

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

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

The sociology faculty at ACU have met to consider our core curriculum and revise the list of required courses. Given the state of the discipline, we are requesting that SOCI 450: Sociology of Health and Medicine be allowed as an option in the SOCI 200-499 hours in the major. This change facilitates our efforts to bring our curriculum into alignment with the current standards in our discipline.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

Change to a Course		COUNCIL ¹								
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	A
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	A
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G or G to U	A	A	A		A			A	A
11.	Cross list with another department: U or G level	A	A	A		A			A	A
12.	Department of record	A	A	A		A			A	A
13.	Open or close a course	A	A	A		A			A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	A

Note: 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.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TFC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A
5.	Other academic policy changes	--	--	--		A		A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) 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.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<i>Lamar Lamber</i>	<i>24 Jan 2020</i>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
<i>Jonathan Camp</i>	<i>03/06/2020</i>
Signature	Approval date
Signature	Approval date

Dean(s)	
<i>Greg Straughm</i> Greg Straughm (Mar 18, 2020)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	SOCI 450
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Daniel Morrison
2	Course Instructor	Daniel Morrison
3	Course Title	Sociology of Health and Medicine
4	Course Abbreviation for Banner if title is more than 30 characters	Soc of Health and Medicine
5	College	Arts and Sciences
6	Department or School	Communication & Sociology
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this?	<u>x</u> Traditional lecture

	(Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Examines the social, epidemiological, and personal aspects of health, illness, disease, and health care in the contemporary United States. Sociological treatment of social structure and health at the micro and macro-social levels.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
20	If the course is cross-listed, specify the Course ID(s)	none
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.

22a	Will the course be offered in fall terms?	<u>x</u> No __ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	No <u>✓</u> Yes If yes: all, even, or odd years? odd
22c	Will the course be offered in summer terms?	<u>x</u> No __ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2021
24	Is this course required for a degree/s?	<u>x</u> No __ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>x</u> No __ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u>x</u> No __ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the</i>	

	<i>new offering in Section IV-D.</i>	
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II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

Addition of this course expands options for students to complete their degree plans in the sociology major.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

This course helps complete the sociology curriculum by focusing on one of our core strengths: health and medicine. Our program's course offerings have not been robust in this area. Given our faculty's interests and strengths here, and our program's three foci: religion, health, and aging, this course fits well into our program.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

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.

2. State the overarching course goal(s) in performance terms.

Students will be able to explain our nation's health care system, discuss theoretical perspectives in this area of sociology, and demonstrate their skills in sociological analysis.

B. Student Learning Outcomes and Measurements

Student Learning Outcome	Measurement
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1	Marshall sociological research and empirical evidence in health policy.	Health Policy Paper
2	Demonstrate their understanding of contemporary issues in health care and genetics.	Race and Genetics Assignment
3	Apply the social determinants of health model to a particular case. Insight	Health Professions Interview Paper
4	Develop empathetic understanding about the lives of people with chronic illness.	Comparative Analysis Paper

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

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

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes

2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach If applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

Sociology 450: Sociology of Health & Medicine
 CRN: 3 credit hours
 MWF 10-10:50 a.m. Sherrod 213
 ALWAYS SUBJECT TO CHANGE

Dr. Dan Morrison Office: Sherrod Building Room 134B Phone: 325-674-2293 email: dan.morrison@acu.edu	Student Hours, also known as "Office Hours": Mondays and Fridays, 2-4 p.m. Tuesdays and Thursdays, 8-9:30 a.m. Please sign up at https://tinyurl.com/DrM-ACU ; also, by appointment
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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 person.

Catalog Description

Examines the social, epidemiological, and personal aspects of health, illness, disease, and health care 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

Email

You should use email as a tool to set up a one-on-one meeting with me if office hours conflict with your schedule. Otherwise, office hours are open to meetings on a first-come, first-served basis. You may skip email altogether and make a booking for up to two 30-minute sessions here: <https://tinyurl.com/DrM-ACU>. Add a one or two-sentence description of the reason for the meeting.

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. Due October 11.

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. Due October 28. 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 September 6; Second essay due December 10 during the final exam time.

4. Health Professions 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. Due December 6.

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](#).

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	8/26	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> Canvas.
	8/28	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"
	8/30	Continuing	Conrad & Leiter Reading 2: "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Practice"
2	9/2	Theme: Race, Gender and Health; Theories of Health and Medicine	Conrad & Leiter Reading 3: Social Class, Susceptibility, and Sickness
	9/4	Consider: What roles do social factors play in getting sick and staying sick?	Conrad & Leiter Reading 4: Racism and Health: Pathways and Scientific Evidence
	9/6	Continuing	Due: Response to Nuland for Comparative Essay
3	9/9	Themes: Theories of Health; The Environmental Factor	Conrad & Leiter, Reading 5: Sex, Gender, and Vulnerability
	9/11	Consider: Are sociologists really claiming they know why people get sick?	Conrad & Leiter, Reading 6: Structural Violence and Clinical Medicine
	9/13	Continuing	Conrad & Leiter, Reading 7: A Case for Refocusing Upstream: The Political Economy of Illness
4	9/16	Consider: How are causal arguments in very complex circumstances created and supported?	Conrad & Leiter, Reading 8: Social Relationships and Health

	9/18	Continuing	Conrad & Leiter, Reading 10: Dying Alone: The Social Production of Urban Isolation
	9/20	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	9/23	Themes: Healthcare Organizations and Professional Dominance	Conrad & Leiter, Reading 17: Professionalization, Monopoly, and the Structure of Medical Practice
	9/25	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
	9/27	Continuing	Conrad & Leiter, Readings 19 and 20: The End of the Golden Age of Doctoring; Countervailing Power...
6	9/30	Theme: Organization of Health Care Payments	Conrad & Leiter, Reading 25: Paying for Health Care
	10/2	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
	10/4	Continuing	Conrad & Leiter, Reading 27: The Debate Over Health Care Rationing...
Unit 3: Science, Technology, and Medicine; Social Aspects of Genomics			
7	10/7	Technoscience, Medicine, and Knowledge: Pharmaceuticals; Social Technologies, Prenatal Testing	Conrad & Leiter, Reading 15: The Meaning of Medications: Another Look at Compliance
	10/9	Continuing	Conrad & Leiter, Reading 30: Social Death as Self-Fulfilling Prophecy
	10/11	Continuing	Conrad and Leiter, Reading 32: Medical Sociology and Technology: Critical Engagements Healthcare Financing Proposal Comparison Due
8	10/14	Race and the Genome	<i>The Social Life of DNA</i> Preface Watch: https://www.youtube.com/watch?v=IIWlatQt4KE&feature=youtu.be
	10/16	Continuing	<i>The Social Life of DNA</i> Introduction through Chapter 2
	10/18	Continuing	<i>The Social Life of DNA</i> Chapters 3-5

9	10/21	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
	10/23	Continuing	<i>The Social Life of DNA</i> Chapter 9
	10/25	Fall Break -- No Class held	
Unit 4: Mental Health, Patient Experience, Ethics, and End of Life			
10	10/28	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. on Canvas. Race, DNA, Reparations, Reconciliation Project Due via Canvas. Bring your object to class.
	10/30	Continuing	"Sociological Approaches to Mental Illness" by Peggy Thoits. on Canvas.
	11/1	Guest: LaTonya Trotter, PhD	"An Overview of Sociological Perspectives on the Definitions, Causes, and Responses to Mental Health and Illness" by Alan Horwitz on Canvas; More than Medicine Methods Only Reading, Canvas
11	11/4	Themes: Patient Experiences with Mental Health; Delivery of Healthcare	Excerpts from <i>Speaking of Sadness</i> by David Karp on Canvas.
	11/6	Continuing	Excerpt from <i>The Hospital</i> by Jan de Hartog on Canvas.
	11/8	No Class -- Dr. Morrison at a Conference	
12	11/11	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": "Religion, Conscience, and Controversial Clinical Practices"; Responses to "Religion, Conscience..." on Canvas. This NPR story: http://tinyurl.com/nraqpvo
	11/13	Continuing	
	11/15	Continuing	
13	11/18	Theme: Medical Humanities; Advance Directives; Physician Aid in Dying	"My Own Life" by Oliver Sacks on Canvas; "Breathing" by Courtney Davis, Canvas
	11/20	Late Fragment	Article on Advance Directives in TX: https://www.texmed.org/Template.aspx?id=

		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>	<u>5327</u>
	11/22	Physician Aid in Dying	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.
Unit 5: Writing, Peer Review, and the Final Exam Period			
14	11/25	Peer Review Day 1	Peer Reviews Assigned
Thanksgiving Break, Nov. 27-29			
15	12/2	Peer Review Day 2	
	12/4	Peer Review Day 3	
	12/6	Wrap up	Due: Health Professions Interview Paper
Final	12/10	Tuesday, 10-11:45 a.m. You will present your Health Professions Interview Paper findings during the final exam period.	Due: Second Comparative Essay using <i>The Best of the Bellevue Literary Review</i>

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

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: 19:13
TO: Dr. Dan Morrison
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for SOCI 450 – Sociology of Health & Medicine

After reviewing the course syllabus, the Library is able to support the proposed course. Thank you for letting us review the course syllabus.

October 18, 2019

Dr. Dan Morrison
Office: Sherrod Building Room 134B
Phone: 325-674-2293
email: dan.morrison@acu.edu

Re: SOCI440 Sociology of Health and Medicine

Dear Dr. Morrison,

Thank you for the submission of SOCI440 Sociology of Health and Medicine . I reviewed the syllabus based on the ACU Syllabus Guidelines. Please check the attached list, which indicates whether items have been addressed.

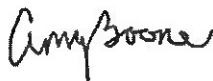
In addition, I also reviewed the syllabus from an instructional design perspective and here are the changes that I suggest you make:

- Add the ADA policy or link
- Add the Title IX policy or link
- Consider articulating how this course integrates Christian faith and learning

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference which will be read by your department chair and members of the council, who may also have questions or comments of their own. We would appreciate it if you could modify the syllabus items based on our suggestions, or prepare to justify keeping the items as they are.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely,



Fwd: New Courses for Sociology - Checking Numbers

2 messages

Suzie Macaluso <scm11a@acu.edu>
Reply-To: Suzie.Macaluso@acu.edu
To: Daniel Morrison <drm18c@acu.edu>

Wed, Sep 18, 2019 at 8:48 AM

Let's put Soc of Gender as 370.

Suzie

----- Forwarded message -----

From: **Eric Gumm** <gummj@acu.edu>
Date: Wed, Sep 18, 2019 at 8:41 AM
Subject: Re: New Courses for Sociology - Checking Numbers
To: Suzanne Macaluso <Suzie.Macaluso@acu.edu>
Cc: Karen Witemeyer <kmw03d@acu.edu>

My suggestion would be to use SOCI 370 instead of 360 to provide for space for future classes, but as Karen has indicated 360 is available if you have a specific reason to use it instead. The SOCI 450 number is a good choice for the other class.

Thanks,
Eric

Dr. Eric Gumm
Registrar and Director of the First-Year Program and Academic Development Center
Abilene Christian University
ACU Box 29104
Abilene, TX 79699-9104

On Fri, Sep 6, 2019 at 2:54 PM Suzie Macaluso <scm11a@acu.edu> wrote:

Karen,
These will be SOCI Elective courses.

Suzie

On Fri, Sep 6, 2019 at 2:50 PM Karen Witemeyer <kmw03d@acu.edu> wrote:

Hi, Suzie.
I'm copying Eric on this reply because he likes to weigh in on course numbers. I can confirm that both SOCI 450 and 360 are available numbers.

Are these courses going to be elective courses or will they be added to your degree requirements?

Blessings,
~Karen

On Fri, Sep 6, 2019 at 2:36 PM Suzie Macaluso <scm11a@acu.edu> wrote:

Hello,

We are wanting to add two new sociology courses and wanted to run the numbers by your office to make sure that hadn't been used previously. The courses are SOCI 450 - Sociology of Health and Medicine and SOCI 360 - Genders and Sexualities in American Society.

Thanks,
Suzie

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Suzie Macaluso, PhD
Director, Pruett Gerontology Center
Associate Professor of Sociology & Gerontology
Abilene Christian University
ACU Box 27793, Abilene, TX 79699-7890
Phone: 325-674-2350

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Karen Witemeyer
Student Services & Catalog Specialist
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Hardin Administration Bldg. Room 207
122 McGlothlin, ACU Box 29141
Abilene, Texas 79699
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Associate Professor of Sociology & Gerontology

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Daniel Morrison <drm18c@acu.edu>
To: Suzanne Macaluso <Suzie.Macaluso@acu.edu>

Wed, Sep 18, 2019 at 8:52 AM

That is fine with me.
Daniel R. Morrison, Ph.D.
Assistant Professor of Sociology
Abilene Christian University
134B Sherrod Building
dan.morrison@acu.edu
danielrmorrison.com
@ACUCOSO
Book an appointment

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