

NEW COURSE FORM

1. General Information.

Today's Date: 9/17/2010

- a. Submitted by the College of: Agriculture
- b. Department/Division: Community & Leadership Development
- c. Contact person name: Dr. Lori Garkovich Email: lgarkov@uky.edu Phone: 7-7581
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CLD 560
- b. Full Title: Community Inequalities
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

x (3 hrs) Lecture Laboratory¹ Recitation Discussion Indep. Study
 Clinical Colloquium Practicum Research Residency
 Seminar Studio Other – Please explain: _____

f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail

g. Number of credits: 3

h. Is this course repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin:

This course focuses on the emergence and persistence of community inequalities in contemporary American society. This begins by identifying, describing, and analyzing inequalities within and among American communities and then considering the implications of these inequalities for organizational and community processes. The essential questions that will guide this course are: How do we define, measure and evaluate the differences among communities? What factors contribute to the emergence and persistence of the inequalities among communities? What are the consequences of these inequalities for the people who live in these communities?

j. Prerequisites, if any: Major standing in CLD or graduate student status.

k. Will this course also be offered through Distance Learning? YES⁴ NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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1. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
- If NO, explain: This course will be offered every other year as part of the "additional courses" that CLD students will select from for a total of 18 hours in the program.
5. Are facilities and personnel necessary for the proposed new course available? YES NO
- If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 35
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
- If YES, explain: _____
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
- If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
- If YES⁵, list affected programs: _____
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
- If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: CLD 560

Proposal Contact Person Name: Dr. Rick Maurer

Phone: 7-7582

Email:

richard.maurer@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
Dept. Faculty	8/20/10	Rory Hansen 7-7586 r.hansen@uky.edu	<i>Rory Hansen</i>
UCC-CAA	10/29/10	Larry Grabow 718851 Larry.Grabow@uky.edu	<i>Larry J. Grabow</i>
		/ /	11/27/10
GCC-CAA	10/29/10	" / / "	<i>Larry J. Grabow</i>
(Graduate)		/ /	11/27/10

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	2/23/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

CLD 560 Community Inequalities Spring '14

Instructor:

Dr. Lori Garkovich
Office hours: By appt

706 Garrigus Bldg

859-257-7581

lgarkov@uky.edu

Required Texts:

Gregory Squires and Charis Kubrin. 2006. Privileged Places: Race, Residence and the Structure of Opportunity. Lynn Rienner Publishers.

Charles Tilly. 2006. Identities, Boundaries and Social Ties. Paradigm Publishers.

Gregory Smith. 2007. Place-based Education in the Global Age: Local Diversity. Routledge.

Dennis L. Gilbert. 2008. The American Class Structure in an Age of Growing Inequality. Pine Forge Press. Seventh edition.

Matthew Hindman. 2008. The myth of digital democracy. Princeton University Press

Course Description

When we hear the official designations rural or urban or metro or nonmetro, we think of different types of communities where the differences are across types and not within. While there are differences between types of communities, it is also true that the differences among communities within a type are significant. Moreover, these official designations are codes for significant social, economic, demographic and political inequalities that profoundly affect the lives of the people who live within these different communities.

Course goals

This course focuses on the emergence and persistence of community inequalities in contemporary American society. This begins by identifying, describing, and analyzing inequalities within and among American communities and then considering the implications of these inequalities for organizational and community processes.

The essential questions that will guide this course are:

- How do we define, measure and evaluate the differences among communities?
- What factors contribute to the emergence and persistence of the inequalities among communities?
- What are the consequences of these inequalities for the people who live in these communities?

Student Learning Outcomes:

By the end of the semester, all students will be able to:

- Identify and describe the inequalities between and within types of communities.
- Analyze and categorize patterns of inequalities between and within types of communities.
- Explain the persistence of and changes in community inequalities through the application of theoretical frameworks.

- Explain the relationship between the structure and functioning of community institutions (e.g., schools, businesses, churches) and social inequality.
- Compare and contrast the utility of different theoretical frameworks in interpreting the dynamics of community inequalities.

More generally, you will be able to:

- Summarize and critique the arguments presented in the readings in this course.
- Read and analyze complex writings.
- Formulate research hypotheses related to course concepts.
- Find and evaluate information from multiple sources.
- Integrate information coming from multiple and diverse sources.
- Think critically

Graduate students will also be able to:

- Design a research study that explores an aspect of community inequalities.

Course evaluation all students

We all learn differently and we have different strengths in demonstrating what we have learned. Therefore, we will be using several different approaches to assessing your learning during the semester.

<u>Evaluation method</u>	<u>Number</u>	<u>Total pts</u>
In-class activities	5 @ 2 points	10 points
Reflection papers	2 @ 10 points	20 points
Media hot topics reviews	5 @ 2 points	10 points
Team research report	1 @ 25 points	40 points
Team research presentation	1 @ 15 points	
Personal class autobiography	1 @ 20 points	20 points
Self-evaluation paper	Required but not graded	
Total points possible		100 points

Grade distribution for undergraduate students:

90 -- 100 pts = A; 80 – 89 pts = B; 70 – 79 pts = C; 60 – 69 pts = D; Under 60 pts = E

Course evaluation graduation students

In addition to the general course assignments, graduate students will also develop a 10 page research proposal for a study of some aspect of community inequality. This paper will be worth 50 pts and the grade for graduate students will be on a total of 150 possible points with the following distribution:

135-150 = A; 120-134 = B; 105-119 = C; 104 or less = E

The proposal will include:

A statement of the problem to be studied and its significance from a disciplinary perspective and from a societal perspective.

A more specific statement of the particular research question that you are interested in studying. While this does not have to be stated in the form of an hypothesis, the statement must indicate the relationships you are interested in studying.

A review of what we know about this inequality in the context of your interest area. The review must reflect at least 5 studies related to your topic.

A presentation of a conceptual framework that would guide the research you would use to guide your research.

A brief description of the method you would use to answer the research question you have identified. This must include a statement of the sampling frame, the sampling approach, and the sample you would use.

All students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on the criteria in syllabus

Explanation of course evaluation components

In-class activities

Seven times during the semester we will do in-class activities that help us think more critically and concretely about topics we have been exploring in class. You will receive credit for participating in five of these activities.

Team research presentation and report

We will form teams of 3 persons and each team will conduct a literature review and complete a secondary data analysis on a type of community inequality in Kentucky or the nation. The team will prepare a report and make a presentation to the class on the scope, characteristics, persistence, change and impacts of the inequality they are focusing on.

Reflection papers

Reflection papers are related to readings and/or class discussions (2 pages double-spaced). Quantity is less important than quality. A successful reflection goes beyond mere agreement or disagreement or simple expression of personal views. A successful reflection might:

- Present a unique perspective on issues addressed in assigned readings
- Build on or respond to comments from a class discussion
- Apply a course concept to a movie or book or experience in your life
- Point out similarities or differences in how different course readings treat a topic
- Identify something that remains unclear to you or that you feel needs more clarification

Media hot topics reviews

To facilitate discussion, five times during the semester you will read an article from the newspaper or on-line about socio-economic class in the U.S. today. Write/type about a page (to hand in with your news item) telling how you see the story as being about class, what seems to you important about the story in

terms of what it has to say about class, and how this connects (or not) to course readings or discussions. [Note: You may use on-line or print news sources as long as they meet the above criteria. Bring a hard copy if from on-line.]. Do not simply say what the story is about, instead let me know what you are thinking and learning from the readings and what you agree with or disagree with and why.

Personal class autobiography

You are to write about your awareness and understanding of your social location throughout your life. This autobiography reflects on your life and school experiences and your learning about self and others. This autobiography must go beyond merely "the story," that is the description of your life experiences to a conceptual analysis that applies course concepts to an interpretation of how your life experiences reflect or are influenced by how social inequalities (individual, family, community) have influenced the course of your life and your life chances.

Some examples of questions to consider to guide your autobiography include:

Describe the community/ies where you grew up. Where were they located? What was their size? What kinds of jobs were available? Did your parents work in the community or did they have to leave for employment?

Describe your educational experiences from pre-school, elementary, junior high or middle school, high school and college.

In what ways were did your gender, social class, or race influence your educational experiences?

In what ways might macro processes have played a role in your schooling options and the choices you and your parents made? For example, where did you attend school? Did you leave your neighborhood for schools? Why?

Describe other activities you and your family were involved in and how these might reflect your family's class position or your community's characteristics. For example, did your family attend a house of worship? What were the characteristics of the congregation and the house of worship itself? What organizations did your family belong to?

What did your family do for vacations or leisure activities? Was this similar or different from what your friends and their families did?

Did the issue of inequalities in the community or society ever come up in family or school conversations? If so, what did people believe or say?

Self-Evaluation Paper

Your self-evaluation paper provides an opportunity for you to assess your work in this course and to reflect on what you have learned about the subject matter and about yourself. The typed paper should be at least 500 words. In this paper, you should evaluate your learning with respect to the course as a whole and each course component: attendance, participation, assigned reading, reaction comments, papers, and class presentations. You should (a) reflect on what you have learned, critically examining your strengths and weaknesses in each area using specific examples; (b) give yourself a grade using the criteria described below; and (c) explain the reasons for your grade. Although I will not grade the evaluation, it is required. You are in the best position to know the amount and nature of the time and effort you put into this class. Sometimes that can be conveyed best to the instructor through a thoughtful, thorough, honest self-evaluation and can make a difference in the case of borderline or erratic grades.

The importance of effective writing and communication

If you cannot clearly and concisely communicate your ideas, there is no way for me to be sure that you understand the course material and have the ability to apply the course material. Therefore, a factor in the grading for all your assignments will be based on the clarity and quality of your written presentation.

I draw your attention to Part II Rules of the University Senate found at: (<http://www.uky.edu/StudentAffairs/Code/part2.htm>) for the official University policy which supports this position. "Section 5.2.4.3 Acceptable Standards in English Teachers in all courses are expected to call attention to and penalize for errors in English usage and to require the rewriting of papers which do not meet acceptable standards in English."

More specifically, the following factors will influence your grade:

Depth, creativity and critical thinking: The papers should analyze the topic so as to reveal depth of understanding and your ability to think through the essential issues pertaining to the topic.

Integration: When appropriate, the paper should weave together various sources, including reading and observations/experience, into a tight, logical outline.

Writing style: The paper should avoid spelling and grammatical errors. The paper should present a topic sentence, evidence to support the position presented, and there should be a clear logic connecting arguments.

Content and sources: When appropriate, source material from books, journals, government documents, selective web sites and other appropriate sources shall be utilized to support your conclusions and demonstrate your grasp of the topic. All sources shall be properly cited in the text and provide a bibliography using either MLA or APA format.

Controversial value issues have no universally agreed-upon "right" or "wrong" answers. Rather, they require informed discussion. The views you express in class or papers do not affect your grade. Feel free to say what you really think and to disagree with the books, with me, and with other students. However, a goal of this course is to improve your ability to present defensible positions. Thus, you must support your views thoughtfully, demonstrating that you understand the readings and the issues.

Other course information

Attendance

Class attendance and participation are keys to learning. Class attendance is taken very seriously, as is attendance in the workplace. Although I will not take attendance, I expect you to be here for class because you we have in-class discussions and activities.

I expect you to be responsible for your learning and to support the group learning process during the semester. My presumption is that you are enrolled in this course to gain new knowledge, develop your skills in social interaction, and plan on being a contributing member of your community. To further these goals, I have designed the course to include lecture, discussion as well as group interaction. And, just as roles in the community and workforce carry the responsibility of preparation, so too will your role in this class. You must come prepared to be an engaged member of each class period.

Classroom behavior, decorum, and civility

We (myself, this department and the University) have a commitment to respect the dignity of all and to value differences among members of our academic community. During this course, we will have many discussions and debates about issues. We may disagree with the ideas of others but we cannot attack the other person. You clearly have the right to take reasoned exception to the opinions of others and to voice opinions contrary to those offered by myself and/or other students (S.R. 6.1.2). Equally, as a faculty member, I have the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

Academic honesty

Academic dishonesty is not tolerated. All assignments and projects are to be your original work for the project assigned. You may build on a body of research or topical research area; however, you are not to reuse papers from previous courses, assignments, or other scholarly projects, or turn in the same paper for two courses you are taking simultaneously. To do so constitutes cheating. If you are caught, the minimum penalty is zero on an assignment for the first offense; an additional penalty of extra work, reduced letter grade, or E may be imposed. There is a minimum penalty of E for offenses subsequent to a "minor" offense. There is a minimum penalty of suspension for offenses subsequent to a major offense.

You should read the official University policy on plagiarism at the site listed below. See Part II, Section 6.3.0 of "The Code of Student Conduct" at the following website:

<http://www.uky.edu/StudentAffairs/Code/part2.html>. You should also read the paper: "Plagiarsim: What is it?" at the Academic Ombud website: <http://www.uky.edu/Ombud/Plagiarism.pdf>

There is also an online tutorial on plagiarism entitled "How to avoid plagiarism" at the Ombud website that will help you understand what plagiarism is and how you can avoid this problem.

Policy on academic accommodations due to disability.

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Excused absences

Attendance at scheduled classes and participation in class activities and discussions is at the heart of learning. While I will not take attendance, I expect you to attend and participate in classes unless you have a legitimate excuse. See the following website (<http://www.uky.edu/StudentAffairs/Code/part2.htm>) and specifically Section 5.2.4.2 Excused Absences for the University's policy on excused absences.

This section notes: "Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred."

Make-up policy

If you have an excused absence for a day in which we do an in-class activity, you will have an opportunity to do make-up assignment, although it may not be the same one completed in class on the day you missed.

Late papers

I expect all assignments to be completed on time. For the purposes of this class, this means you must turn in the paper or E-mail me a copy by midnight of the day the assignment is due. For each 24 hour period that the assignment is late, I will deduct 5 points from your grade for that assignment. If you have an excused absence you will, of course, be able to submit an assignment late without this penalty.

End of the semester incomplete

An incomplete will be granted only upon the submission of a formal request, in writing, for an incomplete for the semester's work and an explanation that fits within University guidelines for why you are seeking an incomplete. If granted, you will sign a contract specifying the remaining course work to be completed and a time line for submitting this work.

Course Outline:

Part I: Overview, Theory, Rising Inequalities

The demography of inequality

- Defining the parameters of inequality

- Identifying and accessing data sources on community inequality

Interpretive frameworks

- Weber

- Marx

- Class structure

- Warner and prestige

- Bourdieu and different types of capital

Socialization, values and lifestyles

Social mobility

Part II: Categorical Inequalities: Race, Class, and Gender

for <https://implicit.harvard.edu/implicit/>

[Before doing the reading, go to this web page, click on "Demonstration" (on the left), "Go to the Demonstration Tests," read the information, and proceed. Select and take the "Race IAT." Avoid distractions, leave about 20 minutes to take the demonstration test. Print out your results, and bring to class. Feel free to take any other tests as well.]

Rural and urban

Race

Class

Gender and Gender Identity

Part III: Inequalities and Community Institutions

Families

- Marriage, social networks and social support
- Residential segregation

Schools

- Inequalities in facilities and outcomes
- Do schools perpetuate or breakdown inequalities?

Economics

- Labor market structures and opportunities
- People in poverty living in places of disadvantage

Health

- What is a health disparity?
- Frameworks to examine health disparities
- Racial/ ethnic categorization and its implications for health
- Individual socioeconomic status and neighborhood deprivation

Media

- Roles and influence of rural and urban media
- Roles and influence of electronic and traditional media

Civic Associations

- The role of voluntary associations in sustaining and/or challenging structural inequalities
- Community organizing as a response to community inequalities

Politics

- Social capital, collective efficacy and broken windows

Part IV Issues and consequences arising from or related to community inequalities

Inequalities among American communities and states

Immigration and its influence on community inequalities

Housing

- Deteriorating urban neighborhoods
- Suburbanization
- Edge cities
- Sponge cities
- Rural sprawl

The challenge of place-based education

Part V The promise of American society?

Considering the persistence of community inequalities

Strategies for change

Supplemental Readings

Robert H. Frank. 2007. *Falling Behind: How Rising Inequality Harms the Middle Class*. Berkeley : University of California Press.

Mary Pattillo-McCoy. 1999. *Black Picket Fences: Privilege and Peril Among the Black Middle Class*. Chicago : University of Chicago Press.

Irene Padavic and Barbara Reskin. 2002. *Women and Men at Work*. Second edition. Thousand Oaks : Pine Forge Press.

Annette Lareau. 2003. *Unequal Childhoods: Class, Race, and Family Life*. Berkeley : University of California Press.

Robert M. Orrange. 2007. *Work, Family, and Leisure: Uncertainty in a Risk Society*. New York : Rowman & Littlefield Publishers.

Lisa Belkin. 2003. "The Opt-Out Revolution." *New York Times*, October 26.

W. Lance Bennett, Regina G. Lawrence and Steve Livingston. 2008. *When the press fails: Political power and the news media from Iraq to Katrina*. University of Chicago Press.

Eduardo Bonilla-Silva. 2003. "Racial Attitudes or Racial Ideology? An Alternative Paradigm for Examining Actors' Racial Views." *Journal of Political Ideologies* 8:63-82.

Deborah Carr. 2003. "My Daughter Has A Career; I Just Raised Babies': The Psychological Consequences of Women's Intergenerational Social Comparisons." *Social Psychology Quarterly* 67:132-54.

Deborah Carr. 2005. "The Psychological Consequences of Midlife Men's Social Comparisons With Their Young Adult Sons." *Journal of Marriage and Family* 67:240-50.

Lynette Clemetson. 2006. "Work vs. Family, Complicated by Race." *New York Times*, February 9.

William Goldsmith and Edward Blakely. 2010. *Separate Societies: Poverty and inequality in American Cities*. Temple University Press; 2nd Edition.

Hoffman, Lindsay H.; Appiah, Osei. 2008. "Assessing Cultural and Contextual Components of Social Capital: Is Civic Engagement in Peril?" *Howard Journal of Communications*, Oct2008, Vol. 19 Issue 4 (Oct): 334-354.

Kershaw, S. Gap in illness rates between rich and poor New Yorkers is widening, study shows, *The New York Times*, 1/7/2009.

Kolodny, K. A. 2001. "Inequalities in the Overlooked Associations in Urban Educational Collaborations." *The Urban Review*, Vol. 33, No. 2.

Mills, Carmen and Trevor Gale. 2009. *Schooling in disadvantaged communities: Playing from the back of the field*. Springer.

New York Times. 2005. *Class Matters*. New York : Times Books. Henry Holt and Company.

Alice O'Connor, Chris Tilly and Lawrence D. Bobo (Editors). 2003 *Urban Inequality: Evidence from Four Cities*. Russell Sage Foundation Publications.

Marion Orr (editor). 2007. *Transforming the City: Community organizing and the challenge of political change* (Studies in Government and Public Policy). University Press of Kansas.

Markus Prior. 2007. *Post-broadcast democracy: How media choice increases inequality in political involvement and polarizes elections*. Cambridge Studies in Public Opinion and Political Psychology. Cambridge University Press.

Schafft, Kai. 2006. "Poverty, Residential Mobility, and Student Transiency within a Rural New York School District." *Rural Sociology* Vol 71, No. 2: 212–231

Gregory Squires. 2007. *Capital and Communities in Black and White*. SUNY Series: The New Inequalities.

Voorhees, Courte C. W.; Vick, John; Perkins, Douglas D. 2007. "'Came hell and high water': the intersection of Hurricane Katrina, the news media, race and poverty." *Journal of Community & Applied Social Psychology*, Vol. 17, Issue 6, (Nov/Dec): 415-429.

Michael E. Wooiley, Andrew Grogan-Kaylor, Megan E. Gilster, Rebecca A. Karb, Larry M. Gant, Thomas M. Reischl, and Katherine Alaimo. 2008. "Neighborhood Social Capital, Poor Physical Conditions, and School Achievement." *Children & Schools*, Vol 10, No 1(July):