New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER: **22-23-05**

REVISION (label Revision #1, #2, etc.): Click or tap here to enter text.
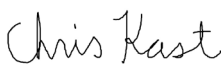
SECTION 1: PROPOSAL INFORMATION

Name:	Julia Miller
Title:	Assistant Professor of Sociology
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College:	College of Liberal Arts
Department:	Behavioral Sciences
Program Level:	Undergraduate
Date Originally Submitted:	11/8/2022
Implementation Date Requested:	8/1/2023

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
COLA	Chris Kast

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and <u>may not be recycled</u>; please check with the Registrar's Office to get a list of available, valid course numbers.	SOCY3365
2. **Course Title:** The title of the course as it will appear in the course catalog.	Sociology of Appalachia
3. **Number of Credit Hours:** Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	none
5. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	SOCY1110 or SOCY2200
6. **Course Co-requisites:** Include subject prefix and course number.	None
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	None
8. **Course Restrictions** (e.g., Seniors only)	None
9. **Grade Type:** Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	Standard A-F
10. **Requirements:** Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Elective in the Social Problems and Collective Behavior cluster
11. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Spring only
12. **Writing Intensive:** Does this course fulfill the Writing Intensive major requirement?	No
13. **Core Curriculum:** Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

The majority of students at Fairmont State are from the Appalachian Region and many Sociology graduates will go on to work in the Region in human and social services careers. This course will provide them with knowledge about the social, cultural, and historical context of this unique region, making them more informed practitioners. It will also provide locally relevant information about social problems unique to the Region, many of which are relevant to our graduates' careers, such as substance abuse counseling, social work, and education.

When offered as a Special Topics course, this class provided a springboard from which many students developed their Sociology Senior Capstone research project. As such, this course also better prepares students for the completion of this cumulative research experience.

The course is an elective in the Social Problems and Collective Behaviors cluster, a cluster of 3 options from which students must select 1 class. The course is intended for advanced sophomores, juniors, or seniors. The pre-requisite options, either SOCY1110 or SOCY2200, will ensure that students are prepared for the advanced application of sociological concepts to the Appalachian Region.

SECTION 4: ATTACH THE FOLLOWING SYLLABUS COMPONENTS:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

An introduction to the Sociology of Appalachia with attention to politics, the persistence of poverty, economic development, and environmental justice in the Region. Students will examine the definitions of and stereotypes about Appalachia, their functions, and their implications for diverse Appalachian identities. Students will learn about the unique circumstances of social problems in the Region in areas such as education, health, criminal justice, the environment, the family, social change, the economy, and other key social institutions.

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to…"

Upon successful completion of this course, students should be able to…

- Describe and critique the historical ways of defining Appalachia and stereotypes about Appalachia in light of research on Appalachian identity and diversity.
- Evaluate the causes, impacts, and common theoretical explanations of Appalachian poverty with particular attention to the role of coal in the Region.
- Evaluate evidence about the prevalence, causes of, and responses to social problems in the Appalachian Region related to key social institutions

Assessment: Describe generally how students' achievement of the course learning outcomes will be assessed.

Learning Objective 1: Students will write a response paper that contrasts stereotypical representations of the Region with evidence from diverse Appalachian voices, using oral history as a key data source. Special attention will be paid to theoretical understandings of the role of stereotypes in maintaining social inequality. (Approximately 3 pages based on 2 oral history interviews and one film or literary examples of stereotypical representation)

Learning Objective 2: Students will attend live sessions or review recorded sessions of research presentations on poverty, economic development, and coal from the Appalachian Studies Association Annual meeting, then connect the findings of those presentations to literature on Appalachian poverty presented in class. This opens an opportunity for students to attend an academic conference in and on the Region. (Approximately 3-5 pages based on 3 research presentation panels or equivalent recorded sessions)

Learning Objective 3: Students will complete a summative research project on a social problem facing the Appalachian Region in a social institution of their choosing, with special emphasis placed on creating a public-facing final product.

Course Outline: Attach a course content outline consisting of at least two levels.

- What (and Who) is Appalachia?
  - Defining the Appalachian Region
  - A Brief History of Appalachia
  - Appalachian Demographics
- Appalachia and Culture, Beyond the Stereotypes
  - Appalachian Stereotypes and their Purposes
  - Gender, Sexuality, and Appalachian Diversity
  - Race and Appalachian Diversity
  - Rurality, Urbanity, and Appalachia

- Appalachian Poverty and Political Economy
  - Poverty in the Appalachian Region
  - Theorizing Poverty
    - Culture of Poverty Theory
    - The Internal Colony Model
  - The Role of Coal in Appalachia
  - Prisons and Appalachia- A New Model of Development?
- Appalachian Social Institutions and Resistance
  - Education and the Family in Appalachia
  - Appalachia and Health
  - Environment and Environmental Justice
  - Politics and Grassroots Movements in Appalachia