MEMORANDUM

TO: A&S College Council Members, Curriculum Committees, Department Chairs, and Program Directors

FROM: Phil Harling
Associate Dean

DATE: May 10, 2001

RE: A&S College Council, 2nd Circulation, the notice to Campus Faculty

The College of Arts and Sciences recommends approval of the following course and program proposals:

ANTHROPOLOGY

NEW COURSE

ANT 639 AGING IN CROSS-CULTURAL PERSPECTIVE (3)

The course has three themes. These are critical discourse, modeling and personal exploration. The course will involve extensive reading and discussion of a selection of contemporary literature in socio-cultural aspects of aging. As part of this there will be a thorough examination of such foundational concepts as culture, ethnicity and “race”, facilitating critical use of these concepts by students. There will be a number of presentations by researchers experienced in doing aging research in cross-cultural settings. Each student is asked to select a topical area for individual study and exploration that is consistent with the cross-cultural focus of the course. The course is intended as a course for the gerontology and health Ph.D. program. The content emphasizes gerontologically relevant work done by research anthropologists.

Prereq: Consent of instructor.

CHEMISTRY

CHANGE IN BA

I. PROPOSED CHANGE(S) IN PROGRAM REQUIREMENTS

5. Major or Professional Course Requirements

Current text: Chemistry Major Field Options: (21 credits). Any course numbered at or above 300 with prefix CHE, BCH, BIO, CS, CME, GLY, MA, MSE, PHR, PHY or STA. Other courses may be approved as Major Field Options by the Undergraduate Program Committee of the Department of Chemistry. Students working towards teaching accreditation may count six credits in courses with number at or above 300 taken in the College of Education. Six credits of CHE 395 are recommended for students having a minimum 3.0 GPA in chemistry courses. Oral and written reports are required for CHE 395 students during their final semester of registration in CHE 395. A maximum of nine credits in undergraduate research or reading courses may be counted; such courses require approval of the Undergraduate Program Committee of the Department of Chemistry if the courses do not carry the prefix CHE.

Proposed text (changes in italics): Chemistry Major Field Options: (21 credits). Any course numbered at the 300- to 500-level with the prefix CHE, ANA, BCH, BIO, CS, CME, GLY, MA, MI, MSE, PAT, PGY, PHA, PHR, PHY, PM, RM or STA. Credit will not be given for both BCH 401G and CHE 550 or CHE 552. Other courses may be approved as Major Field Options by the Undergraduate Program Committee of the Department of Chemistry. Students working towards teaching accreditation may count six credits in courses taken at or above
the 300-level in the College of Education. Six credits of CHE 395 are recommended for students having a minimum 3.0 GPA in chemistry courses. Oral and written reports are required from CHE 395 students during their final semester of registration in CHE 395. A maximum of nine credits in undergraduate research or reading courses may be counted; such courses require approval of the Undergraduate Program Committee if the courses do not carry the CHE prefix.

7. Rationale for Change(s): (If rationale involves accreditation requirements, please include specific references to those requirements)

BA major field options that are automatically allowable are now defined as 300+ level courses with prefixes CHE, BCH, BIO, CS, CME, GLY, MA, MSE, PHR, PHY or STA. Other courses, particularly those courses offered by academic departments in the Medical Center, must be petitioned to the UPC for approval. Petitions are not uncommon, and a number are approved by the committee chair based on past precedent. The number of petitions may well increase as we move toward a biological chemistry option in our curriculum. The UPC feels that we could cut down on the time spent by advisors and the committee on petitions and reliance on historical memory for precedents by expanding the listing. On reviewing the course descriptions, the UPC proposes to add the course prefixes for anatomy and neurobiology (ANA), microbiology and immunology (MI), pathology (PA), physiology (PGY), pharmacology (PHA), preventive medicine and environmental health (PM), and radiation medicine (RM). The UPC reviewed the course description for all of the 300- to 500-level courses with these prefixes; all seemed to be reasonable and solid scientific and academic courses. Specification of 300- to 500-level courses is done so that it is clear to the student and advisor that 600- and 700-level courses are not an automatic option and that 800- and 900-level courses are not allowed. Many of the 300-500 level courses in these areas would require the permission of the instructor for a BA Chemistry major.

SPANISH AND ITALIAN

CHANGE IN MAJOR

I. PROPOSED CHANGE(S) IN PROGRAM REQUIREMENTS

3. Pre-major or Pre-professional Course Requirements (if applicable)

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 hrs 2nd foreign language</td>
<td>(drop 6 hrs 2nd foreign language)</td>
</tr>
<tr>
<td>SPI 210/211</td>
<td>SPI 210/211</td>
</tr>
</tbody>
</table>

5. Major or Professional Course Requirements

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 hrs Spanish literature to</td>
<td>(drop 9 hrs Spanish literature to</td>
</tr>
<tr>
<td>include either SPI 320 or 322</td>
<td>include either SPI 320 or 322)</td>
</tr>
<tr>
<td>SPI 310</td>
<td>SPI 310</td>
</tr>
<tr>
<td>SPI 210/211 with a B or better</td>
<td></td>
</tr>
</tbody>
</table>

7. Rationale for change(s): (If rationale involves accreditation requirements, please include specific references to those requirements.)

a) drop pre-major 6 hrs. foreign language because it is not enough to benefit a cohesive language program; b) drop SPI 320 or SPI 322 as requirements because SPI 310 is a better preparation and pre-requisite for other upper –level literature courses;

 item #5 changes respond to improving the quality and performance of our majors. The total changes reduce the number of specific courses required from 12 to 6 in pre-major and add the prerequisite B or better in the pre-major required courses.
APPLICATION FOR NEW COURSE

1. Submitted by: College of Arts & Sciences                                      Date: March 9, 2001
   Department/Division offering course: Anthropology

2. Proposed designation and Bulletin description of this course:
   (a) Prefix and Number: ANT 639 (b) Title: Aging in Cross-Cultural Perspective

   *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts: Cross-Cultural Aging

   (c) Lecture/Discussion hours per week: 3 (d) Laboratory hours per week:

   (e) Studio hours per week: (f) Credits: 3

   (g) Course description:

   The course has three themes. These are critical discourse, modeling and personal explorations. The course will involve extensive reading and discussion of a selection of contemporary literature on socio-cultural aspects of aging. As part of this there will be a thorough examination of such foundational concepts as culture, ethnicity and 'race,' facilitating critical use of these concepts by students. There will be a number of presentations by researchers experienced in doing aging research in cross-cultural settings. Each student is asked to select a topical area for individual study and exploration that is consistent with the cross-cultural focus of the course. The course is intended as a course for the gerontology and health Ph.D. program. The content emphasizes gerontologically relevant work done by research anthropologists. (revised 5/2/01)

   (h) Prerequisites (if any): consent of instructor

   (i) May be repeated to a maximum of: n/a (if applicable)

4. To be cross-listed as:__________________________________________________________________________________________

   Prefix & No. Signature, Chairman, cross-listing department

5. Effective Date: Spring 2001 (semester and year)

6. Course to be offered (a) Fall (b) Spring X (c) Summer

7. Will the course be offered each year? No (Explain if not annually): At least every other year.

8. Why is this course needed:

   This course covers the burgeoning area of cultural studies of aging. It is a relatively new area of research that is now being established in departments around the country. It is also the main research area of the faculty member. It reflects an important area for applied anthropology, as well as for cross-disciplinary and multi-disciplinary work that incorporates anthropological approaches to culture.

9. (a) By whom will the course be taught? Dr. John van Willigen

   (b) Are facilities for teaching the course now available? Yes

   If not, what plans have been made for providing them?
10. What enrollment may be reasonably anticipated? 10 students

11. Will this course serve students in the Department primarily? Yes
Will it be of service to a significant number of students outside the Department? Yes

This course is intended as a course for the gerontology and health PhD program. Additionally, it will serve students in behavioral science, allied health disciplines, sociology, geography, and social work.

Will the course serve as a University Studies Program course? No
If yes, under what Area?

12. Check the category most applicable to this course:

_____ traditional; offered in corresponding departments elsewhere;

_____ fairly new, now being widely established

_____ not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program? No
If yes, which?

14. Will adding this course change the degree requirements in one or more programs?* No
If yes, explain the change(s):

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

17. Within the Department, who should be contacted for further information about the proposed course?
Name and Phone Extension: Dr. Michele Rivkin-Fish mrvk2@pop.uky.edu 7-9642

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

Signatures of Approval:

Department Chair: [Signature] Date: 4-23-01

Dean of the College: [Signature] Date: MAY 08 2001

Date of Notice to the Faculty: APR 24 2001

**Undergraduate Council: ___________________________ Date: __________

**Graduate Council: ___________________________ Date: __________

**Academic Council for the Med. Ctr: ___________________________ Date: __________

**Senate Council: ___________________________ Date of Notice to Univ. Senate: __________

ACTION OTHER THAN APPROVAL: ___________________________

**If applicable, as provided by the Rules of the University Senate

*****

3301C-19&21
Revised: July 1996
New Course Application: WP Docs
Aging in Cross-Cultural Perspective

John van Willigen
218 Lafferty
257-6920 (Office)
269-8301 (Calls at home are fine, especially before 9:00 PM)
Email: ant101@pop.uky.edu
Monday 3:00-5:30, L213
Office Hour: Monday 1:30 or by appointment.

The course can be thought as having three themes. These are critical discourse, modeling and personal explorations.

Critical discourse: The course will involve extensive reading and discussion of a selection of contemporary literature on socio-cultural aspects of aging. This literature a challenging globalized discourse on aging. As part of this there will be a thorough examination of such foundation concepts as culture, ethnicity and “race” facilitating critical use of these concepts by students. [Read, Reflect, Critique, Share]

Modeling and networking: There will be a number of presentations by researchers experienced in doing aging research in cross-cultural settings. These will include work done in various settings (mostly rural) in the United States (Kentucky, North Carolina, Florida, Appalachia) as well as work done in Kenya, Zambia, and India. As a consequence participants will have direct contact with UK’s active cross-cultural aging researchers.

Personal explorations: Each student is asked to select a topical area for individual study and exploration that is consistent with the cross-cultural focus of the course. This will consist of a process starting with topic definition, and proceeding through a process including a working bibliography, an annotated bibliography, an oral report to the class and finally a paper focused on what we know about the topic [lit review/bibliographic essay/state of the art].

The course is intended as a course for the gerontology and health PhD program. The content privileges gerontologically relevant work done by research anthropologists. There probably should be more content relating to providing aging related services in cross-cultural or multi cultural settings.

Objectives

Development of skills in critical evaluation of research on cross-cultural aspects of aging.

Increase self-learning potential in cross-cultural aging studies.

Develop networks with cross-cultural aging research community at UK.

Text and Its Related Web Site:

The web site The Cultural Context of Aging and was organized by Jay Sokolovsky to support users of the text.

http://www.stpt.usf.edu/~jsokolov/index.html

Course Work

Attend classes [the key mechanism for learning the material is reading and discussing it]. [I would expect mostly people would be at all classes; if you have a scheduling conflict just let me know. I do keep track of this.]

Participate in class discussion.

Keep a journal. Your journal should reflect your preparation for class discussion. It should include reading notes and discussion questions for each reading. In addition it should include reflective statements and queries on your developing understanding. You can be very speculative in a journal (something I welcome). I will ask for these periodically during the semester [about every other week for starts and then less later on]. I will give feedback on them and respond to queries. It is actually a good way for us to communicate. They don’t have to be typed. I will return them at the next class period.

Compile Preliminary Working Bibliography focused on either an American ethnic group (African American, Native American, Hispanic, Southeast Asian, etc.) or a geographic region outside the United States (India, South Asia, Kenya, East Africa, etc.). This can be focused on either a research or application area (gender, nutritional services, nursing home programing, etc.) in addition to the cultural/ethnicity area. A target would be 12-18 items. Be careful about defining this too narrowly (Native Americans is workable but Navajo may not work). You may have trouble finding materials. This consists of a typed list of citations and a short statement about your intended focus.

Prepare Annotated Version of Bibliography of Aging in a Geographic Region Outside the United States or an American Ethnic Group [October 11]. This is to be based on the working bibliography. I recognize that these topics will get more refined as you proceed. Sometimes people even abandon a topic entirely and start over. If the change suits your career goals, make the change. I would not be surprised if some of the items on the first bibliography were replaced as your understanding develops. It is sometimes useful to check your citations against the Social Science Citation Index to get a feel for what people are paying attention to. You can also leave some non-annotated items on this.

Lead Class Discussion on Articles on a Rotational Basis. A discussion leader will be scheduled for each article. You can expect that you would do this about twice. If you want to lead discussion for specific articles let me know. I want you to work at getting active discussion. When you lead a discussion provide me with a copy of your notes at the beginning of class.
Prepare an essay about aging in the area defined by the annotated bibliography [Final version due on day of final during finals week]

Oral Report on content of essay [November 29 or December 6] No physical paper needs to be turned in on the day you make your presentation. I don’t intend to grade these.

Grading: Participation 10%; Discussion Leading 10%; Preliminary Working Bibliography 10% Journals (reading/lecture notes) 20% ; Annotated Bibliography 25%; Final Essay 25%

Participation Grades: Target for 10% is attendance at every class with some active involvement in most classes. Let me know if you can not attend.

Class Meetings

August 30

Discussion of the Syllabus

Introduction of Class Participants

Presentation: Juliana McDonald - Current Research on Farmers, Age-related, Changes in Farm Operations of Older North Carolina Farmers.

September 13

Presentation: Lisa Cliggett - Old Age Support in the Gwembe Valley of Zambia

Read: Starting Points: A Global, Cross-Cultural View of Aging, Sokolovsky; Culture, Aging and Context, Sokolovsky; Demography of an Aging World, Kinsella.

Briefly report the topic of your term project. (Send me an e-mail with a working title)

September 20: Monica Udvardy - The Fertility of the Post-fertile: Research Among the Giriama of Kenya.

Read: The Fertility of the Post-fertile: Concepts of Gender, Aging and Reproductive Health, Udvardy. [This reading is not in the text. A copy will be supplied.]; Complaint Discourse, Aging and Care giving among Ju’hoanis of Botswana, Rosenberg.; When is Killing acceptable: The Moral Dilemma Surrounding Assisted Suicide in America and Other Societies. Glascock. African Widows, Culture and Social Change: Case Studies from Kenya: Cattell

Internet Exercise:

Find and explore the Cultural Context of Aging Website
Make a brief presentation on something you learned from the site or its links or another age related site. If you have something that is not listed on the site we can send Jay Sokolovsky the link.

September 27


October 4

Presentation: Brief Presentations on Course Project [8 Presentations]

Eight course participants will get six minutes to describe your topic and to give a progress report on your search. This should focus on the search as much as the content.


October 11

Presentation: Brief Presentation on Course Project [Remaining Presentations]


October 18

Presentation: John van Willigen - Social Aging in a Delhi Neighborhood

Read: Personal Networks and Sacred Texts: Social Aging in Delhi, India. van Willigen, et al [This will be supplied, it is not in Sokolovsky]; Exchange and Reciprocity. Akiyana, et al Gender and Duty in Japan’s Aged Society: The Experience of Family Care Givers. Jenike. Aging, Modernization and Societal Transformation. Sokolovsky

October 25

Presentation: Graham Rowles - Aging Processes in Appalachia.
Read: The Social and Cultural Context of Adaptive Aging by Southeast Asian Elders. Yee

The Dynamics of Ethnic Identity and Bereavement among Older Widowers. Luborsky and Rubinstein; Networks and Community: Environments for Aging. Sokolovsky

November 1

Presentation: Hege Ravdal - Research with Older Scandinavian - Americans.


November 8

Presentation: TBA


November 15

Presentation: TBA


November 22 [No Class I will be attending the Gerontological Society of America meetings]

November 29 Oral Reports on Term Projects [It works out to 18 minutes each]

December 6 Oral Reports on Term Projects [It works out to 18 minutes each]