

# Program of Study Request

**Form Id: 14462**

**Form Status: Process**

**Please take action on the form.**

This service has been developed initially to support the conversion of the university's course inventory from a quarters to a semesters curriculum. **Getting started ...**

## Type of Request:

☒ New
 ☐ Modify
 ☐ Deactivate
 ☐ Terminate
 ☐ Quarter to Semester

For *Deactivate*, the program must be terminated no later than the conclusion of 7 years from the deactivation and all students must complete degree requirements by this date. The Registrar's Office will notify the department when all students have completed degree requirements of the deactivated program.

## Client Info

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**Location:** Millett Hall 373, 3640 Colonel Glenn Hwy.

## Program of Study

PHL - Medical Humanities&Health Stud / Minor

**Effective Term:** Fall 2016

**Level:** Undergraduate

College of Liberal Arts

**Degree:**

**Major:**

**Minor:** Medical Humanities&Health Stud *\*New*

**Program:**

**Concentration:**

## Add'l Info:

The full name of the minor is Medical Humanities and Health Studies. It will be administered by the Departments of Religion, Philosophy, and Classics, but is an interdisciplinary minor based in CoLA.

## Approvals

Activity	Role	Client	Status	Time
<b>Primary Route</b>				
Dept_Review	Dept of Philosophy	Mary A. Chamberlain	Review	11/13/2015 08:20:31
CCC_Eval	UG Chair of College of Liberal Arts	Herbert E. Dregalla	Approve	12/11/2015 12:29:03

Dean_Review	Dean of College of Liberal Arts	Herbert E. Dregalla	Review	12/11/2015 12:36:51
UCAP_Eval	UCAP Chair	Karen Meyer	Approve	03/22/2016 16:32:51
<b>Office Route</b>				
Registrar_Proc	Registrar Office		Pending	

Notes

Attach

Audit

**Share with a colleague (Simple Webmail Client)**

**3640 Colonel Glenn Highway - Dayton, Ohio - 45435**

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## Academic Program of Study

College:	Liberal Arts
Department:	Religion, Philosophy, & Classics
Degree (A.A. B.S., B.F.A., etc.) & Title:	
Concentration, Track, Option, Specialization:	
Minor Program Title:	Medical Humanities and Health Studies
Certificate Program Title:	

**Note, please highlight additions & modifications. Please strikethrough deletions.**

Current Program	Hours
<b>I. Wright State Core</b>	
<b>II. Departmental Core Requirements</b>	
<b>III. Departmental Electives</b>	
<b>IV. Related Course Requirements</b>	
<b>V. General Electives</b>	
<b>Total:</b>	

Revised Program	Hours
<b>I. Wright State Core</b>	
<b>II. Departmental Core Requirements</b> <ul style="list-style-type: none"> <li>PHL 3110 Ethics <i>or</i> PHL 3780 Bioethics</li> <li>COM 3250 Health Communication</li> </ul>	6 (3) (3)
<b>III. Departmental Electives</b> Students must take one course from each of the following areas: <ul style="list-style-type: none"> <li>Medical Humanities Electives</li> <li>Health Studies Electives</li> </ul> The additional 9 elective hours may be taken from either category. Elective courses must be drawn from the list below or other courses as approved by the program adviser.	15
<b>IV. Related Course Requirements</b> <ul style="list-style-type: none"> <li>PHL 3000 Critical Thinking</li> </ul>	3
<b>V. General Electives</b>	
<b>Total:</b>	24

**Notes:** Approved list of Medical Humanities and Health Studies Electives (as of 2/2/16)

**(1) Medical Humanities Electives:**

ENG 3010 Literature & Medicine  
HST 3100 History of Medicine  
HST 4870 History of Science to Newton  
HST 4870 History of Science post-Newton  
HST 4870 Science, Medicine, and Occult Traditions  
HST 4870 History of Psychology  
PHL 3120 History of Ethics  
PHL 3110 Ethics  
PHL 3780 Bioethics  
PHL 3990 Research Ethics  
PHL 3990/CLS 3500 Ancient Science  
PHL 4710 Philosophy of Physical Science  
PLS 4390 Bioethics and the Law  
REL 3900 Religion & Medicine  
REL 3400 Asian Medicine  
WGS 4800 Reproductive Justice: 19th & 20th Centuries

**(2) Health Studies Electives:**

ATH 3200 Medical Anthropology  
ATH 3320 Human Biological Adaptation  
COM 4710 Race, Gender, and Health  
COM 4710 Health Campaigns  
COM 4710 Health Narratives in the Media  
COM 4710 Gender and Health in the Media  
COM 4710 Qualitative Methodology in Health Communication  
COM 4710 Contemporary Issues in Media and Health Communication  
COM 4710 Interpersonal Communication for Health Professionals  
PLS 4160 Sex and the Law  
PLS 4480 Gender Violence and American Politics  
PLS 4490 Gender Violence and International Politics  
PLS 3750 Human Rights in US  
PLS 4520 International Human Rights  
SOC 3810 Medical Sociology  
SOC 3800 Demography  
SOC 4810 Healthcare of Vulnerable Populations  
SOC 4800 HIV and Aging  
SOC 3990 Aging in Place  
SW 4620 Social Gerontology  
SW 3890 Aging and End of Life Issues  
WGS 3050 Sexuality, Gender & Health

## **PROPOSAL**

### **MEDICAL HUMANITIES AND HEALTH STUDIES MINOR**

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## **I. TITLE OF PROGRAM**

**Program Title:** Minor in Medical Humanities and Health Studies (MHS)  
**College:** College of Liberal Arts (CoLA)  
**Department:** Departments of Religion, Philosophy, and Classics (DRPC)

## **II. OBJECTIVES**

Health care is an urgent concern worldwide. From controversial policies addressing access and affordability, ethical challenges posed by new diagnostic technologies and treatment modalities, and global public health concerns rooted in profound resource disparities, health care is fraught with compelling questions, novel opportunities, and challenging choices. Today, effective health systems involve not only physicians, nurses, and allied health professionals, but also personnel trained in the biomedical and social sciences, public health, engineering, business, law, management, public relations, and the humanities. As a result, health care is one of the fastest-growing sectors of the US economy. As the US and the larger global community grapple with expanding medical needs and increasingly complex health care delivery systems, the interdisciplinary liberal arts perspective of Medical Humanities and Health Studies minor will provide students with a strong foundation for a variety of fulfilling career paths.

## **III. DESCRIPTION**

The Medical Humanities and Health Studies minor promotes the study of medicine, health, and illness from a range of humanities and social science perspectives. All the liberal arts disciplines contribute to our understanding of the human experience of illness, suffering, mortality, and the role of the healer. The Medical Humanities and Health Studies minor allows students in pre-health programs, liberal arts, business, and STEM fields to complement their majors with an interdisciplinary and humanistic approach to this complex and rewarding area of study.

The Medical Humanities and Health Studies minor consists of 24 credit hours: 2 core MHS courses (one in each of two core disciplines), PHL 3000 Critical Thinking, and 5 MHS electives. The two core disciplines examine topics--Ethics and Health Communication--that are fundamental to medical humanities. With the increasing complexity of health care, health care personnel require knowledge of its core commitments, common sources of ethical conflict, and defensible means of conflict resolution. They, likewise, must understand the role of language communication in patient-provider interactions, mass media, and public health policy making. PHL 3000, Critical Thinking, similarly provides essential skills for work in medical humanities and the health professions. Elective coursework is flexible, allowing students to concentrate their studies in areas of greatest interest.

Twelve hours of course work that are taken to fulfill major requirements or General Education requirements may double count as MHS core or elective hours. Although it is desirable for students to take the MHS core early in their coursework, these courses are not prerequisites for further work in the program.

#### IV. ADMISSIONS REQUIREMENTS

To be admitted into the Medical Humanities and Health Studies minor a student must:

- a. have been admitted to a major subject at Wright State University
- b. have a cumulative GPA of 2.0 or higher

#### V. PROGRAM REQUIREMENTS

<b>Minor</b>	<b>24 hrs</b>
<b>1. Core Courses</b>	<b>6</b>
• PHL 3110 Ethics <i>or</i>	(3)
• PHL 3780 Bioethics	
• COM 3250 Health Communication	(3)
<b>2. PHL 3000 Critical Thinking</b>	<b>3</b>
<b>3. MHS Electives</b>	<b>15</b>
• Medical Humanities Electives	(3-12)
• Health Studies Electives	(3-12)

The Medical Humanities and Health Studies minor is an interdisciplinary minor that allows students to take courses offered in a wide range of liberal arts subjects. The total number of credit hours required to complete the program is 24.

- a. **Core Courses:** Students are required to take a course in each of two core areas: (a) Ethics and (b) Health Communication. Two existing Ethics classes will meet the Ethics requirement: (a) PHL 3110 Ethics and (b) PHL 3780 Bioethics. COM 3200 Health Communication is required of all MHS minors.
- b. **Critical Thinking:** All CoLA majors must take PHL 3000 Critical Thinking as a CoLA requirement. Students who are not CoLA majors must take PHL 3000 to complete the MHS minor, but this course is not a prerequisite for further coursework
- c. **Electives:** MHS students are required to take 15 elective hours, including one Medical Humanities elective and one Health Studies elective. The remaining 9 hours of elective credit may be drawn from either area.
- d. Core courses will be offered every year, as will a variety of elective courses. Although it is desirable for students to take the core courses early in their coursework, these courses are not prerequisites for further work in the program.
- e. **Appendix A** contains catalog descriptions of proposed MHS core courses and a list of available elective courses.
- f. **Appendix C** includes syllabi of the following courses, which are representative of the courses that will be taught as both MHS core and electives courses:
  - PHL 3780 Bioethics
  - COM 3250 Health Communication
  - HST 4870 History of Science Post-Newton
  - SOC 3810 Medical Sociology

## **VI. PROGRAM QUALITY**

All courses comprising the MHS minor are offered at the 3000-4000 levels. The core courses introduce students to subjects--ethics and health communication--integral to the discipline. Elective course work is flexible, allowing students to concentrate on their individual areas of interest. Although students must take one elective in Medical Humanities and one in Health Studies, the remaining electives may be drawn from either area. All courses use standard A-F grading, and are not offered Pass/Fail.

## **VII. STUDENT PERFORMANCE**

To remain in good standing in the MHS minor, students must maintain a cumulative GPA of 2.0 or higher.

## **VIII. CURRICULUM COORDINATION**

The MHS minor will be administered by the Departments of Religion, Philosophy, and Classics. The DRPC Chair and Curriculum Committee have reviewed and approved the program. It has also been reviewed by the Chairs and Curriculum Committees of the departments having greatest involvement in the program--Anthropology, Sociology, Communication, and Social Work---as well as the Curriculum Committee of the Lake Campus. A letter of support for the program from Dr. Kristin Sobolik, Dean, College of Liberal Arts, may be found in **Appendix B**.

## **IX. RESOURCE COORDINATION**

No resources beyond those that are already at the disposal of the College of Liberal Arts are required. Although we anticipate that faculty will develop new MHS electives as the program grows, CoLA faculty currently teach a sufficient number and range of courses to support the program. The MHS minor will need no computing or telecommunications services beyond those routinely provided to faculty and students. The WSU library system contains sufficient materials and databases to support the program.

## **X. PROGRAM STAFFING**

The MHS minor will be administered by existing members of the DRPC faculty and staff.

- Dr. Scott Wilson, Associate Professor of Philosophy specializing in philosophical and medical ethics, will administer and teach in the program.
- Siobhan Semmett, DRPC Administrative Specialist, will provide administrative support for the program.



The MHS minor will be advised by a Program Committee comprised of existing members of the WSU faculty:

- Ava Chamberlain, Chair, Depts. of Religion, Philosophy, and Classics
- Dane Daniel, Associate Professor, Dept. of History, Lake Campus
- Jennifer Hughes, Assistant Professor, Dept. of Social Work
- Jacqueline Neal, Program Director, Pre-Health Programs
- Barry Milligan, Professor, Dept. of English
- Laurel Monnig, Instructor, Dept. of Anthropology
- LaFleur Small, Associate Professor, Dept. of Sociology
- Marie Thompson, Associate Professor, Dept. of Communication
- Mary T. White, Director, Division of Medical Ethics and Humanities, Boonshoft School of Medicine

The following faculty will teach MHS core courses:

- PHL 3110 Ethics & PHL 3780 Bioethics
  - Dr. Scott Wilson, Associate Professor, Dept. of Philosophy
- COM 3250 Health Communication
  - Dr. Marie Thompson, Associate Professor, Dept. of Communication

MHS elective courses will be taught primarily by existing members of the CoLA faculty, who currently teach a variety of courses related to Medical Humanities and Health Studies. Several CoLA departments, including Communication (Dr. Marie Thompson), Sociology (Dr. LaFleur Small), Anthropology (Dr. Laurel Monig), and Social Work (Dr. Jennifer Hughes), have also recently hired full-time faculty specializing in Health Studies. Part-time faculty, including faculty at the Lake Campus (Dr. Dane Daniel) and the Medical School (Dr. Mary White), will also offer courses as needed. The MHS minor brings together these existing resources into one unified program.

## APPENDIX A COURSE DESCRIPTIONS

### I. CORE COURSES

**(1) Ethics:** To fulfill this requirement, students must take one of the following Ethics classes as a core requirement. Additional Ethics classes may be taken as Medical Humanities electives.

- **PHL 3110 Ethics** Critical examination of major issues and problems of contemporary philosophical ethics. Concepts of good, bad, right, wrong, and justice. Relation between ethics and religion. Objectivity or subjectivity of values (3 credit hours).
- **PHL 3780 Bioethics** Major ethical problems arising in medical settings. Issues include the value of human life, abortion, euthanasia, the status of advanced directive, cloning, and genetic enhancement (3 credit hours).

**(2) COM 3250 Health Communication** Critically examines the role of language communication in: patient-provider expectations, perspectives and interactions, diverse populations in health/care, cultural conceptions of health and healing, social support networks, and the role of emergent health information technologies). Other areas of exploration include mass media, public health and policymaking, health promotion/campaigns and disease prevention (3 credit hours).

**II. PHL 3000 CRITICAL THINKING** Introduction to fundamental reasoning skills as understood philosophically and as applied in a variety of areas, including science, religion, politics, and morality. Topics include: the structure of deductive and inductive reasoning, valid and invalid arguments, truth tables, syllogisms, formal and inductive fallacies (3 credit hours).

All CoLA Majors must take PHL 3000 Critical Thinking as a CoLA requirement. Students who are not CoLA Majors must take PHL 3000 Critical Thinking to complete the MHS Minor, but this course is not a prerequisite for further coursework.

### III. MHS ELECTIVES

The following list of MHS Electives has been drawn from existing CoLA course offerings in a variety of departments. Each semester, appropriate courses will be identified as either Medical Humanities or Health Studies electives. Students must take one Medical Humanities elective and one Health Studies elective. The remaining 9 hours of elective credit may be drawn from either area.

### **(1) Medical Humanities Electives:**

ENG 3010 Literature & Medicine (MW/BM)  
 HST 3100 History of Medicine (DD)  
 HST 4870 History of Science to Newton (DD)  
 HST 4870 History of Science post-Newton (DD)  
 HST 4870 Science, Medicine, and Occult Traditions (DD)  
 HST 4870 History of Psychology (DD)  
 PHL 3120 History of Ethics (SW)  
 PHL 3110 Ethics (SW)  
 PHL 3780 Bioethics (SW)  
 PHL 3990 Research Ethics (MW)  
 PHL 3990/CLS 3500 Ancient Science (RE/EB)  
 PHL 4710 Philosophy of Physical Science (EB/BI)  
 PLS 4390 Bioethics and the Law (EF)  
 REL 3900 Religion & Medicine (MW)  
 REL 3400 Asian Medicine (VS/JM)  
 WGS 4800 Reproductive Justice: 19th & 20th Centuries (Ezekiel)

### **(2) Health Studies Electives:**

ATH 3200 Medical Anthropology (LM)  
 ATH 3320 Human Biological Adaptation (AH)  
 COM 4710 Race, Gender, and Health (MT)  
 COM 4710 Health Campaigns (MT)  
 COM 4710 Health Narratives in the Media (MT)  
 COM 4710 Gender and Health in the Media (MT)  
 COM 4710 Qualitative Methodology in Health Communication (MT)  
 COM 4710 Contemporary Issues in Media and Health Communication (MT)  
 COM 4710 Interpersonal Communication for Health Professionals (MT)  
 PLS 4160 Sex and the Law (JF)  
 PLS 4480 Gender Violence and American Politics (DG)  
 PLS 4490 Gender Violence and International Politics (DG)  
 PLS 3750 Human Rights in US (DG)  
 PLS 4520 International Human Rights (DG)  
 SOC 3810 Medical Sociology (LS)  
 SOC 3800 Demography (LS)  
 SOC 4810 Healthcare of Vulnerable Populations (LS)  
 SOC 4800 HIV and Aging (LS)  
 SOC 3990 Aging in Place (LS)  
 SW 4620 Social Gerontology  
 SW 3890 Aging and End of Life Issues  
 WGS 3050 Sexuality, Gender & Health (Yantis)

**APPENDIX B  
LETTER OF SUPPORT**

Attached in **Appendix B** is a letter of support for the Medical Humanities and Health Studies minor, from Dr. Kristin Sobolik, Dean, College of Liberal Arts.

FINAL



College of  
Liberal Arts

TO: University Curriculum Committee  
FROM: Kristin Sobolik, Dean  
RE: Proposal for Medical Humanities and Health Sciences Minor  
DATE: 10-27-15

I support the proposal to create a minor program in Medical Humanities and Health Studies. Over the last year an interdepartmental committee of CoLA faculty has been working to develop this program. I have followed their work with interest and encouraged their efforts. Early in their efforts we arranged for Hanover Research to conduct a feasibility study measuring the benefits of developing this program. Hanover's results were encouraging and the committee has closely followed their recommendations. As Hanover recommended, the program begins with a minor that is flexible in its requirements and includes courses from both humanities and social science perspectives. The data acquired from the minor can then be used to gauge the market for creating a major in this field of study.

Hanover's assessment of the market for this program was encouraging. Although several Ohio universities offer medical humanities programs at the graduate level, none apparently provides this program of study to undergraduates. Recognizing that health care is a powerful force in American society, CoLA has added faculty in several departments whose work focuses on this field. This interdisciplinary program harnesses these existing resources to provide students with an opportunity for concentrated work in this emerging field. It also provides students with skills that will allow them to compete for diverse employment opportunities in this growing sector of the American economy, extending well beyond the traditional areas of medicine, nursing, and public health.

Although housed in CoLA, this minor aims to attract students from throughout the university. It will help pre-med students prepare for the MCAT exam, which tests skills in reading comprehension, effective communication, and critical thinking, and enhance applications for medical and nursing programs, which are increasingly looking for well-rounded applicants. Likewise, business students aiming for employment in the health sector could benefit from this minor. In short, this program has the potential to bring together the sciences, humanities, and social sciences in an exciting new way to promote student success throughout the university community.

**APPENDIX C**  
**MODEL SYLLABI FOR PROPOSED NEW MHS COURSES**

Attached in **Appendix C** are syllabi of courses that are representative of the courses that will be taught as both MHS Core and Electives courses.

- PHL 3780 Bioethics
- COM 3250 Health Communication
- HST 4870 History of Science Post-Newton
- SOC 3810 Medical Sociology

FINAL

**PHILOSOPHY 3780: BIOETHICS**  
**SPRING 2014**  
**TUESDAYS & THURSDAYS 11:00-12:20**  
**Millett 399**

INSTRUCTOR: Scott Wilson  
 OFFICE: Millett 385  
 OFFICE HOURS: Tuesdays and Thursdays 1:00-2:00  
 EMAIL: scott.wilson@wright.edu

**REQUIRED TEXT**

Helga Kuhse & Peter Singer (eds.) Bioethics: An Anthology, 2<sup>nd</sup> ed. (Oxford: Blackwell Publishing, 2006).

**COURSE DESCRIPTION**

This course will focus on ethical issues that arise in a medical setting. Most of the issues we will discuss are concerned with the value of life and the implications this value has in life and death situations. Time permitting, we will ask the following questions: (1) Is human life sacred? (2) Is active euthanasia worse than passive euthanasia? (3) Can it be morally right to kill severely disabled newborns? (4) When is a person dead? If a person is not dead, is it necessarily wrong to remove her organs to give to another, even if this will kill the original person? (5) Should doctors ever kill someone who asks to die? (6) Is abortion wrong? (7) Can we manipulate genes to eradicate disease? To enhance future offspring? (8) Can we experiment on animals? Our goal in discussing these issues is not to settle them once and for all, but is rather to appreciate their complexity, and to put our beliefs about them under critical scrutiny. My hope is that after leaving this class, students will have a better understanding of these issues, and will be less certain of their answers to them than before they entered the class.

**COURSE OBJECTIVES**

We can divide the course objectives into two broad categories: familiarizing students with certain important philosophical ideas on the one hand (the *content* of the course), and on the other developing in students important *skills* needed to be productive, self-aware, and flourishing people. In terms of the objectives focusing on the *content* of the philosophical ideas we will consider, this course will allow students to:

- Learn about the ideas and arguments of some of the historically most important philosophers
- Discover the connections between these ideas and arguments
- Appreciate how these ideas and arguments are relevant to the concerns of any intelligent person

In terms of the objectives focusing on the *skills* gained by studying philosophy, this course will allow students to:

- Develop their critical thinking skills by forcing them to search for *reasons* for various beliefs and to evaluate the *strength* of those reasons
- Sharpen both written and oral communication skills

- Increase *precision* and *rigor* in thinking and writing
- Extend their imaginations of what is possible

## COURSE REQUIREMENTS

- 1.) Midterm exam (3/13), worth 300 points
- 2.) Final exam (5/1), worth 300 points
- 3.) Short analysis paper, worth 150 points
- 4.) Argumentative Essay, worth 200 points
- 5.) Attendance and participation, worth 50 points
- 6.) In order to receive a passing grade, students must take all tests and turn in all papers.

There are a total of 1000 possible points for the course. Final grades will be assigned as follows: 1000-900 = A; 899-800 = B; 799-700 = C; 699-600 = D; 599 and below = F.

## CLASS POLICIES

### Policy on academic dishonesty

Academic dishonesty will not be tolerated. You are required to be familiar with the guidelines of Academic Integrity as stated in the Student Handbook. A link to this statement can be found at this address:

[http://www.wright.edu/students/judicial/stu\\_integrity.html](http://www.wright.edu/students/judicial/stu_integrity.html)

### Policy on late papers / missed tests

Late papers will almost never be accepted. If you cannot turn in a paper on time, then you must come and see me to discuss why the paper is late and I will decide on a case-by-case (yet impartial) basis whether to allow the late paper to be turned in. You can avoid all of that mess by turning your papers in on time. Likewise, there are very few good reasons to miss a test. Make-up tests will only be given to students who have a legitimate and verifiable reason to have missed the test. If you miss a test, see me as soon as possible.

### Cell phone policy

Turn your phones off before entering class. Do not let me catch you using your cell phone, either by talking on it, text messaging other people, or checking your text messages. Turn them off and leave them off.

### Class etiquette

The main rule here is this: **be respectful of others**. Do not ever make fun of, or otherwise harass, other students. Let everyone express their views, and do not shun or mock anyone for disagreeing with you. It is disrespectful to talk while someone else has the floor. If you want to talk, address the class. If you do not want to address the class, then be quiet. Getting up to leave class early and entering class late are rude as well. Shuffling your papers before class is over, in an attempt to indicate that you think class is nearing completion, is also rude. Be still and pay attention. **If you cannot be respectful of others, you should not be in college and are not welcome in my classes.**



## TENTATIVE COURSE SCHEDULE

### **Weeks 1-2: The Sanctity of Life Ethic**

Jonathan Glover, "The Sanctity of Life"  
Sacred Congregation, "Declaration on Euthanasia"

### **Weeks 3-5: Euthanasia**

Grisez and Boyle, "The Morality of Killing: A Traditional View"  
Rachels, "Active and Passive Euthanasia"  
Nesbitt, "Is Killing no Worse than Letting Die?"  
Kuhse, "Why Killing is not Always Worse—And Sometimes Better—Than Letting Die"

### **Weeks 6-7: Severely Disabled Newborns**

Campbell, "When Care Cannot Cure"  
Kuhse, "A Modern Myth: That Letting Die is not the Intentional Causation of Death"  
Hare, "The Abnormal Child: Moral Dilemmas of Doctors and Parents"  
Davis, "Right to Life of the Handicapped"

### **Week 8: The Definition of Death**

Harvard Ad Hoc Committee, "A Definition of Irreversible Coma"  
Singer, "Is the Sanctity of Life Ethic Terminally Ill?"

### **Weeks 9-11: Abortion**

Finnis, "Abortion and Healthcare Ethics"  
Tooley, "Abortion and Infanticide"  
Thomson, "A Defense of Abortion"  
Marquis, "Why Abortion is Immoral"

### **Weeks 12-13: Gene Therapy and Eugenics**

Glover, "Questions About Some Uses of Genetic Engineering"  
Lappe, "Ethical Issues in Manipulating the Human Germ Line"  
Resnick, "The Moral Significance of the Therapy-Enhancement Distinction"

### **Weeks 14-15: Experimenting on Animals**

Kant, "Duties Towards Animals"  
Bentham, "A Utilitarian View"  
Singer, "All Animals Are Equal"  
Frey and Patton, "Vivisection, Morals, and Medicine: An Exchange"



Department of Communication:  
**COM 3250 Health Communication**

**Professor:** Dr. Marie Thompson  
**Class Time and Venue:** xxxxxx  
**My Office:** 419 Millet Hall  
**Office Hours:** T/R 9:00-10:45; and by appointment  
**Email:** [marie.thompson@wright.edu](mailto:marie.thompson@wright.edu)

**Primary Text:**

Du Pre, A. (2009). *Communicating about Health: Current Issues and Perspectives*. (4<sup>th</sup> ed.)

**CLASS DESCRIPTION**

With language, discourse and theoretical principles central to our inquiry students will critically examine the role of communication in patient-provider interactions, social support networks, end of life care, and emergent health information systems. Other areas of exploration include areas of mass media, public health, policymaking, health promotion and disease prevention. Throughout the course students will learn about the integral nature of communication in health including: the role communication plays in shaping individuals' social and cultural expectations and beliefs about illness and health, how such information may influence health and affect behavioral change in various populations, and how communication vehicles may be used to redefine and change public policy about health and health behavior. The course learning material includes a variety of assigned readings, projects, exams, and class discussion and interaction.

**Course Objectives:**

*Students will:*

- Expand both an understanding and application of critical inquiry
- Identify key theories in Health Communication, including but not limited to (Narrative theories,
- Identify and apply the role of theory in everyday lives (Praxis)
- Behavior-Change Models, Problematic Integration Theory and others)

- Explore health as broadly defined across diverse populations and perspectives
- Develop an understanding of the role of health communication in both personal and political lives.
- Learn, practice, and assess deep listening skills; apply these skills to develop Reflexivity

## **POLICIES, RESPONSIBILITIES, OBLIGATIONS, AND EXPECTATIONS**

### **MUTUAL RESPECT**

- As your instructor, I will strive to facilitate meaningful learning experiences. A considerable component of this course will be discussion-based - a combination of lecture and synthesizing material into discussions and activities. As students who have chosen to embark on a college career, I anticipate your desire to actively engage, and fully participate in all classroom discussions, activities and assignments.
- The concept of Mutual Respect is evident in those who come to class with a positive attitude (e.g., respecting others' opinions, not interrupting in class, being respectful to those who are speaking, working together in a spirit of cooperation, arriving to class on time and prepared to engage in discussion, etc.).
  - Evidence of disrespect: Interrupting class /discussions; failing to listen respectfully; frequently arriving late to class, asking questions (in class and over email) that would more appropriately be answered by a simple glance at the syllabus (e.g., *"When is this due?" "What do we have to read for next class?" "Did we do anything important when I missed class?" etc.*) If you are engaging in any type of behavior that is deemed disrespectful or disruptive (verbal or non-verbal), you will likely be asked and required to leave for the remainder of that class session. Continued disrespect will result in further institutional intervention and possible termination from the class.
- Our classroom discussions are intended to be a place where together we might contemplate and share our own perspectives, experiences, and values; ultimately our multidimensional, complex and diverse selves. We are all indeed, (myself included), always in the process of evolving. This class may involve discussions on sensitive issues such as race, gender, class, ethnicity, immigrant identity, disabilities, sexual orientation, and so on. As such, I ask that each person work to listen intently and engage with both your peers and myself in a

respectful, non-judgmental manner. Please be specifically mindful of your own thoughts, actions, and communication (verbal and nonverbal). Ultimately, whether or not we are in agreement with others, I consider this forum to be an opportunity for each of us to learn more about ourselves and the world in which we live, think and imagine possibilities. I also request that you use gender-neutral language in class.

- **Important Note:** I consider TEXTING, surfing the web/facebook during class- EXTREMELY DISRESPECTFUL. Students who chose to do so in class, you will be asked to leave immediately. **Please turn off and store away all phones and laptops for the duration of class.**
- Please allow 24 hours for email response. Be sure to address whom it is you are speaking to (Dr. Thompson) and **please remember to sign your name.**

**ABSENCES:** You are allowed two absences in the class. **Any more than two absences will result in a 10% grade reduction of your overall grade.** Coming into class later than five minutes will result in a tardy **More than two tardies will constitute an absence.** Please note that these rules are very strictly enforced. You will be required to sign an attendance sheet during every class. It is your responsibility to sign this sheet.

**PAPERS; LATE WORK; GRADES:** Any late assignment will result in a **10 percent deduction per calendar day.** Assignments are due in hard copy in class (or in a location determined by me).

- Assignments will **not** be accepted via e-mail. If you email paper instead of turning in a paper/hard copy you will receive a failing grade on the assignment.
- If you would like rough drafts to be read you will need to meet with me during office hours.
- Upon receiving your grades on assignments, you will wait for **48 hours** before you meet with me to talk about your evaluation. Grades will not be discussed via email.

**ACADEMIC MISCONDUCT:** Standards of academic integrity are expected of every member of this class. Academic integrity includes working to understand the course material, doing the highest quality of work of which you are capable, treating all members of our learning community with respect, and refraining from academic misconduct. Plagiarizing and/or re-working earlier work is not considered acceptable. In the event that a person engages in either of the two, Wright State University's policy on academic misconduct will apply. Violating this could result in failure of this class and even expulsion from the university.

**WRITTEN WORK:** Written assignments must be double-spaced and typed in font size 12, using Times New Roman. They must include a cover page which has the title, your name, the class number and my name. All pages must be numbered. If the assignment

is one that requires research then it must contain a separate reference page with sources cited in APA (American Psychological Association) style.

**SPECIAL NEEDS:** If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the quarter so that we can make suitable arrangements to make your learning experience more productive. Please see disabilities web site: [http://www.wright.edu/students/dis\\_services/](http://www.wright.edu/students/dis_services/)

**READINGS:** The course syllabus, assignments, and additional readings can be accessed through **PILOT**. All your assignments and exam/s are based on a comprehensive reading and engagement with class material and class discussion. Please see Student code of conduct: <http://www.wright.edu/students/judicial/conduct.html>

### DESCRIPTION OF ASSIGNMENTS

*Detailed instructions for written assignments will be provided to you in PILOT. The following is a brief description of your formal obligations to this class.*

→**Class Participation and Attendance (100 possible points):** Your success in this course will be largely determined by the level of critical engagement you bring to the reading material, assignments and classroom discussion. As such, I anticipate a thorough and involved reading of all materials. The depth to which you involve yourself, evaluate and critically contemplate these authors will enhance all of our understandings. I consider you to be an active, thoughtful participant with a willingness to participate in small and large classroom discussion. In addition, you may be required to attend some talks on campus as a part of your participation in class. The assessment of your participation will be both qualitative and quantitative.

Your presence at each class meeting is essential. In the event of an emergency, please inform me of your situation as soon as possible. If you have **more than two absences** in the quarter, you will receive an **overall 10% deduction** in your grade. If an assignment is due the day that you miss class then you are still responsible for making sure it gets to me on time.

#### →**Reactions, Comments, and Questions: (15 possible points)**

You will have four opportunities throughout the qtr. to offer just that – reactions, comments and or questions. This activity provides you the opportunity to let me know how you are personally managing your classroom experience. If you are challenged by specific activities, have lingering questions or concerns, or are simply particularly (dis)/pleased – RCQ's allow you the opportunity to connect with me in a more confidential manner. You are not graded on how much you write, or even what you write – only that you (write) communicate with me. *\*Please do NOT use RCQ's to discuss grades-Instead make an appointment with me so we may have an appropriately respectful dialogue.*

#### →**Fish Bowl (25 possible points)**

The Fish Bowl is a small discussion group of your peers who will have an in-class conversation (aprox 15-20 min) about a specific reading. Though the conversation takes place in class, the group does not talk to the class – but rather will speak only to each other. This is NOT a group project, your task is to thoroughly read/engage with material and then your peers. The class will listen. In this way, we collectively refine our listening skills, being present and learning about topics from diverse perspectives. After the Fishbowl, we will open up for class discussion.

**→ Film Critique (175 possible points)**

You will be required to view a film (sign up) and be prepared to turn a 3 page critique of the film drawing on concepts from the text, class discussions and other readings. You may want to schedule a library study room to view the film with those who are also viewing that film. ***You may NOT write your papers together.*** However you might find it helpful to discuss concepts with your peers and further develop them as you write on your own.

**→3 Exams (100 +/- possible points ea.):** This will be a formal exam which will include multiple-choice questions about the material we have covered in class up to that point in the quarter.

**→Health Topic Website Development:**

This project will cumulate as a uniquely designed web site regarding a specific topic you have chosen to research. For this project you will choose ANY topic – related to health- that interests you – one that you will be passionately committed to for the duration of the semester. You will be required to draw on theoretical concepts and vocabulary from the course text and readings in addition to the resources you have uncovered. Your project will be undergirded with traditional academic research, and rigor.

More detailed and specific directions will be forthcoming.

You will be required to scan all of the following documents and creatively incorporate in your site. More detailed directions will be forthcoming, however, these elements will be a critical component of your project.

**Part 1: Topic Proposal/Preliminary Web Construction (100 possible points):**

**A: Topic Proposal**

For this portion of the assignment you must submit a 2-3 page proposal discussing your topic. Provide a brief description of the topic being sure to provide an overview of the topic as it is currently understood/studied. Additionally, I will want to know why you chose this topic, what interests or intrigues you. What three questions does this topic inspire? What do you find provocative about this topic?

**B: Preliminary Web-construction:**

You will be required to identify critical elements of web-writing and examine professional web pages. Respond to specific questions for each area as described in assignment directions.

**Step 2: Concept Map (100 possible points)**

Having reviewed feedback from your proposal you will create a concept map that begins to lay out the key areas of your research topic – What questions rise for you as you query this topic? What connections can you make amidst social, political, familial, communal and or historical contexts?? [This is not a typed proposal but rather a creative endeavor that might tap into other ways of helping you organize and engage in your materials] *Directions are on Pilot. We will review in class.*

### **Step 3: Annotated Bibliography (100 possible points)**

You will need a *minimum* of *six academic sources*. **Two must be books** retrieved from the library. Write a brief description of author, summary of text and key arguments that you found interesting, appealing and/or provocative. Drawing on your *topic proposal*, research and guiding questions, organize your references in groups of topics/questions/themes or fields you might be inclined to pursue.

### **Step 4: Peer Evaluations: (50 possible points)**

You will meet with 2 peers to provide specific/outlined feedback

### **Step 5: Presentation: (50 possible points)**

Intro topic-Presentation one page

### **Step 6: Web site – Complete (200 possible points)**

Turn in Web address for completed project at time of presentation

→ **Project Presentations:** You will have an opportunity to overview your theoretical grounding and topic overview of your website

→ **FINAL:** Project reflections.

## **GRADING SCALE**

### **Important Note about grades:**

*Please understand that an 'A' is NOT an AVERAGE grade. An 'A' is a reflection of stellar effort in all areas of application with course materials, assignments and class meeting. Stellar effort is reflected in the quality and depth of your contemplation, articulation and your participation. Your willingness and ability to write thoughtfully, succinctly, and academically appropriate is equally imperative.*

A = 100% - 90% ... B = 89% - 80% C = 79% - 70% ... D = 69% - 60% F = 59% - 0%

## **Tentative Schedule**

COM 4250 Date	108 Fawcett Hall Topic	T/R 11-12:20 Assignments DUE in class
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<b>Week 1</b>	<b>INTROs &amp; Communication at the Heart of Inquiry</b>	
Day 1	Introductions /Review Syllabus	A Curious and Enthusiastic preser
Day 2	Chapters 1 & 2 History of Health Com	Chapters 1 & 2 pp. 3-48
<b>Week 2</b>	<b>Chapter 3 (pp. 50-78) Patient – Caregiver Communication</b>	
Day 3	Chapter 3 Patient-Caregiver Communication [PlaneTree]	<b>DUE: Fish Bowl #1</b> (Chapter 3) pp 76
Day4	<b>View: Wit</b>	<b>View: Wit</b>
<b>Week 3</b>	<b>Chapter 4 (pp. 79-91) Patient Perspectives</b>	<b>Chapter 4 (pp. 79-97)</b>
Day 5	Patient Socialization pp. 79-93	<b>DUE: Fish Bowl # 2</b> ( <i>Patient Socializ</i> pp. 79-93)
Day6	Illness and personal Identity View The Art of the Possible (on Narrative Mdicine)	<b>Due Topic Proposal</b>
<b>Week 4</b>	<b>Caregiver Perceptions</b>	<b>Chapter 5 (pp. 97-129 )</b>
	Gaining Entrance	<b>DUE: Fish Bowl # 3</b> (pp. 97-112)
	Stress and Burnout	<b>DUE: RCQ # 1</b>
<b>Week 5</b>	<b>Chapter 6 Diversity in Health</b>	<b>Chapter 6 (pp. 132-155)</b>
	Status Differences	<b>DUE: Fish Bowl # 4</b> (pp. 133-150) <b>DUE: Concept Map</b>
	TBA- Language matters Variously-abled bodies “Gimp”	<b>DUE: RCQ # 2</b>
<b>Week 6</b>	<b>Chapter 7 Cultural Conceptions of Health &amp; Illness</b>	<b>Chapter 7 (pp. 166-196)</b>
	Social implications of Disease -Culture & Stigma	<b>DUE: Fish Bowl # 5</b> (pp. 173-195)
	Cultural Conceptions	<b>DUE: RCQ # 1</b>
<b>Week 7</b>	<b>Chapter 8 Social Support Family Care Giving &amp; End of Life</b>	<b>Chapter 8 (pp. 198-227)</b>
	Theoretical Foundations	<b>DUE: Fish Bowl # 6</b> (pp. 198-221)
	End of life Care	<b>DUE: Film Critique</b>



<b>Week 8</b>	<b>Chapter 11</b> <b>Health Images in the Media</b>	<b>Chapter 11 (pp. 284-308)</b>
	Direct to Consumer Advertising	<b>DUE: Fish Bowl # 7 (pp. 285-297)</b>
	Skill builders	<b>In-class work day. Bring Laptops</b>
<b>Week 9</b>	<b>Chapter 9</b> <b>eHealth, mHealth and Telemedicine</b>	<b>Chapter 9 (pp. 232-252)</b>
	Theoretical foundations	<b>DUE: Fish Bowl # 8</b>
	Online care-types	<b>DUE: Annotated Bibliography</b>
<b>Week 10</b>	<b>Chapter 13</b> <b>Planning Health Promotion Campaigns</b>	<b>Chapter 13 (pp. 342-364)</b>
	Background of Health Campaigns	<b>DUE: Fish Bowl # 9</b>
	Entertainment.....	<b>Due: Annotated Bib</b>
<b>Week 11</b>	<b>Chapter 14</b> <b>Designing and Implementing Health Campaigns</b>	<b>Chapter 14</b>
	Theoretical foundations	<b>DUE: Fish Bowl # 10</b>
	Audiences	
<b>Week 12</b>	<b>Chapter 10</b> <b>HealthCare Administration, Human Resources, Marketing and PR</b>	<b>Chapter 10 (pp.254-272)</b>
		<b>DUE: RCQ #3</b>
	In Class Project Preparation	<b>Bring lap tops to class</b>
<b>Week 13</b>	<b>Pulling it all together</b>	
	In Class Presentation Preparations	<b>Peer Evaluations</b>
	<i>Thanksgiving Break</i> <i>Practice Gratitude &amp; Have Peace</i>	<b>DUE: Peer Evaluations</b>
<b>Week 14</b>	<b>Intrigued and Inspired</b> <b>Your Voices Emerged</b>	
	Final Presentation Preparations Meetings w/ Dr Thompson	<b>DUE: Peer Evaluations</b>
	Final Presentation Preparations Meetings w/ Dr Thompson	TBA

<b>Week 15</b>	<b>PRAXIS</b>	
	What has 'Cur- ed y/our -osity?'	<b>DUE: RCQ # 4</b> <b>DUE: Presentations</b>
	What has 'Cur- ed y/our -osity?'	<b>DUE: RCQ # 4</b> <b>DUE: Presentations</b>
<b>FINAL:</b>	<b>Thursday December 17 10:15-12:15</b>	

**On Line Exam Schedule: TBA**

**FINAL**

## ***“History of Science from Newton”***

**HST 4870/6870:  
Taught Simultaneously at  
Dayton & Lake Campus**

**Dr. Dane T. Daniel, Associate Professor of History, WSU-Lake Campus**

<i>Email</i>	<i>LakeCampu s Voice Mail</i>	<i>LakeCampu sMailbox</i>	<i>Lake Fax</i>	<i>Lake Office</i>	<i>Lake Campus Office Hours</i>
<a href="mailto:dane.daniel@wright.edu">dane.daniel@wright.edu</a>	(419) 586-0390	Faculty Secretaries, 268 Dwyer	(419) 586-0368	249 Dwyer	Mon., Wed., Fri. 10:00-10:55, or by appointment
	<i>Dayton Campus Telephone</i>	<i>Dayton Campus Mailbox</i>		<i>Dayton Office</i>	<i>Dayton Campus Office Hours</i>
	(937) 775-2114	Faculty Secretaries, 370 Millet Hall		356 Millet Hall	Thurs. 3:00- 4:00
<b>Error! Hyperlink reference not valid.:</b> <a href="http://www.wright.edu/cola/Dept/hst/">http://www.wright.edu/cola/Dept/hst/</a>					

Any changes and/or additions to this syllabus will be announced in class.

**Texts** (Available at the university bookstore):

- Philip Appleman, ed., *Darwin*
- Freud, *Autobiography*
- Thomas L. Hankins, *Science and the Enlightenment*
- Thomas S. Kuhn, *The Structure of Scientific Revolutions*
- Nickell, Karr, and Genoni, ed. *The Outer Edge: Classic Investigations of the Paranormal*

**\* For study resources – inc. bios, charts, outlines, links, bibliographies – see:**

<http://www.des.emory.edu/mfp/kuhnsyn.html>

<http://web.clas.ufl.edu/users/rhatch/pages/03-Sci-Rev/SCI-REV-Home/#>

[http://www.hssonline.org/teaching/teaching\\_riper.html](http://www.hssonline.org/teaching/teaching_riper.html)

**Course Description and Aims:** Among our goals for this course are (1) To become familiar with many of the important ideas, events, people, and groups significant to the History of Science from Isaac Newton and the end of the Scientific Revolution to the present. (2) To become aware of the differing interpretations of “science” while studying

its interactions and/or demarcations with such other subjects as religion, philosophy, and the occult—We will be contextualizing a variety of scientific concepts. In other words, we are defining science while examining it in historical context. We will discuss such questions as the following: How do we differentiate science from superstition? Is there objective truth that scientists discover, or do interpretations of “truth” change over time?—That is, is there scientific truth? (Thus, via historical studies we will be examining the issue of relativism vs. positivism.)

**Course Evaluation:** There will be five quizzes and three exams covering the readings, lectures, and discussions. Each quiz, which will focus on assigned readings, is worth 10 points. *For the tests you are responsible for everything covered both during the class meetings (e.g., lectures, films, and discussions) and in the assigned readings (e.g., handouts and texts).* The tests will have objective questions (e.g., multiple choice) and subjective questions (e.g., essays and short answer questions); identifications may also be utilized. Students will receive study guides for the tests. Each test counts 20% toward the final grade. They are not cumulative, but the final will contain one cumulative essay (TBA). *The exams and quizzes will be kept filed.* 10% of the grade will be determined by participation (i.e. positive contribution to the class) and presentations. Each HST 495 student will present for at least 15 minutes on a topic determined during the first class period (and each HST 695 student will present on two topics)—One may develop a class presentation into one’s comparative paper. Students are required to consult with the instructor about the sources and direction of their presentations. (Otherwise the presentation grade will suffer.) The assigned comparative paper is worth 20% of the final grade. HST 495 papers must be 6-8 pages (typed, double-spaced) and HST 695 papers must be 9-11 pages. The topic of the paper—submitted alongside a bibliography (University of Chicago Style Manual) consisting of two scholarly books—is due on or before May 22. Please do not write your paper before the sources are approved. The final comparative paper is due on June 5, but may be turned in earlier. (The topics/bibliographies and final papers may be handed to the instructor, emailed to him, or mailed to the instructor’s Lake Campus address.) Any delays will result in a grade reduction. For writing tips and help with your bibliography, please utilize the history department’s style sheet, which is available on the home page of the history department’s website. For help with your comparative paper, please utilize the Harvard University Writing Center’s website: <<http://www.fas.harvard.edu/~wricntr/resources.html>>.

Course Requirements	Percentage of Grade ( <i>points</i> )
Participation and Presentations	10% (50 points)
Quizzes	10% (50 points)
First Exam	20% (100 points)
Second Exam	20% (100 points)
Final Exam	20% (100 points)
Papers	20% (100 points)

**500 points are the most that can be received in this course:**

450-500 = A  
 400-449 = B  
 350-399 = C  
 300-349 = D  
 299 or below = F

### **More about Attendance:**

*\*If you miss a class, you are responsible for the material discussed in that class. Be sure to obtain notes (preferably from more than one student).*

*\*A significant number of participation points will be deducted when a student shows a pattern of unexcused absences and/or tardiness.*

*\*Attendance in itself is not sufficient. Your grade will also be based on the quality of your participation. Bring your books to class.*

*\*Attendance and quality of participation will also be taken into consideration when assigning grades in borderline cases. For example, a score of 445 may be raised to an "A" when the student has asked good questions, made interesting observations in the classroom, has a good attitude, and has only very rarely been absent or tardy.*

*\*Please not only come to class on time but also be prepared to stay the whole period. It is very annoying to the class if students are constantly coming and going. (Let me know, of course, of special circumstances.)*

*\*Please turn-off cell phones and pagers.*

**Classroom Disruptions:** Indeed, cell phones must be turned off during class and any sort of communications device must be absent during tests. Any disruption of class (chatter during lecture or student presentations, harassment of fellow students, etc.) will not be tolerated and may be reported to the Campus Conduct Officer.

**Make-Up Test and Quiz Policy (and Policy for Turning in Late Assignments):** A student may make up a test, or turn in an assignment late, ***but only when submitting documentary proof of an excused absence or extenuating circumstances.*** In these instances the student will schedule an examination make-up time with the instructor or work out a reasonable solution.

**Disability Services:** If a student has a disability that will require special accommodations, it is essential that he or she discuss this with the instructor before or during the first week of the quarter. The Office of Disability Services will work with these students on an individual basis to determine what services (i.e. extended test time and textbooks in alternative formats), equipment, and accommodations will be appropriate regarding ***documented*** needs. Students who believe they may qualify for this type of service should initiate contact with the instructor and ODS as soon as possible to enable the university to meet their needs.

**Academic Integrity Policy:** Any form of academic dishonesty will lead to a grade of 'F' for the course. ***In addition***, all violations of academic integrity will be discussed with the administration ***and*** filed with Wright State University's Office of Judicial Affairs. Academic dishonesty includes, but is not limited, to the following:

- a) Submission of an assignment purporting to be the student's original work that is wholly, or in part, the work of another person (plagiarism).
- b) Dishonest conduct during an examination or quiz such as the following: possession of textbooks or notes not authorized by the instructor, or of devices specifically prepared for the purpose of cheating; communication with another person (other than the instructor) by any means; looking at another person's paper; violation of procedures prescribed to protect the integrity of an examination; cooperation with another person in academic dishonesty.

**Cancellation Policy:** The instructor will let students know ASAP when he will be absent due to either planned or unforeseen events. It is helpful to check your school email before leaving for class in the event that class has been canceled due to unforeseen circumstances—the professor and university will do their best to contact students in a timely manner in such cases.

## SCHEDULE

*The assignments are to be read before class meets. For example, Hankins, Chapters 1-5 must be read prior to the class meeting on April 17.*

DATE	Reading Assignments and Class Activities	Test and Assignment Schedule
Apr 3	<i>Class Introduction: Methods of Understanding Science, Historical Overview of Science to Newton, Brief Look at the Quarter's Topics, Divvying up Presentations</i>	
	<b>Methods of Understanding Science</b>	
Apr 10	Read Kuhn, Chapters 1-9 Presentations: 1. The biography and influence of Kuhn 2. Popper's understanding of "Falsification" and "The Critical Method" (including his criticism of the "Baconian Myth")	<b>Quiz 1 (Over Kuhn)</b>
	<b>Enlightenment Science</b>	
Apr 17	Read Hankins, Chapters 1-5 Presentations: 3. Topics in Studies of Electricity during the Enlightenment (your choice) 4. The Phlogiston Theory and Lavoisier's Response 5. Enlightenment Theories of Generation	<b>Quiz 2 (Over Hankins, Chapters 1-5)</b>

Apr 24		<b>Test 1</b> (Over Lectures, Kuhn, and Hankins)
	<b>Darwin and Freud</b>	
May 1	Read Appleman, Part I, and Appleman, "Charles Darwin: <i>The Origin of Species</i> (1859) ( <i>Origin</i> is found in Part II) Presentations: 6. Intelligent Design vs. Theories of Evolution 7. Lamarck and the Inheritance of Acquired Characteristics 8. Topics in History of Evolution (your choice)	
May 8	Read Appleman, Parts II and IV Presentations: 9. Social Darwinism 10. Reform Darwinism 11. Teilhard de Chardin	<b>Quiz 3</b> (Over Appleman readings)
May 15	Read Freud's <i>Autobiography</i> and Selections (TBA) Presentations: 12. Topics in Studies of Freud (your choice) 13. Did Freud have any successes among his patients? 15. Intro. to Freud's Students and their Theories	<b>Quiz 4</b> (Over Freud)
May 22	Introduction to Topics in 20 <sup>th</sup> -Century Science (followed by test)	<b>Test 2</b> (Over lectures, and Appleman and Freud readings.)
	<b>The 20<sup>th</sup> Century: Modern Science and its Confrontation with Pseudo-Science</b>	
May 29	Online Readings TBA Presentations: 15. Short Overview of Einstein's Theory of Relativity 16. Discovery of the Structure of DNA 17. <i>Big Science, Little Science</i>	
June 5	Read <i>The Outer Edge</i> (Selections TBA) Presentations: 18. Topics in Science and the Occult (your choice) 19. The Science Wars	<b>Quiz 5</b> (Over online readings and selections from <i>The</i>

		<i>Outer Edge)</i>
June 12	<b>Final Examination (including final cumulative essay), 5:45-7:45pm.</b>	<b>Final</b> (Over lectures, May 29 and June 5 presentations, online readings, and <i>The Outer Edge)</i>

### Presentation Guidelines and Grading System:

1. Flow of presentation (20%): *Please do not read* while presenting. Utilize notes, but put the presentation into your own words.
2. Content, accuracy, and sources of presentation (50%): Make sure you check with the instructor beforehand to make sure your sources are good. Rely on scholarly sources rather than Wikipedia or other questionable and/or encyclopedic sources. Cite your sources at the end of your talk.
3. Aesthetics, organization, and length (20%): Utilize PowerPoint and follow a logical outline. Make sure the presentation is 15-20 minutes.
4. Supplementary handouts (10%): Prepare a handout that will assist the others both in their understanding of your presentation and in their study of the material (particularly as they prepare for the tests).

### Example:

Name: Ann Smith Presentation: Newton's Enjoyment of Apples

1. 15/20 Did some reading while presenting. But fairly good flow.
2. 45/50 This was an A minus. Sources were good, but it was hard to understand Smith's reasons for including a discussion of the role of apple seeds.
3. 20/20 Perfect length. Excellent PowerPoint slides, pictures, and key points.
4. 0/10 Student didn't prepare a handout.

Total: 80%, B minus



**Medical Sociology**  
**Sociology 3810-01**  
**Department of Sociology and Anthropology**  
**Wright State University**

**Instructor: Dr. La Fleur Small**

**Office Telephone: (937) 775-2152**

**Email: [lafleur.small@wright.edu](mailto:lafleur.small@wright.edu)**

**T&TH: 12:30-1:50 PM**

**Office Hours: Tuesday 3-5 PM**

**Fall 2014**

**Class Room: Oleman 135**

**Office: Millet room 263**

**Required text:** Gregory L. Weiss and Lynne E. Lonnquist. The Sociology of Health, Healing and Illness 7<sup>th</sup> Edition, 2012. Pearson Publishing Company.

**Course Objectives:**

- (1) This course will provide a sociological perspective of the practice of medicine and the medical profession;
- (2) Examine the structure and function of health as a social institution;
- (3) Discuss the basis concepts and theories about health and illness behavior.
- (4) Discuss the effects of currently proposed changes in the health care on clients, practitioners, and the health care system.
- (5) Develop a sense of academic responsibility by completing assignments in a timely and acceptable manner.
- (6) Appreciate the worth of all students by remaining attentive when they engage in class discussions.
- (7) Employ tolerance for racial, ethnic and cultural differences by applying the concept of cultural relativity to classroom activities.

**Course Requirements & Policies:** Each student must complete readings and be prepared to participate in class discussion. Formulating ideas in response to the readings and class materials and expressing these ideas is a central part of the course. Attendance is ESSENTIAL because of the lecture/discussion format. An attendance sheet will be distributed for every class meeting. Should the instructor ever be late due to inclement weather or unforeseen circumstances, class will not be cancelled. Remain in the classroom unless/until there is an official announcement from the office secretary. Please bring this syllabus to class and refer to it frequently.

**Grading Scale: Course Grade**

<u>Score</u>	<u>Grade</u>
90 -100	A
80-89	B
70-79	C
60-69	D
0-59	F

### **COURSE SCHEDULE**

**This schedule is tentative and subject to change at the professor's discretion.**

**Week 1 (August 25<sup>th</sup>) Medical Sociology – An Introduction to the course Chp1.**

**Week 2 (Sept. 1<sup>st</sup>): History of the Development of Current Medical system Chp 2; 8 & 9.**

**Week 3 (Sept. 8<sup>th</sup>): Library orientation & Group Work**

**Week 4 (Sept. 15<sup>th</sup>): History of the Development of Current Medical system Chp 2; 8 & 9.**

**Week 5 (Sept. 22<sup>nd</sup>): Health Care system in the United States & Health Care Delivery Chp 14 & 15**

**Week 6 (Sept. 29<sup>th</sup>): Health Care system in the United States & Health Care Delivery Chp 14 & 15 (continued)**

#### **Exam #1**

**Week 7 (Oct. 6<sup>th</sup>): Health, Illness Social Epidemiology: Chp 6, 4&3**

**Week 8 (Oct. 13<sup>th</sup>): Health, Illness Social Epidemiology: Chp 6, 4&3**

**Week 9 (Oct. 20<sup>th</sup>): The Illness Experience: Ch 7**

**Week 10 (Oct. 27<sup>th</sup>): Physician Patient relationship Chp12**

#### **Exam #2**

**Week 11 (Nov. 3<sup>rd</sup>): Complimentary and Alternative Medicine Chp 11**

**Week 12 (Nov. 10<sup>th</sup>) Ethics, Insurance & Comparative Health Care Systems Chp 17**

**Week 13 (Nov 17<sup>th</sup>) Medicine & Society Papers Group Presentations – Papers Due Nov 18th**

**Week 14 (Nov. 24<sup>th</sup>) Graduate student research presentation  
School closed Nov. 27<sup>th</sup>-29<sup>th</sup>**

**Week 15 (Dec 1<sup>st</sup>) Course Review/ Exam #3**

**Last class: Thursday Dec. 4<sup>th</sup>, 2014**

**\*\*Exam 3: Thursday Dec. 4<sup>th</sup> 2014**

### **Exam schedule**

**Exam 1: Oct 2<sup>nd</sup> -25%**

**Exam 2: Oct 30<sup>th</sup> -25%**

**Exam 3: Dec 4<sup>th</sup> -25%**

**Medicine and Society Papers: 25% - due Nov. 18<sup>th</sup>**

**Grading Policy:** Grades will be determined upon the cumulative scores of the three examinations, and one medicine and society paper.

**a. Tests:** Three essay exams will be given in this course. Each exam consists of 25% of your of your final grade. Each exam is worth 100 points. A (10 page) medicine and society paper will be given in this course. This paper consists of 25% of your grade and is worth 100 points. Please see the attached pages for more information about paper requirements.

**b. Attendance, Class participation:** Class discussions on culturally, sociologically relevant issues regarding the medical sociology will occur in class. Participation in these debates, overall class discussion, is vital to understanding class material. Thus, attendance and class participation is strongly encouraged. An attendance sheet will be administered and signed at every class meeting. More than three unexcused absences will result in a decrease in your course grade. After the third unexcused missed class 2 points (for every missed class) will be deducted from the final course grade, with a maximum of 10 points. Moreover, students are asked to employ sensitivity and open-mindedness to others during these discussions.

**c.** The grading schema for this class is designed to provide ample opportunity to illustrate mastery of the material. **No make up exams will be allowed.** In the event that any examination is missed (*is a legitimate excused absence per school policy and I am notified*) the score of the subsequent exam will be doubled. If any student misses the final exam, that student will receive a zero for that exam.

***\*\* The professor of this course reserves the right to make changes as deemed necessary, at her discretion.***

***\*\*Each student is expected to adhere to the policies as documented in the W.S.U. Student Misconduct Policy and other W.S.U. policies governing the relationship of student conduct and student status. Cheating and misconduct will result in disciplinary action.***

## **Medicine and Society Papers**

### **Topic Choices:**

#### **#1 Comparative Health Policy Assignment**

In this paper pick two different countries (the United States & one other). Compare and contrast the general characteristics of the health care systems of both countries. How is it organized? How is health care paid for (employers, government, citizens, etc). Who administers the health care system and how? What is provided? Describe the utilization of health care (hospital stays, various procedures, and ambulatory care). Describe the health care resources (technology, medical education, primary care etc.). This paper topic is particularly prudent given recent attempts to reform the U.S. health care system. Please take these several other factors into consideration:

1. Cultural background: does the country have cultural preferences that might be different than the U.S? For example more an emphasis on technology and research or more of an emphasis on social welfare.
2. How well does this country compare to the U.S in some basic measures of well-being( life expectancy, infant mortality rates, causes of death, percent of the population insured, etc)?
3. Specify major population health issues that plague each county.
4. What are some key events in the country that influenced the development of their medical care system?
5. What are some of the strengths and weaknesses of each of the systems (consider patient satisfaction, law suits etc). Since having taken this class what are some ways you propose to do you strength the weaknesses of either systems. This paper should be 8 pages and be sure to include some of the sociological concepts that we have discussed.

#### **#2 The Social Construction of Illness**

*The sociological perspective views illness as “socially constructed” rather than as an “objective” biological condition. What does this mean?* Before answering, identify some condition or behavior which you could imagine others might wish people to change (bad eating habits, smoking, biting your nails, sex without condoms, homosexuality). Provide some background on this condition/behavior/. What are some social and health issues associated with the behavior. Answer the above question and compose a paper about the process of the social construction of disease taking into consideration these following questions

1. How might someone be treated if this condition/behavior were perceived as an illness. Suppose others saw this as an illness but you did not. Can you imagine how eventually you might be persuaded it was?
2. How might the label “disease” change your perception of yourself and your behavior? Describe what it would be like to if this were labeled as deviant or undesirable and what needed to be changed or modified to make this behavior/condition accepted as conforming?
3. How do you think that your social status would change?
4. Identify some of the positive and negative consequences of the “medicalization” of this condition/behavior. Argue whether or not you would want this “disease” to be “medicalized” or “demedicalized”.