deviance&lt;br&gt;Readings 8: Phenomenological Theory&lt;br&gt;Chapter 3 Quiz</td>
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<tr>
<td>Lesson 3</td>
<td>Chapter 4: Physical Violence</td>
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<td>Deviance Today 6: Robbery</td>
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<td>Deviance Today 7: Child Abuse</td>
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<td></td>
<td>Readings 12: Serial Murder: Popular Myths and Empirical Realities</td>
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<td></td>
<td>Readings 13: What Triggers School Shootings?</td>
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<td></td>
<td>Chapter 4 Quiz</td>
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<td>Suggested Film: The New Skinheads (41 min.)</td>
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<thead>
<tr>
<th>Lesson 3</th>
<th>Chapter 5: Rape and Child Molestation</th>
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<tbody>
<tr>
<td></td>
<td>Deviance Today 19: Clergy Misconduct as Elite Deviance: Assessing the Problem</td>
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<tr>
<td></td>
<td>Readings 16: Intimate Stalking: Characteristics and Consequences</td>
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<tr>
<td></td>
<td>Readings 18: How Child Molesters Explain Their Deviance</td>
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<tr>
<td></td>
<td>Readings 47: What It’s Like to Be Known as a Sex Offender</td>
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<td></td>
<td>Chapter 5 Quiz</td>
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<td></td>
<td>Suggested Film: Steubenville: After the Party’s Over (39 min.)</td>
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<table>
<thead>
<tr>
<th>Lesson 3</th>
<th>Chapter 7: Suicide</th>
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<tbody>
<tr>
<td></td>
<td>Deviance Today 15: Self-Mutilation and Body Modification</td>
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<td></td>
<td>Deviance Today 16: Typologies of Teenage Suicide: Analyzing Suicide Notes through Durkheimian Categories</td>
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<td>Readings 19: The Desire for Death</td>
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<td>Readings 20: Self-injurers: “A Lonely Crowd”</td>
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<td></td>
<td>Chapter 7 Quiz</td>
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<td>Jonestown: The Life and Death of Peoples Temple (120 min.)</td>
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<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>First Writing Assignment</th>
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<tr>
<td></td>
<td>First Exam</td>
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<tr>
<td></td>
<td>Six Contributions to Collaborative Glossary</td>
</tr>
<tr>
<td></td>
<td>Film Discussion Boards Extra Credit</td>
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<thead>
<tr>
<th>Lesson 5</th>
<th>Chapter 9: Heterosexual Deviance</th>
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<tbody>
<tr>
<td></td>
<td>Deviance Today 11: Female Pornography Use and Sexual Coercion Perpetration</td>
</tr>
<tr>
<td></td>
<td>Deviance Today 13: Exiting Street Prostitution: A Combination of Internal and External Factors</td>
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<tr>
<td></td>
<td>Readings 27: The Globalization of Sex Tourism</td>
</tr>
<tr>
<td></td>
<td>Readings 30: “Everyone Knows Who the Sluts Are”: How Young Women Get Around the Stigma</td>
</tr>
<tr>
<td></td>
<td>Chapter 9 Quiz</td>
</tr>
<tr>
<td></td>
<td>Suggested Film: Prostitution: What’s the Harm? (57 min.)</td>
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<tr>
<td>Chapter 10: Gays and Other Targets of Stigma</td>
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<tr>
<td>Deviance Today 22: The Stigma of Obesity</td>
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<tr>
<td>Deviance Today 23: Furries and Their Communities</td>
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<tr>
<td>Deviance Today 25: Lesbian/Queer Bathhouse Culture and the Organization of (Im)Personal Sex</td>
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<tr>
<td>Readings 37: Online Boys: Male-for-Male Internet Escorts</td>
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<td>Chapter 10 Quiz</td>
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<tr>
<td>Film: The Gift (62 min.)</td>
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<tr>
<th>Lesson 6</th>
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<tbody>
<tr>
<td><strong>Chapter 12: Drug Use</strong></td>
</tr>
<tr>
<td>Deviance Today 8: Drug Use as Deviant Behavior</td>
</tr>
<tr>
<td>Deviance Today 10: Academic Strain and Prescription Stimulant Misuse among College Students</td>
</tr>
<tr>
<td>Readings 33: OxyContin: A Prescription for Disaster</td>
</tr>
<tr>
<td>Readings 34: Damn, It Feels Good to be a Gangsta: Selling Drugs on Campus</td>
</tr>
<tr>
<td>Chapter 12 Quiz</td>
</tr>
<tr>
<td>Suggested Film: Chasing Heroin (69 min.)</td>
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<table>
<thead>
<tr>
<th>Chapter 13: Drinking and Alcoholism</th>
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</thead>
<tbody>
<tr>
<td>Deviance Today 9: “What’s Goin’ On?”: Illicit Drug and Alcohol Use among College Students</td>
</tr>
<tr>
<td>Readings 31: Binge Drinking on College Campuses</td>
</tr>
<tr>
<td>Readings 32: “Hey, Don’t Blame Me...Blame the Booze”</td>
</tr>
<tr>
<td>Chapter 13 Quiz</td>
</tr>
<tr>
<td>Suggested Film: Binge Drinking: The Right to Party? (22 min.)</td>
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<tr>
<th>Lesson 7</th>
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<tbody>
<tr>
<td><strong>Chapter 8: Mental Disorder</strong></td>
</tr>
<tr>
<td>Deviance Today 27: Paranormal Beliefs as Deviance</td>
</tr>
<tr>
<td>Readings 21: Being Sane in Insane Places</td>
</tr>
<tr>
<td>Readings 22: The Emergence of Hyperactive Adults as Abnormal</td>
</tr>
<tr>
<td>Chapter 8 Quiz</td>
</tr>
<tr>
<td>Suggested Film: Taking on Tourette: Families Reveal Their Personal Struggles (41 min.)</td>
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<thead>
<tr>
<th>Chapter 11: Internet Deviance</th>
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<tbody>
<tr>
<td>Deviance Today 26: The Dawn of a New Era: Renewed Prospects for the Sociology of Deviance in the Internet Age</td>
</tr>
<tr>
<td>Readings 35: Show Me the Money; Online Mistresses and Slaves</td>
</tr>
</tbody>
</table>
Course Activities

Orientation
There is a required orientation module on Blackboard. You should complete this before anything else.

Reading Assignments
There is a heavy reading load for this course (approximately 50-75 pages per section, and there are two sections per lesson). Because we do not have the benefit of classroom discussion, it is your responsibility to prepare for the quizzes and exams by completing all of the reading assignments. You will also be contributing extensively to the discussion boards and that participation will hinge on the foundation of the readings.

Exams
The two exams will consist of multiple choice questions. There will be no makeup exams except in cases of extreme hardship or with documentation of a university excuse. Exams will cover all assigned course materials. Exams will be administered in Blackboard. Exams will have 50 multiple choice questions. They will be timed (90 minutes) and must be completed by their deadlines. The second exam is NOT comprehensive. You are responsible for completing the exams on time, regardless of technical failure.

Quizzes
There will be 12 quizzes during the semester, worth 10 points each. They will cover the assigned readings and textbook material. Quizzes will be administered on Blackboard. They will not be timed and must be completed by their deadlines. You are responsible for completing the quizzes on time, regardless of technical failure.

Papers
There will be two writing assignments. They need to be typed and uploaded (as a Word document) on their due dates. You should follow a basic, standard format for preparing your assignments (1 inch margins, normal font, double-spaced). Please include your name, the date, and a descriptive (and interesting) title for each assignment. Include a works cited page. Each will be worth 100 points. You are responsible for keeping copies of all of your materials and assignments for the class.
Papers will be processed with SafeAssign during grading. SafeAssign is a tool used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources rather than paraphrase.

**Discussion**

**Overview**

Class participation is always important, and it is more so given the online format of the class. Given the difficulties of facilitating discussion with everyone in the class, you will be assigned to a discussion group of about six people. You need to take note of your group assignment. Raising issues and proposing discussion questions are ways of learning to think analytically and critically. Each lesson you will need to post the results of two discussion board exercises. You will then need to make at least two discussion board replies (one for each exercise) in response to posts by the other members of your discussion group. Of course, you may always discuss more than what is required. The more you post the better the discussion experience.

I will not monitor all online discussion. You will receive points for your online contributions as long as they are primarily substantive and conform to the rubric available online. That is, your opinion, while valid and helpful in sparking debate, is not enough. Personal examples and references to anecdotal data need to be relevant and contextualized but are not enough to receive credit for your posting. Please see the discussion rubric for more information.

Be considerate and appropriate when using the discussion boards. They are neither public forums nor limited public forums. I have the right to remove any message for the purposes of saving space, focusing attention of students on relevant materials, and avoiding material inappropriate for the classroom. With freedom comes responsibility. Please keep in mind as you contribute to the discussion board or chat room that not everyone comes from the same background or shares the same values and ideals. Please be appropriate, professional and considerate of others. If you have any questions on this matter, contact me for clarification.

**Some Discussion Board Post Guidelines**

- Good postings introduce new information, new perspectives, new ideas. Please avoid “me too” and “I agree” postings and think about what value you are adding to the discussion.
- Good postings have their own (new) subject line: the new subject should reflect your “value added.” Please avoid “re:” subjects.
- Good postings often incorporate the ideas posted by others, with proper attribution.
- Good postings often examine the author’s own assumptions and beliefs, and/or relate to the author’s own experience.
- Good postings are always professional and polite in tone. No flaming.
- Good postings address all parts of the question, and are posted on time to allow for replies.

**Collaborative Glossary**

This is a very unique component of the class. You, as students, will be defining and building a reference library of classic and contemporary examples of key concepts for the course. You need to
make 12 entries for the semester, half of which are due on Wednesday in Lesson 4. Please see Blackboard for more details and example contributions.

Anonymous Surveys
The anonymous surveys are a great way to introduce new topics in the course. You should start with the survey before doing anything else for the lesson. Your answers are completely anonymous. The group results will be displayed anonymously after the close of the survey. Aren’t you curious about your deviant classmates? This is your chance to learn more.

Practice Study Questions
To assist you with studying, I have created a series of Practice Essay Questions located under the folder for each chapter of the text. You can print these questions and answer them on your own. These will be not graded and are not required. I have also uploaded some study questions to accompany each of the readings. These are also located under the folder for each chapter of the text. Again, these will be not graded and are not required.

Films
There are weekly recommended films and video clips that correspond to each chapter of the text. While you will not be tested over the content of the films, your experience with the class will be greatly enhanced if you watch them. I encourage you to contribute to the Films Discussion Board found in the UNDERSTAND section of each lesson. Post questions and respond to those of your classmates. Some of the films are very sensitive and occasionally even difficult to watch. They are chosen for their value in illustrating deviant behavior and stigmatized people. Some will be available streamed and others for purchase or rent at the university bookstore. There is one opportunity to earn extra credit related to the films. Please see Blackboard for more information.

Grading
Grading Distribution

<table>
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<tr>
<th>ASSIGNMENTS</th>
<th>ITERATIONS</th>
<th>POINTS</th>
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<td>QUIZZES</td>
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**Grading Scale**

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<td>Below 60</td>
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**Policies**

**Time Commitment**

Because of the compressed nature of this 8-week course, you should plan on spending 12-15 hours per week working through the lesson material and assignments. You should check your Blackboard course site daily for new announcements, keep careful track of deadlines, and follow the course schedule closely as you conduct your work in this course.

**Participation**

Active participation in the online learning environment is vital to your success in this course. Depending on your course, you may be asked to engage in online discussions, group wiki projects, blogs, and other interactive learning environments that invite your active participation and involvement with other students and your instructor.
Deadlines
Because a compressed 8-week course moves at a significantly faster rate than a semester-length course, it is crucial that you meet posted assignment deadlines and do not fall behind. If you are unable to meet a particular deadline, it is your responsibility to make prior arrangements with your instructor.

Academic Integrity
The University is responsible for maintaining academic integrity to ensure the quality of scholarship. It is your responsibility as a student to refrain from academic dishonesty, including plagiarism, i.e., representing the words or ideas of another as your own. Please note that the KU Academic Misconduct Policy applies to all students enrolled in online courses, even if you are registered at another institution. Please see the Academic Resources and Services folder in the Getting Started area of Blackboard.

Religious Holidays
It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.

Schedule
The class schedule is subject to change. You are responsible for taking note of changes announced by email. The course is set up to be self-paced for doing assignments early, but there are deadlines for each assignment. This is an eight-week online course that moves very quickly. Late assignments will not earn points. All times listed are in Central Time.

Communication
We will be communicating exclusively by email and in online forums. You should expect to receive regular emails from me about our schedule. Do not send email messages with attachments but no content in the message. You need to address me and sign your emails. This is important for a number of reasons, but most importantly because I won’t open attachments from someone I don’t know. If you send a message from an alias, don’t address me and don’t sign your name, I have no way of knowing who you are. Do not request confirmation of receipt of messages because I won’t send them (it is too time consuming). Please go ahead and create a Blackboard profile for yourself, including a picture if you are willing to share. I also recommend that you make a voice recording to include with your profile, introducing and describing yourself for your classmates.

Office Hours
I will hold virtual office hours on Wednesdays at 11:00 AM CST.

Disability Accommodations
Any student in this course who has a disability that may prevent you from fully demonstrating your abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the KU Academic Achievement and Access Center.
Purpose

This activity is designed to assist you in describing patterns in and characteristics of rape and molestation as well as compare and contrast key theories of rape. You will choose one of the following topics to investigate and then share your findings within your discussion group.

Campus Rape

- Investigate the problem of rape on campus. You can focus on the University of Kansas or present an overview of the problem across the United States.
- Present statistics about the incidents of rape on campus.
- Discuss any comprehensive rape-prevention programs that have been developed and analyze their effectiveness.
- Express your views of the problem and the social response to it.

Prison Rape

- Investigate the problem of prison rape.
- Review the textbook’s discussion of the problem and find additional information about the extent and pattern of prison rapes.
- Present material on recent efforts to force prisons to protect inmates against rape.
- Suggest other ways this problem could be solved.
- Locate and summarize recent court decisions trying to protect inmates against rape.

Rape during War

- Investigate the problem of the widespread outbreak of rape during wartime.
- Describe the recent wars in Bosnia and the Sudan and the rape of men in Iraq during the ongoing war.
- Examine theories about why these rapes occur.
- Explain how these acts of rape are expressions of power and the desire to humiliate.
Activity Description

You should, working individually, compose a post including information as follows:

- Choose one of the three topics related to rape

By Thursday, you should be ready to post:
- Enter the discussion board and choose the group name you have been assigned.

After Thursday, read posts from other students in your group. By Sunday:
- Respond to a contribution made by another member in your group.
- If no student has posted to your group, enter another group and post a response there. I am able to see all contributions, no matter where they are posted.

Criteria

- Please consult the Discussion Rubric for Posting and Reply guidelines.

Deadline

- Your contribution must be posted by Thursday at 5 PM.
- Your response to another group member must be posted Sunday by 5 PM.
Being Deviant in America
From Lesson 8: Paper Assignment

Writing Assignment #2

Overview/Purpose

This writing assignment is designed to give you the opportunity to apply the sociological perspective to a newer area in the study of deviance, the Internet. You will need to use course materials and research materials to complete the assignment. You are to choose one of the following three options for your second short writing assignment. Your paper should be four pages, typed and double-spaced, with one-inch margins. Include a descriptive (and interesting) title and page numbers. Don’t forget to include your name! Your references should make the fifth page. You are to upload the paper by the deadline.

1. Internet Gambling. Develop a paper by gathering information on the growing problem of Internet gambling on campus and provide a description of it. Explore the extent of gambling and determine who is gambling online. Explore the reasons why many students seek this escape and what can be done to help those who become compulsive gamblers. Connect your findings to the explanations for gambling presented in the course materials. Finally, summarize your research and suggest other ways a college or community can help prevent gambling problems.

2. The Legal and Ethical Framework of Cybersex. Develop a paper on the ways the Internet challenges traditional laws and ethics. Review the First Amendment and the efforts of some legislators to control Internet content. Explore some of the controversial deviant material on the Internet such as cyberporn or cybersex in terms of the law and its protection and traditional ethical standards. Connect your findings to the explanations for Internet deviance presented in the course materials.

3. Islamic Cyberterrorism. Develop a paper on the potential of Islamic terrorists to disrupt parts of the U.S. electronic infrastructure. Outline the potential threat if terrorists could shut down large segments of the Internet and describe ways that the government protects crucial systems. Explore the text’s report that most experts doubt Islamic terrorists will ever gain enough knowledge to do any major damage. Connect your findings to the explanations for terrorism presented in the course materials.

Activity Description

Working individually, you should:

- Choose one of the three topic options
- Write a paper of four pages, typed and double-spaced, with one-inch margins that:
  - includes a descriptive (and interesting) title and page numbers
  - addresses the questions and tasks outlined in the topic
- Select Writing Assignment #2 link above, and upload a file by the deadline.
Criteria

Please consult the Writing Assignment Rubric for submission guidelines.

Deadline

Your paper must be uploaded via Upload this file by Sunday at 5 PM.