

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number SOCI 450 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add SOCI 450 to the social and behavioral science menu.
 See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	9-15-2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	SOCI 450, Sociology of Health and Medicine
Terms offered:	Spring, Odd Years
Catalog description:	Examines the social, epidemiological, and personal aspects of health, illness, disease, and healthcare in the contemporary United States. Sociological treatment of social structure and health at the micro- and macro-social levels.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

Sociology of Health and Medicine Courses is completely devoted to helping students develop the ability to examine behavior and interactions among individuals, groups, and institutions in order to understand the complexities of social systems. From course readings in areas like health inequalities, the social organization of medicine, health insurance systems and systemic change, and the effects of illness on patients, providers, and society, this course fits firmly within the Social and Behavioral Science menu.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

Course readings, such as “Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Practice”, “Racism and Health: Pathways and Scientific Evidence”, “Professionalization, Monopoly, and the Structure of Medical Practice”, “The Origins of the Patient Protection and Affordable Care Act”, and many more provide evidence for menu fit.

In addition, course assignments, such as the paper on proposals to finance health care expenditures, the health professional interview paper, and the project on Race, DNA, Reparations, and Reconciliation all develop students’ skills in critical analysis of arguments, evaluation of statistical data and other forms of evidence, and their experience in synthesizing complex arguments and comparing and contrasting competing viewpoints on complex public policy issues.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

None

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.

- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Healthcare financing paper Healthcare Financing. Purpose: As we will see this semester, healthcare financing is healthcare policy. Government regulations, federal and state rule-making, and other forms of governance are key drivers of healthcare costs, access, and quality. In order to provide real-world, policy-relevant knowledge to students, I have designed this assignment. The assignment leverages the upcoming presidential election to evaluate candidate or major party health care policy proposals, with a focus on how payments are structured (that is, how is healthcare paid for?). Task: Each student will compare the health care policy proposals offered by major parties or major party candidates. ● Select one proposal from the Democrats; select another proposal from the Republicans. ● Compare the proposals you select to the ACA and HEART. ● Start by transcribing the table on the ACA and HEART from the Quadagno article and add one column for the Democrats' proposal and another for the Republicans' proposal. Use all the rows in the Quadagno article, adding in specifics from the two proposals you selected (see reading #26, page 432 in Conrad & Leiter) for the table. ● You must have all the rows from the Quadagno article, but may add additional rows as necessary. After you construct the table, write about the similarities and differences across these proposals. At the end of your essay, tell which proposal you favor and provide reasons why.

	Here is one resource that will give you background on "Medicare for All" among Democrats: https://www.nytimes.com/2019/08/27/magazine/medicare-for-all-democrats.html?te=1&nl=morning-briefing&emc=edit_NN_p_20190827&section=longRead?campaign_id=9&instance_id=11930&segment_id=16506&user_id=d676b734e1602dfe1e0cbbbed752032dc&regi_id=78589092ion=longRead (Links to an external site.) https://www.nytimes.com/2019/09/25/health/employer-health-insurance-cost.html?te=1&nl=the-upshot&emc=edit_up_20190930?campaign_id=29&instance_id=12739&segment_id=17460&user_id=d676b734e1602dfe1e0cbbbed752032dc&regi_id=78589092 (Links to an external site.) Product: Produce 750 to 1,000-word summaries of each policy proposal compared. 30% of final grade.
Outcome A2	Comparative Essay Comparative Analysis of BLR items and Healthcare Financing or Interview Paper Summary: In 1,000-1,500-words, write an essay that compares at least one item from <i>The Best of the Bellevue Literary Review</i> that I have posted below with findings from either the Health Provider Interview or the Healthcare Financing writing projects. Purpose: The goal for this paper is for you to take your existing writing in the course and re-analyze it with the help/though the lens/with the additional perspective(s) that are added when you include a medical humanities and/or biomedical ethics component. This second (8% of final grade) paper should compare at least one item from <i>The Best of the Bellevue Literary Review</i> that I have posted below with findings from either the Health Provider Interview or the Healthcare Financing writing projects. For example, students could select writings from the BLR on patient-provider interactions, then compare that perspective to what they found in the Health Provider Interview paper. This second essay should persuasively interpret these texts using course concepts. Length: 1,000-1,500 words. Steps:

	1. Analyze at least one of the items from the BLR selections below. Which selection(s) did you pick; what are they about in terms of their themes and their “lessons” for the reader? Which ideas and theories that we have learned this semester are illustrated or deepened by your reading of these texts? 2. Relate these items to findings from your Interview or Health Policy paper. What do these BLR texts add to your understanding of what you learned in your health interview or health policy paper? Do the lessons from the BLR readings add to, or detract from, your findings? Do they expand your understanding of the health care system, illness narratives, or the practice of care. I expect that the first section of your paper will be used to interpret the BLR reading(s) you selected, showing how they either illustrate or deepen your understanding of the what we’ve learned this semester. The rest of the paper should turn to applying those insights to your interview or policy paper. Obviously, there is a lot of freedom here. You should clearly articulate the concept(s), or theme(s) from the course that you see “at work” in the BLR reading you select.
Outcome C1	Healthcare financing paper (Section on comparing and contrasting health plans) -- see assignment description above
Outcome C2	Health Professional Interview Paper Overview For this paper, you will interview a health professional (or yourself, if appropriate) about their experiences training for and/or working in a health profession. Additionally, you will arrange to share/receive interview notes/recordings with another class member whose interviewee differs from your own <i>along at least one dimension of social identity</i>: gender, race/ethnicity, social class, sexual identity, etc. The paper will analyze BOTH people’s experiences in terms of concepts and theories from the course, with a particular focus on the effects of gender, race, and social class. Summary: In a 2,000-2,500-word paper, write an analysis of the interview you did with a health professional and that you received

	from a classmate. In this paper, you will use concepts and theories from the course in order to show dimensions of inequality such as race, gender, social class, and sexual identity impact their experiences of training for or working in a health profession. Procedure <i>Choosing your interviewees:</i> ● To complete this project, you must analyze the experiences of two current/future health professionals. You must interview one of these people yourself and arrange to receive notes/a recording/a transcript of an interview conducted by one of your classmates. This trade may be direct (i.e., you arrange with someone to swap) or indirect (i.e., Student A trades with Student B who trades with Student C who trades with Student A). ● Your informants must differ along at least one dimension of social identity: gender, race/ethnicity, social class, sexual identity, etc. Your analysis will probably proceed more easily if your informants also share at least one aspect of social identity. o Rationale: Comparing the experiences of, e.g., male and female informants from the same racial/ethnic background should help you isolate the effects of gender from those of race/ethnicity. ● You <i>must</i> call your informants by PSEUDONYMS in your paper!! <i>Conducting the interviews:</i> ● It is preferable that you conduct your interview <i>in person</i> rather than by telephone. E-mail interviews are not acceptable. ● Recording the interview is optional (you may find it helpful when you are writing up your results), but careful note-taking is essential! Remember that you will need to trade materials with a classmate; record/summarize your interview with an eye to the kind of materials you would like to receive. <i>Writing the paper:</i> Your two goals in writing the paper are to:
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	• Compare and contrast the interviews (while summarizing). How are the two individuals' experiences alike? How are they different? • Analyze the interviews in terms of gender, race/ethnicity, social class, and other aspects of social identity as relevant, drawing on concepts and theories from course readings and lectures. Specific things to address in your analysis include: 1) How did/do <i>gender</i>, <i>race/ethnicity</i>, and <i>social class</i> influence the beliefs and experiences of your informants? Do their stories support a particular author's contentions? If not, what factors might explain the discrepancy? • Remember, influence doesn't have to be negative or involve discrimination. One good way of identifying the effects of gender, race, etc., is to ask, "How might this person's story be different if s/he were a different gender (race, etc.)?" • If you honestly don't think that your informant(s) were affected gender, social class, or race/ethnicity, explain how you reached that conclusion (with reference to the readings & examples from the interviews). 2) How have <i>other aspects of social identity</i> (e.g., sexual identity, age/generation, disability) shaped your informants' beliefs and experiences? This discussion need not be as extensive as your discussion of gender, race, and class; but you should at least consider (if only to dismiss) one of these "additional" statuses. 3) Compare and contrast, or otherwise explicitly link, your informants' experiences with the arguments made in course readings. For instance: Do their experiences support a particular author's contentions, or provide a compelling example thereof? If not, what factors might explain the discrepancy (e.g., variations in circumstance, change over time).
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	Can concepts from the readings help illuminate your informants' stories? NOTE: Readings from ALL sections of the course may be relevant. <i>Style & Presentation</i> • When referring to people other than yourself, you <i>must</i> use PSEUDONYMS!! This is standard practice in social science, because (a) people are more likely to respond honestly to interview questions when they know that their identity will be protected and (b) pseudonyms help prevent harm to study participants. • You may choose to begin your paper by summarizing the interviews, then present your analyses; OR you may intertwine summary and analysis throughout the paper. (I recommend the latter.) • Use <i>specific, concrete examples</i> to support the points you make (as you did in previous papers) and make <i>liberal use of direct quotes from the interviews</i> (or paraphrase very closely). The reader is more likely to find your analyses convincing when they are supported by your informants' own words. <i>Format</i> • Papers should be 2,000-2,500 words in length. • Double-space and use a 12-point font and one-inch margins all around. • Number your pages and staple instead of paper-clipping. • Don't forget to proofread for grammar, spelling, and typos. Well-written and -presented papers will receive better grades than poorly-written, messy ones. • If you cite materials from outside the course, please append a bibliography. Due Date & Late Policy • Final paper due April 28.
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	o Please bring a hard copy of the paper to class. • Late papers will be penalized. Every day your paper is late, your grade will be reduced by one “1/3 grade” (i.e., from B+ to B). Papers submitted after class may be penalized. Grading • This paper constitutes 30% of your total grade in the course. • Grades in the: o A range are reserved for exceptionally thoughtful and well-reasoned papers, demonstrating not only strong understanding of the concepts and/or course materials used, but also going above and beyond the call of the assignment – by bringing ideas together in novel ways or showing an unusually deep understanding of the issues at stake. They will also be well-written. o B range reflect a generally good paper, featuring a thoughtful, well-reasoned analysis of the health history/profession in question, supported by concrete examples. There may be some minor weaknesses (e.g., underdeveloped analysis). If you follow the directions like a recipe, you will get a grade in the B range. o C range indicate substantial weaknesses in your arguments, misunderstandings of the readings, and/or that some <i>major</i> aspect of the assignment is missing or poorly/ incompletely fulfilled. o D range represents a worse version of “C.” QUESTIONS... BASIC PROCEDURE: Start with the demographic questions, then proceed with the relevant set of questions for your topic. You may opt to tailor the topical questions to yourself/your interviewee (i.e., adding, subtracting, or rewording questions), but make sure you cover the basic categories of information outlined below. As you conduct your interview, try to get specific examples to support general statements (e.g., if a person says she suffered during surgical
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	residency because she's a woman, ask her to tell you about a time that happened). Before beginning the interview, tell your informant that: (a) All information they share with you will remain confidential and that your paper will refer to them only by pseudonym, and (b) that they may refuse to answer any question or stop the interview at any time. TO GATHER DEMOGRAPHIC DATA 1. How old are you? 2. Gender 3. Are you currently married or living with a romantic partner a. How long have you been married to (cohabiting with) your partner? 1. Do you have any children? Do you live with any children not your own? If so: a) How many? What ages? What genders? b) (If divorced/ separated/ remarried) Do they live with you? 5. What is the highest level of school you have completed or expect to complete? 6. What is your current occupation? a) What is your specialty within that occupation? (e.g., physician > dermatologist) b) How long have you worked at your current job? c) Where did you work before this job? In the same occupation, or doing something different? (If different, ask what they did.) 7. How would you describe your racial or ethnic background? 8. What is your religious background? a) Do you currently practice that (or another) religion?
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	9. How would you describe your sexual identity (or orientation)? [Note: It may be obvious from the marriage/cohabiting question.] 10. Parents' education & occupations. a) What is the highest level of school your mother completed? What is/was her occupation for most of her adult life? b) [repeat for father] 11. Where did you grow up? Where do you live now? (city/ state/ country) WORK IN A HEALTH PROFESSION <i>Training:</i> ● Can you tell me about how you decided to become a [profession/specialty]? ● Where and when do/did you train for your [profession/specialty]? ● What does/did that training entail (e.g., courses, internships)? How long will/did it last? ● What degree will/did you receive? ● Is this a typical career path for someone in your field? If not, what are some of the key differences? ● Do/Did you need to pass any licensing exams before you can/could practice (e.g., medical boards)? Or obtain some other kind of credential, beyond your degree? ● About what proportion of the people you went through training with were Asian American, Black, Latino/a, White, Native American? About what proportion were women/men? ● Do/did men in your classes participate as much as the women do/did? Are/Were people from different racial/ethnic backgrounds more/less likely to participate? <i>Working:</i> ● Tell me about your workplace. How many people work there? How many in positions like yours? How many clients/patients does your workplace serve? Is it public or private? ● Are you in a union?
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	• How do doctors and nurses [or relevant professions] get along at your hospital/clinic/office? • Does it differ depending on the gender of the people in question? On their racial/ethnic background? Other status characteristics (e.g., social class, sexual identity, age)? • What are the best things about your [profession/specialty]? The worst? • How do people react when they find out what you do? • Did anyone (e.g., parents, friends, teachers) encourage you to become a [profession/specialty] because you're a woman/man? Because you're [racial/ethnic background]? (Could add other aspects of identity.) • Do you think your men patients react to you the same way as women patients do? Your [same race/ethnicity] patients and your [different race/ethnicity] patients? (Could add other aspects of identity.) • Do you think you (will) enjoy any advantages in your chosen profession due to your racial/ ethnic background? Your gender? (Could add other aspects of identity.) If so, please explain. • Do/did you see any obstacles ahead of you in your training/career? If so, please describe. • Do you think your gender has anything to do with these obstacles? Your racial/ethnic background? Another aspect of your identity? • How long do you expect to work in this profession? (If only a short time, and the person is relatively young, ask what they expect to do next.) • Do you think your responsibilities at <i>home</i> affect (will affect) your performance at work? How so? (Could probe about children, housework, care for family members.) • Do you think your responsibilities at <i>work</i> affect (will affect) your performance at home? How so? • Suppose another [specify person's race & gender] was interviewing for a job like yours. What advice would you give them? <i>Personal Health and Illness Experiences:</i>
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	• How would you describe your overall health? Excellent, good, fair, poor, awful? • Do you think your training as a [name profession] has affected: • the way you approach your own health care? • your choice of health providers? • Your interactions with your healthcare providers? • Have you had any major illnesses? Chronic conditions? Disabilities? Hospitalization? Surgeries? • Describe the most recent – or most important – instance. (If none, see next series of questions.) • How did find out you have [disease/condition]? (Probe: Who diagnosed you, when? Were you tested for that/other conditions? Any misdiagnoses along the way?) • What kinds of treatment are you receiving? How did you decide on a treatment strategy? Have you followed the treatment exactly, or have you adjusted it a bit? (Why/why not?) • How has [illness/condition] affected your life? • Do you think your experience of [illness/condition] would be/have been different if you were [other gender]? From a different racial/ethnic background? (Could add: SES, sexual identity, age, religion.) <i>Wrap-Up</i> • Is there anything else that it would be helpful for me to know about your experiences?
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Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write “Not Assessed” in the “Meets Expectations” section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Fewer than 84% of students will earn a "C" or above on Healthcare financing paper.	84% of students will earn a "C" or above on Healthcare financing paper.	90% of students will earn a "C" or above on Healthcare financing paper.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source			
Interpret source within rhetorical context			
Evaluate relevance of source within multiple contexts	Fewer than 84% of students will evaluate the relevance of the source within multiple contexts.	84% of students will evaluate the relevance of the source within multiple contexts.	90% of students will evaluate the relevance of the source within multiple contexts.

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic			
Develop and express an evidence-based viewpoint on a topic	Fewer than 84% of students develop and express an evidence-based viewpoint on the healthcare financing paper.	84% of students develop and express an evidence-based viewpoint on the healthcare financing paper.	90% of students develop and express an evidence-based viewpoint on the healthcare financing paper.
Synthesize information from multiple sources			

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Fewer than 84% of students have drawn informed	84% of students have drawn informed conclusions from their	90% of students have drawn informed conclusions from their

	conclusions from their health professional interview paper.	health professional interview paper.	health professional interview paper.
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Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

Example Rubric

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their paraphrasing of source material in Essay 2	Students accurately paraphrase source material in their own words in Essay 2	N/A
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in Essay 2	Students identify relevant aspects of context for a source in Essay 2	Students correctly use the context of a source to explain their own position in Essay 2
Evaluate relevance of source within multiple contexts		Not assessed.	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic		Not assessed.	
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from one or fewer sources in Essay 2.	Students cite evidence from two or more sources that effectively supports their position in Essay 2	Students cite evidence from four or more sources that effectively supports their position in Essay 2.
Synthesize information from multiple sources		Not assessed.	

Student Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students answer fewer than 50% of test questions on data correctly in Exam 1.	Students answer the majority of test questions related to reading data correctly in Exam 1.	Students answer 80% or more of test questions related to reading data correctly in Exam 1.

Sociology 450: Sociology of Health & Medicine
3 credit hours
MWF 1-1:50 p.m. Sherrod 208
ALWAYS SUBJECT TO CHANGE

Dr. Dan Morrison
Office: Sherrod Building Room 211
Phone: 325-674-2293
email: dan.morrison@acu.edu

Student Hours, also known as "Office Hours":
Mondays 12-1 p.m. and 3-4 p.m.; Tuesdays 9-11
a.m.; Wednesdays 3-4 p.m.; Fridays 11 a.m. to 1
p.m. Please sign up at
www.calendly.com/drm-acu/15min; also, by
appointment.

Mission of Abilene Christian University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a Liberal Arts education with professional and career education. The Department of Communication and Sociology builds upon the university goals of strengthening Christian character and education for service while addressing contemporary social issues and providing a foundation for future personal and professional growth.

Course Description

This course examines the social, epidemiological, and personal aspects of illness, disease and health care in the contemporary US. Our primary mission is to uncover answers to questions like: Who gets sick and who remains healthy? Who has a long life? Who has a short one? What is good in medical care, and what could be made better? How do doctors and other medical professionals care for/treat/cure people who are sick? What is the relationship between economic inequality and health? What issues of justice and ethics are raised by the answers to these questions? We ask these questions because we want to know the ways in which social factors influence us from the *inside* out.

This course develops students' understanding of the connections between social structure and health, at the micro and macro-social levels. The course is designed to develop students' abilities to apply sociological principles to medicine, health, illness, and health care. Together, we will learn to think sociologically about health and illness, epidemiology, environmental health, patient-provider interactions, the experience of illness, bioethics and the medical profession, mental health, and the health industry. We combine our sociological interests with more humanistic and meaning-centered approaches that understand the patient as a person.

Catalog Description

Examines the social, epidemiological, and personal aspects of health, illness, disease, and healthcare in the contemporary United States. Sociological treatment of social structure and health at the micro and macro-social levels.

Audience and Christian Mission: Undergraduate students from across the ACU campus are encouraged to



enroll in this course, as they are the intended audience. Christian faith and learning are integrated into this course through the fearless examination of the social sources of health and illness, the social organization of the healthcare system, and rigorous examination of moral and ethical issues in medicine and healthcare delivery, primarily in United States. Studying health and medicine from a sociological perspective advances the Kingdom by identifying barriers to human flourishing and examining how those barriers may be eliminated.

Student Learning Outcomes

If we are successful in this course, you will think, feel, and act differently. The learning outcomes listed below guide my design of the course, its readings and assignments, providing focus to our efforts.

At the conclusion of this course, students will be able to:

- Marshall sociological research and empirical evidence in health policy.
- Demonstrate their understanding of contemporary issues in health care and genetics.
- Apply the social determinants of health model to a particular case.
- Develop empathetic understanding about the lives of people with chronic illness.

Prerequisites: None

Students and Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support:

Mark Lewis, Dean of Students 325-674-2067

Students who struggle to afford groceries or access sufficient food to eat are especially encouraged to reach out to SOAR at: soar@acu.edu

Finally, please notify me of any difficulties you are having in meeting your basic needs. I will do my best to find the resources you need.

Readings

Two books are **required** for this course:

1. Conrad and Leiter, eds. 2019. *The Sociology of Health & Illness*, 10th edition. Thousand Oaks, CA: Sage. ISBN: 9781544326245
2. Nelson, Alondra. 2016. *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome*. Boston: Beacon Press. ISBN: 9780807027189

These books may be purchased at the University Bookstore. However, you may find these books online and elsewhere as they are both widely available on the secondary book market.

Any additional materials will be made available online via Canvas. Students should read the assigned material and come to class prepared to answer questions posed during class. Students who are unwilling to do the

reading or attend class will not perform well in the course, as the assignments and assessment of your learning depend on *both* the text and classroom activities.

Assessing Your Learning:

1. Healthcare Financing. Each student will compare the health care policy proposals offered by major parties or major party candidates for president. If the student selects parties, they must compare either current or proposed policies of the party in power with two competing proposals from major party candidates for the presidency of the United States. If the student selects intra-party proposals, they must compare at least three competing health care policy proposals. Students must compare the new proposals to past legislation/policies. Must compare with ACA and HEART. Must provide a table with all the elements from the Quadagno comparison of the two pieces of legislation. Include additional elements as you find the need, but you must include categories like: Number of people who gain/lose health care coverage (insurance); regulations for insurance companies. Length: from 750 to 1,000-word summaries of each policy proposal compared. 30% of final grade.
2. Race, DNA, Reparations, Reconciliation. Using the Maker Lab in Brown Library, you will create an original work that represents one of the themes from the book. You will also write a 750-1,000 word "Artist Statement" illustrating the connections between Nelson's text, *The Social Life of DNA* and your product. 25% of final grade. More details on Canvas.
3. Comparative Essay: Students will write two reflective essays; one at the start of the course (2% of final grade). The first paper will respond to Sherwin Nuland's Introduction to the BLR text, which I have provided on Canvas. Length: 250-500 words. Details on Canvas. The second (8% of final grade) should compare at least one of the uploaded readings from *The Best of the Bellevue Literary Review* (six readings, all available on Canvas) to findings from either the Health Provider Interview or the Policy Recommendation writing projects. For example, students could select an essay from the collection that features doctor-patient interactions, then compare that perspective to what they found in the Health Provider Interview paper. This second essay should persuasively interpret these texts using course concepts. Length: 1,000-1,500 words. 10% of final grade total. First paper due early in the semester; Second essay due during the final exam time.
4. Health Professional Interview Paper: Each student will interview a present or future health care provider. Further details available on Canvas. The class will workshop and peer review the papers, and vote to give a "best paper" prize. Length: 2,000-2,500 words. Papers will be presented during final exam period; 30% of final grade.
5. In-class writing and participation: 5% of final grade.

The Grading Scale:

"A"	90%+ - exceptional performance—the class and I have learned from your thinking;
"B"	80-89%- honorable performance—you have more to learn and have made a strong effort to do so;
"C"	70-79% - adequate performance—you have more to learn, and have some work to do;
"D"	60-69% - you were "shadow boxing" (you were swinging, but not connecting);
"F"	Below 60% - you may have to re-experience this class.

Be mindful that no late work will be accepted.

I will calculate your final grade based on your performance on the assignments and exercises explained within this syllabus. Participation will also count, as it is a prerequisite for deep understanding. Final grades are final. Unless there has been a miscalculation, I will not change your grade once it is posted. If you are concerned about your grade at any point in the semester, I urge you to meet with me so that we can address the problem before the end of the semester.

Grade Challenges: There are two types of grade challenges, “administrative” and “substantive.” Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on Canvas. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor’s attention as soon as possible.



Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work requirement(s) was/were met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Final Exam: We will meet on the day of the final exam. You will present findings from your health provider interview paper on this day.

Course Evaluations: I take course evaluations seriously. Please complete one.

Disability Services: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667.

Anti-Harassment Policy: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I

encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#). This section contains an Easter Egg. Send Dr. Morrison a photo of his office door by the end of the third class period for .5 points of extra credit on your final grade.

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

This Course is Intellectual Property: Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Electronic devices (e.g., laptops, cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

Course Schedule

*The course should proceed as outlined below. However, I reserve the right to employ the technique of **improvisation** as the students, the class, and the course demand. Such revisions may involve an extra (short) reading. This is the nature of the academic enterprise—you may not know in advance what you need to know in order to do your work well.*

Wk	Date	Themes; Questions	Read
Unit 1: Sociological Perspectives on Health and Illness			
1	1/10	Introduction to Course; Big Questions in Medical Sociology Overview of writing assignments.	Conrad & Leiter, Introduction; Sherwin Nuland, Introduction to <i>The Best of the Bellevue Literary Review</i> Perusall/Canvas.
	1/12	Theme: Connecting Health to Social Inequality Consider: Can being poor, a minority, or a woman, cause illness?	Conrad & Leiter Reading 1: "Medical Measures and the Decline of Mortality"
	1/14	Theme: Race, Gender and Health; Theories of Health and Medicine	Conrad & Leiter Reading 2: "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Practice"
2	1/17	MLK Holiday; No ACU Classes	

	1/19	Consider: What roles do social factors play in getting sick and staying sick?	Conrad & Leiter Reading 3: Social Class, Susceptibility, and Sickness; Conrad & Leiter Reading 4: Racism and Health: Pathways and Scientific Evidence Due: Reflective Essay on Nuland's Introduction to <i>Best of the Bellevue Literary Review</i>
	1/21	Themes: Theories of Health; The Environmental Factor	Conrad & Leiter, Reading 5: Sex, Gender, and Vulnerability
3	1/24	Dr. Morrison is away. An appropriate alternative to class will be assigned.	
	1/26	Consider: Are sociologists really claiming they know why people get sick?	Conrad & Leiter, Reading 6: Structural Violence and Clinical Medicine
	1/28	Consider: How are causal arguments in very complex circumstances created and supported?	Conrad & Leiter, Reading 7: A Case for Refocusing Upstream: The Political Economy of Illness
4	1/31	Continuing	Conrad & Leiter, Reading 8: Social Relationships and Health
	2/2	Continuing	Conrad & Leiter, Reading 10: Dying Alone: The Social Production of Urban Isolation
	2/4	Continuing	Conrad & Leiter, Reading 9: The Health Politics of Asthma: Environmental Justice and Collective Illness Experience in the United States
Unit 2: The Profession of Medicine; Medical Dominance; Payments and Insurance			
5	2/7	Themes: Healthcare Organizations and Professional Dominance	Conrad & Leiter, Reading 17: Professionalization, Monopoly, and the Structure of Medical Practice
	2/9	Consider: What are the characteristics of healthcare delivery? How did doctors grow powerful? How might they heal people and diseases?	Conrad & Leiter, Reading 18: Notes on the Decline of Midwives and the Rise of Medical Obstetricians
	2/11	Continuing	Conrad & Leiter, Readings 19 and 20: The End of the Golden Age of Doctoring; Countervailing Power...
6	2/14	Theme: Organization of Health Care Payments	Conrad & Leiter, Reading 25: Paying for Health Care
	2/16	Theme: The US Healthcare System Consider: What is the role of the government in paying for and/or providing health care services?	Conrad & Leiter, Reading 26: The Origins of the Patient Protection and Affordable Care Act
	2/18	Continuing	Conrad & Leiter, Reading 27: The Debate Over Health Care Rationing...

Unit 3: Science, Technology, and Medicine; Social Dimensions of Genomics			
7	2/21	Technoscience, Medicine, and Knowledge: Pharmaceuticals; Social Technologies, Prenatal Testing	Conrad & Leiter, Reading 15: The Meaning of Medications: Another Look at Compliance
	2/23	Continuing	Conrad & Leiter, Reading 30: Social Death as Self-Fulfilling Prophecy
	2/25	Continuing	Conrad and Leiter, Reading 32: Medical Sociology and Technology: Critical Engagements
8	2/28	Flex Day	Healthcare Financing Proposal Comparison Due
	3/2	Race and the Genome	<i>The Social Life of DNA</i> Preface Watch: https://www.youtube.com/watch?v=IIWlatQt4KE&feature=youtu.be
	3/4	Continuing	<i>The Social Life of DNA</i> Introduction through Chapter 2
9	3/7	Continuing	<i>The Social Life of DNA</i> Chapters 3-5
	3/9	Consider: What kinds of oversight should scientists and doctors have? What limits might we place on human knowledge?	<i>The Social Life of DNA</i> Chapters 6-8
	3/11	Continuing	<i>The Social Life of DNA</i> Chapter 9
Spring Break, March 14-18			
Unit 4: Mental Health, Patient Experience, Ethics, and End of Life			
10	3/21	Theme: The Sociology of Mental Health Video: TED Talk: http://www.ted.com/talks/eleanor_longden_the_voices_in_my_head?language=en	"The role of sociology in the study of mental health... and the role of mental health in the study of sociology." by Blair Wheaton. Perusall/Canvas.
	3/23	Continuing	"Sociological Approaches to Mental Illness" by Peggy Thoits. Perusall/Canvas.
	3/25	Continuing	"An Overview of Sociological Perspectives on the Definitions, Causes, and Responses to Mental Health and Illness" by Alan Horwitz Perusall/Canvas.

11	3/28	Themes: Patient Experiences with Mental Health; Delivery of Healthcare	Excerpts from <i>Speaking of Sadness</i> by David Karp Perusall/Canvas. ; Excerpt from <i>The Hospital</i> by Jan de Hartog Perusall/Canvas. Race, DNA, Reparations, Reconciliation Project Due via Canvas. Bring your object to class. Artist Statement also due.
	3/30	Dr. Morrison may be away at a conference. An appropriate alternative to class time will be provided.	
	4/1	Dr. Morrison may be away at a conference. An appropriate alternative to class time will be provided.	
12	4/4	Theme: Informed Consent; Healthcare decision-making Consider: What is informed consent? Who should decide? Guest via Zoom: Dr. Ellen Wright Clayton, MD, JD	Background material on “Ashley X”: PowerPoint; “Religion, Conscience, and Controversial Clinical Practices”; Responses to “Religion, Conscience...” Perusall/Canvas. Can Connecticut Force A Teenage Girl To Undergo Chemotherapy? Perusall/Canvas.
	4/6	Dr. Morrison may be away at a conference. An appropriate alternative to class time will be provided.	Karp: Is it Me or My Meds? PowerPoint and chapters 3 and 4, Perusall
	4/8	Dr. Morrison will be away at a conference. An appropriate alternative to class time will be provided.	Karp: Is it Me or My Meds? chapters 3 and 4, Perusall
13	4/11	Theme: Medical Humanities; Advance Directives; Physician Aid in Dying	“My Own Life” by Oliver Sacks on Canvas; “Breathing” by Cortney Davis, Canvas
	4/13	Late Fragment And did you get what you wanted from this life, even so? I did. And what did you want? To call myself beloved, to feel myself beloved on the earth.” — Raymond Carver, <u>A New Path to the Waterfall</u>	Article on Advance Directives in TX Lee, Barbara Coombs. 2014. “Oregon’s experience with aid in dying: findings from the death with dignity laboratory.” <i>Annals of the New York Academy of Sciences</i> 1330:94-100. Canvas.

		Physician Aid in Dying	
	4/15	Good Friday Holiday; ACU Campus Closed	
Unit 5: Writing, Peer Review, and the Final Exam Period			
14	4/18	Peer Review Day 1	Peer Reviews Assigned for Health Professions Interview Paper
	4/20	Peer Review Day 2	
	4/22	Peer Review Day 3	
15	4/25	Wrap up	
	4/27	Wrap up	Due: Final Health Professions Interview Paper
	4/29	Wrap up	Due: Second Comparative Essay using <i>The Best of the Bellevue Literary Review</i>
16	5/4	Final Exam Period, 8-9:45 a.m.	You will present your Health Professions Interview Paper findings during the final exam period.

****Please remember to complete online course evaluation forms****