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OCT 8 2014

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 9/20/2013

1b. Department/Division: Gender and Women's Studies

1c. Contact Person

Name: Carol Mason

Email: carol.mason@uky.edu

Phone: 859.257.1388

Responsible Faculty ID (if different from Contact)

Name: Melissa Stein (10848607)

Email: melissa.stein@uky.edu

Phone: 859.257.9205

1d. Requested Effective Date: Specific Term/Year¹ Summer 2014

1e. Should this course be a UK Core Course? Yes

Inquiry - Humanities

U.S. Citizenship, Community, Diversity

2. Designation and Description of Proposed Course2a. Will this course also be offered through Distance Learning?: Yes⁴

2b. Prefix and Number: GWS 309

2c. Full Title: Health, History, and Human Diversity

2d. Transcript Title:

2e. Cross-listing: CPH 309

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Health care reform is often in the news, and everyone has an opinion on why the system is broken, how to fix it, who should have access to good medical care, under what circumstances, and what constitutes "good care." This online, multi-format course will consider what it has meant to be a good patient or a good doctor at various points in U.S. history, who was included or excluded in each group, how medicine became professionalized, and how people have organized around health issues. Students will engage with primary sources, watch related films, interact with the professor during virtual "office hours," and participate in online moderated discussions.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 90

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Professor Stein has taught a number of courses on gender, race, and sexuality in science and medicine, in which, in addition to GWS majors/minors, she has had numerous students in STEM fields, as well as in nursing and public health, many of whom told her they wish they could take more courses like that. There seems to be clear interest in science studies and medical humanities courses at UK, and both the College of Public Health and the new Population Health program, once officially approved, have committed to cross-listing the course, while Nursing will be including it on their list of recommended undergraduate electives. In addition to students in medical and STEM disciplines, a class of this nature would have broad appeal across the university in the context of all the national media conversations on health care reform, Big Pharma, and health disparities, and would further the College's mission to bridge persistent divides between the sciences and humanities through exciting and topical interdisciplinary courses that engage students from a range of scholarly backgrounds and learning styles.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Population Health

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Melissa Stein

Instructor Email: melissa.stein@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Students will interact with the professor during virtual "office hours" via Skype, as well as through email communications. Students will also regularly interact with each other through online discussion forums on Blackboard relating to the course materials, moderated by the Professor. The course syllabus, attached, conforms to the University Senate Syllabus Guidelines, including the Distance Learning Considerations.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. As with the classroom-based experience, students in this online course will benefit from engaging material in multiple formats, and with a diversity of learning styles in mind. Rather than a textbook, students will be reading several books and articles on specific case studies or moments in the history of health and medicine that align with interactive online exhibits and activities geared toward active learning. Discussion will also be a core component on the course, through the use of moderated discussion forums on Blackboard, in which students will respond to a prompt from the professor related to the course materials as well as engage with other students' responses. ALL students will be able--and required--to participate in such discussion, unlike the disparity between talkative students and shyer students who are reluctant to speak in front of their peers that one typically sees in a classroom-based course.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. All assignments will be submitted through Safe Assign on Blackboard to check for plagiarism, and that students are responding in a timely manner to the assignments. Discussion forums are name- and date-stamped for similar assurances. The policy for academic integrity is laid out in detail on the syllabus, and students will be reminded of it before each major assignment is due.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? n/a

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The professor will hold "office hours" over Skype during the same designated day/time each week so that students may ask questions or seek assistance as they would in any classroom-based course, and alternate arrangements will be made for students with a scheduling conflict during those hours. The course assignments do not require additional research at an on-site library, though students will have access to Distance Learning Library Services, contact information for which is detailed on the syllabus. They will have access to the services of the Writing Center, located in The Hub of Young Library, if they wish to seek additional help with their papers, and the professor will include information about accessing their services on the course Blackboard page at the start of the class. Similarly, instructions for accessing help for technical problems have been included on the syllabus.

6. How do course requirements ensure that students make appropriate use of learning resources? Students will be encouraged to communicate regularly with the professor as they move through the course materials, and in particular as they develop their paper, for which they will also be encouraged to utilize the services of the UK Writing Center, as well as peer review. Toward that end, each student will be paired with another student in the class to read and comment on drafts of each others' papers, and these comments will be turned in to the professor along with the copy of the final draft. Each thematic unit in the course requires students to engage the topic through multiple formats, including secondary readings, films, primary source readings, and interactive exhibits, and convey their understanding of the material in several ways designed to encompass diverse learning styles, including short answer quizzes, moderated peer discussion, and a final paper.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. All course requirements may be completed online, from the students' homes, without need for additional facilities or equipment beyond access to a computer and internet access. All of the assignments are also based on the course materials (readings, films, etc) and do not require additional outside research.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The syllabus lists the url, phone number, and email address for the Information Technology Customer Service Center.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. n/a

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Melissa Stein

SIGNATURE|KWTICE01|Karen Tice|GWS 309 NEW Dept Review|20130923

SIGNATURE|RHANSON|Roxanna D Hanson|GWS 309 NEW College Review|20131120

SIGNATURE|JALLISO|Jonathan M Allison|GWS 309 UKCEC Expert Review|20140407

SIGNATURE|JMETT2|Joanie Ett-Mims|GWS 309 UKCEC Expert Review|20140501

SIGNATURE|JBA225|Justin M Bathon|GWS 309 UKCEC Expert Review|20141008

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SIGNATURE|JMETT2|Joanie Ett-Mims|GWS 309 NEW Undergrad Council Review|20141008

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SIGNATURE|JMETT2|Joanie Ett-Mims|GWS 309 NEW Undergrad Council Review|20141008

Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Attachments:

Browse: No file selected.

ID	Attachment
Delete 2210	HealthHistoryDiversity_PrelimSyllabus.pdf
Delete 3009	Diversity-Citizenship_Form.doc
Delete 3010	Intellectual Inquiry Humanities_Form.doc

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: ARTS & SCIENCES Submission Date: 9/20/2013
- b. * Department/Division: Gender and Women's Studies
- c.
 - * Contact Person Name: Carol Mason Email: carol.mason@uky.edu Phone: 859.257.1388
 - * Responsible Faculty ID (if different from Contact) Melissa Stein (10848607) Email: melissa.stein@uky.edu Phone: 859.257.9205
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year Summer 2014
- e.
 - Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: GWS 309
- c. * Full Title: Health, History, and Human Diversity
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-listed ² with (Prefix and Number): CPH 309
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other If Other, Please explain:			
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:

Health care reform is often in the news, and everyone has an opinion on why the system is broken, how to fix it, who should have access to good medical care, under what circumstances, and what constitutes "good care." This online, multi-format course will consider what it has meant to be a good patient or a good doctor at various points in U.S. history, who was included or excluded in each group, how medicine became professionalized, and how people have organized around health issues. Students will engage with primary sources, watch related films, interact with the professor during virtual "office hours," and participate in online moderated discussions.

k. Prerequisites, if any: _____

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: _____

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: _____

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain: _____

6. * What enrollment (per section per semester) may reasonably be expected? 90

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Professor Stein has taught a number of courses on gender, race, and sexuality in science and medicine, in which, in addition to GWS majors/minors, she has had numerous students in STEM fields, as well as in nursing and public

8. * Check the category most applicable to this course:

- Traditional - Offered in Corresponding Departments at Universities Elsewhere
- Relatively New - Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Population Health

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs: _____

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. The **department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	GWS 309	Date:	9/13/2013
Instructor Name:	Melissa Stein	Instructor Email:	melissa.stein@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
<input checked="" type="checkbox"/> Internet/Web-based <input type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid			

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?
Students will interact with the professor during virtual "office hours" via Skype, as well as through email communications. Students will also regularly interact with each other through online discussion forums on Blackboard
2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.
As with the classroom-based experience, students in this online course will benefit from engaging material in multiple formats, and with a diversity of learning styles in mind. Rather than a textbook, students will be reading several
3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.
All assignments will be submitted through Safe Assign on Blackboard to check for plagiarism, and that students are responding in a timely manner to the assignments. Discussion forums are name- and date-stamped for similar assurances.
4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?
No

Which percentage, and which program(s)?
n/a

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
The professor will hold "office hours" over Skype during the same designated day/time each week so that students may ask questions or seek assistance as they would in any classroom-based course, and alternate arrangements will be made

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?
Students will be encouraged to communicate regularly with the professor as they move through the course materials, and in particular as they develop their paper, for which they will also be encouraged to utilize the services of the UK
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
All course requirements may be completed online, from the students' homes, without need for additional facilities or equipment beyond access to a computer and internet access. All of the assignments are also based on the course

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
The syllabus lists the url, phone number, and email address for the Information Technology Customer Service Center.
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
n/a
10. Does the syllabus contain all the required components, below? Yes
 - o Instructor's *virtual* office hours, if any.
 - o The technological requirements for the course.
 - o Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning/>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - o Procedure for resolving technical complaints.
 - o Preferred method for reaching instructor, e.g. email, phone, text message.
 - o Maximum timeframe for responding to student communications.
 - o Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
 - o Specific dates of face-to-face or synchronous class meetings, if any.
 - o Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS/>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=2538&lib_id=16
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.
Instructor Name:
Melissa Stein

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

- [1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- [2] The chair of the cross-listing department must sign off on the Signature Routing Log.
- [3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)
- [4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- [5] In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)

[Save Current Changes](#)

Prof. Melissa N. Stein
GWS 205 (Summer 2014)
Office: Breckinridge Hall 206
Virtual Office Hours: Tue 7-9 pm, Thu 9-11 am, & by apt.

Email (preferred method of contact):
melissa.stein@uky.edu
phone: 859-257-9205
Skype Username: ProfessorStein_UK

GWS 309/CPH 309: Health, History, & Human Diversity

Syllabus

Health care reform is in the news every day, and everyone has an opinion on why the system is broken, how to fix it, who should have access to good medical care, under what circumstances, and what constitutes “good care” in the first place. This online, multi-format course will consider what it has meant to be a good patient or a good doctor at various points in American history, who was included—and excluded—in each group, how medicine became professionalized, and how people have organized around issues of individual or public health. As such, it will be organized around five topics within the history of medicine and health in the United States, each containing several readings and a film. Students will interactively engage with a range of primary sources, watch presentations and related films, have the opportunity to ask the professor questions and seek assistance during designated virtual “office hours” via Skype, and participate in online moderated discussions of the assigned readings and films, and at the end of each unit, of the questions it raised about medical practice and ethics.

Learning Outcomes and Objectives:

Through assigned readings, films, online discussions, and written work, students will:

- Demonstrate an understanding of the implications of U.S. history for contemporary medical ethics.
- Demonstrate knowledge of the role various categories of human difference (gender, race, class, ethnicity, nationality, etc) have played in the history of medicine.
- Demonstrate an understanding of how medical knowledge is produced, and the dynamic relationship between medical practitioners and their patients.
- Demonstrate an ability to identify and analyze examples of health disparities in history and contemporary society, as well as the ways ordinary citizens have organized around health concerns.
- Analyze primary sources and formulate critical questions about their historical context and implications.
- Build skills in developing and defending a scholarly argument, in both formal writing and online peer discussion.
- Respond intelligently and respectfully to differing opinions.
- Read and analyze texts critically and contextually.
- Learn the conventions of scholarly writing employing primary and secondary evidence.
- Establish connections between the course’s major themes and one’s individual experiences as well as current events.

Required Texts:

- ⇒ Anne Fadiman, *The Spirit Catches You and You Fall Down*
- ⇒ Nancy Tomes, *The Gospel of Germs: Men, Women, and the Microbe in American Life*
- ⇒ Barron Lerner, *The Breast Cancer Wars: Hope, Fear, and the Pursuit of a Cure in Twentieth-Century America*
- ⇒ Susan Reverby, *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy*

⇒ Sandra Lee Barney, *Authorized to Heal: Gender, Class, and the Transformation of Medicine in Appalachia, 1880-1930*

Note: In addition to the required books above, there will also be articles and other readings for the course. Unless otherwise noted, these readings are available through Blackboard, designated by BB on the course schedule below.

Course Structure:

This course will be delivered entirely online through the course management system Blackboard. Use your *link blue* username and password to log in at <https://elearning.uky.edu/>. In Blackboard, you will access online lessons, course materials, resources, assignments, and discussion forums. To access this course on Blackboard you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please visit https://help.blackboard.com/en-us/Learn/9.1/SP_10_and_SP_11/Instructor/002/Browser_Support_SP_11.

Technical Requirements:

Access

- If you do not have access to a computer off campus, there are many computer labs on campus you can use to participate in the course. Most public libraries also have computers with internet access that you can use for free.

Hardware

- Headset with a microphone (*Recommended*)
- Webcam (*Recommended*)

Software

- The latest version of Java ([Available Here](#))
- The latest version of Adobe Flash ([Available Here](#))
- The latest version of Adobe Acrobat Reader ([Available Here](#))
- Microsoft Office (Available free to students through <http://download.uky.edu>)

Internet Connection

- 1 MBPS Broadband Connection

Technical Problems:

If you are experiencing problems accessing or using the course site, contact UK's Information Technology Customer Service Center (<http://www.uky.edu/UKIT>) at 859-218-HELP or email helpdesk@uky.edu. If they are unable to resolve the issue in a timely manner and it is interfering with your ability to complete the coursework, please email me to let me know.

Distance Learning Library Services (<http://libraries.uky.edu/dlls>):

Carla Cantagallo, DL Librarian
(859) 257-0500, ext. 2171

Email: dllservice@email.uky.edu

DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Readings:

Students are expected to do all the reading, and to be prepared to engage in online, moderated discussions with classmates related to what they have read.

Communication with Professor:

My preferred method of contact is email (melissa.stein@uky.edu). I make every effort to reply in a timely manner, and during the week, I will respond to your message within 24 hours at the most (though usually less). I am not generally on email during the weekend, and will respond to any messages I receive then on Monday. So do plan accordingly and avoid waiting until the last minute before an assignment is due to email me urgent questions, since you may not receive an immediate response. For more complex questions, I may ask you to discuss the issue over Skype, during my virtual office hours, or if your schedule conflicts, we can work out an alternate appointment.

Virtual Office Hours:

Twice a week I will be available for virtual office hours via Skype – one evening (Tuesday, 7:00-9:00 p.m.) and one morning (Thursday, 9:00-11:00 a.m.) session. My Skype handle is ProfessorStein_UK.

Announcements:

I will occasionally communicate important information about upcoming projects or class concerns through the Announcements feature in Blackboard. Such announcements will show up when you log in to Blackboard and be sent directly to your email; please make sure you have your preferred email address set up with Blackboard and check it regularly. *Please note, this syllabus, along with course assignments and due dates, is subject to change.* It is the student's responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements and email.

Course Participation, Decorum and Civility:

Participation is essential to your success in this class. In distance learning courses, you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete your discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

Additionally, in a course of this nature, students will not always agree on the issues discussed in the class forums. Such debate is encouraged; it makes discussion more engaging when a range of perspectives is represented. However, while class members may not share the same opinions, students are expected to be respectful of each other and of the professor, just as they would be expected to behave face-to-face in a classroom. Abusive language and hate speech will not be tolerated. More generally speaking, when posting in the discussion forums, it is important to understand how to interact with one another online--that is, what we often call "netiquette" (for example, writing in ALL CAPS is often seen as the virtual equivalent of shouting and considered rude). You can read more about netiquette here: <http://www.albion.com/netiquette/index.html>.

Plagiarism and Academic Dishonesty:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Disability Accommodations:

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation, which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

Submission of Assignments:

Unless otherwise noted, graded assignments for each week/unit must be completed by the end of that week (Friday at 5:00 p.m.). Any assignment turned in after the deadline without prior permission from me will be graded down a full grade, and I will not accept any such assignment more than a week late. All work must be turned in through Blackboard, as indicated on the schedule below.

Midterm grades:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>), and will be based on performance in the course up to that point.

Grading system:

Grades are calculated mathematically according to a 4.0 scale (4=A; 3=B; 2=C; 1=D; 0=E).

Letter grades are awarded according to the following standards:

- A outstanding work that far exceeds basic requirements
- B work that significantly exceeds basic requirements
- C work that satisfies course requirements in all respects
- D substandard work
- E performance that fails to meet course requirements

Each of your assignments are designated with a possible number of points on the schedule below, which at the end of the semester will total 100 points (and 90-100 points will equate to an A, 80-89 a B, etc). Consequently, if you wish to know how you are doing in the course at any point in the semester, add up the number of points you have received on your assignments and divide that number by the total number of points possible for that portion of the semester.

Assignments/Grading (All assignments must be completed to pass the course):

Discussion Forum Participation:	25%
Reading Quizzes	15%
Activity Responses	25%
Paper thesis statement/outline	5%
Final Paper	20%
Health Activism combined response (see Week 6)	10%

Discussion Forum Participation: Discussion forums are a way for you to engage with each other about the course content. Most weeks/units will require responding to a question I've posted on Blackboard in the discussion forums related to a course film or reading (the title of the thread will correspond to the reading/film). In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the question I posted and respond to two of your classmates' answers.

Reading Quizzes: At various points throughout the course, you will complete a quiz on that week's assigned readings. The quiz will be short answer format and will assess your understanding of the reading's key concepts, major debates, etc.

Activity Responses: Each unit/week will include an online activity specific to that week's topic, for which you will submit a brief response to me through Blackboard. See schedule below for details on each activity and response prompt.

Paper: In Week Four, you will begin drafting a paper pertaining to lessons we've learned from history about medical ethics and turn in a preliminary thesis statement and outline through Blackboard for my feedback, which you will use as writing your final draft. More information about the assignment is located on the schedule below, and a detailed prompt will be posted on Blackboard as well. The final draft will be due on the last day of the course.

Health Activism Combined Response: See Week Six on the schedule below for details.

WEEK ONE--Introductions and Historical Perspectives

Readings:

- Londa Schiebinger, "The Gendered Brain: Some Historical Perspectives," in *So Human a Brain: Knowledge and Values in the Neurosciences*, ed. Anne Harrington (Boston: Birkhäuser Press, 1992), 110-21 [may be downloaded from Blackboard]

Graded Assignments:

1. Familiarize yourself with the course Blackboard site, where the various features are located and how they work, then introduce yourself in the discussion forums (in the "Introductions" thread) by telling us your name, major/minor, why you're taking the course, and 1-2 interesting facts about you--**5 points**
2. Reading Discussion (in "The Gendered Brain" thread in the discussion forum)--**5 points**

WEEK TWO--Who Does Medicine?

Readings:

- Sandra Lee Barney, *Authorized to Heal: Gender, Class, and the Transformation of Medicine in Appalachia, 1880-1930*

Film: *Present and Unaccounted For: Black Women in Medicine*

Lesson/Activity: Visit the *Gendered Innovations in Science, Health & Medicine, Engineering, and Environment* website (<http://genderedinnovations.stanford.edu/index.html>)

- a. Click on the "Methods" and "Terms" tabs under Sex & Gender Analysis on the sidebar (left-hand side of the screen). Briefly peruse these sections to familiarize yourself with the project's terms and concepts.
- b. Click on the "Health & Medicine" tab under Case Studies on the sidebar (<http://genderedinnovations.stanford.edu/case-studies-medicine.html>). Select ONE of the case studies to read. Please feel free to read as many of them as interest you, but you are only required to read one of your choosing to complete this assignment.
- c. In two clearly-written and proofread paragraphs, explain the role analysis of sex and gender played in your particular case study. For example, did it prompt new research questions, challenge previous methods, etc? What was the "gendered innovation" in your case study?

You will submit your response directly through Blackboard, in the “Assignments” section (look for a Gendered Innovations Response assignment).

Graded Assignments:

1. Reading Quiz (on *Authorized to Heal*)--5 points
2. Film Discussion (in discussion forum)--5 points
3. *Gendered Innovations* response (see Lesson/Activity above)--5 points

WEEK THREE--Domestic Science, Public Health: Reforming Health and Home

Core Reading:

Nancy Tomes, *The Gospel of Germs: Men, Women, and the Microbe in American Life*

Film: *The Margaret Sanger Story*

Lesson/Activity: Peruse *The Enemy in Your Pants: The Military's Decades-Long War Against STDs* photo essay (<http://www.motherjones.com/politics/2010/05/us-army-std/enemy-your-pants-9#>), and answer the following questions:

- a. List 4-5 recurring themes or images you notice in the military's venereal disease posters
- b. What are some of the ways the posters embody health threat or contagion? Who is a threat?
- c. Does their representation of contagion overlap in any way with those discussed in *The Gospel of Germs*? How so?

You will submit your response directly through Blackboard, in the “Assignments” section (look for a Military VD Campaign Response assignment).

Graded Assignments:

1. Reading Quiz (on *Authorized to Heal*)--5 points
2. Film Discussion (in discussion forum)--5 points
3. *Gendered Innovations* response (see Lesson/Activity above)--5 points

WEEK FOUR--Imagining Difference: Race, Gender, and Medico-Scientific Practice

Readings:

- Susan Reverby, *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy*

Film: *The Lynchburg Story: Eugenics in America*

Lesson/Activity: Peruse the *Image Archive on the American Eugenics Movement* virtual exhibit (www.eugenicsarchive.org/eugenics/list2.pl) and answer the following questions:

- a. Who did eugenics target?
- b. What popular forms did it take? That is, how did ordinary citizens encounter eugenic theories and practices?
- c. How did eugenics shape law and policy in regards to marriage and immigration?
- d. Do you think eugenic beliefs, in any form, persist today? How so?

You will submit your response directly through Blackboard, in the “Assignments” section (look for a Eugenics Archive Response assignment).

Graded Assignments:

1. *American Eugenics Archive* response (see Lesson/Activity above)--**5 points**
2. Begin drafting paper addressing the following issues/questions: What lessons do we learn about medical/scientific ethics from the Tuskegee syphilis study and the practice of eugenics in the twentieth centuries? What role did popular ideas about race and difference play in these two cases? Your paper should draw on and directly reference the *Examining Tuskegee* book, *The Lynchburg Story* film, and the *American Eugenics Movement* virtual exhibit. The final draft of the paper (5 pages) will be due at the end of the semester; at this stage, you should begin formulating a thesis and outlining some sub-points and supporting examples from the course materials, which you will submit to me on Blackboard for feedback. Please note that you are only required to submit a preliminary thesis statement and outline at this stage, but are welcome to submit a complete rough draft if you choose, if you would like more in-depth feedback. --**5 points** (for thesis statement and outline, or rough draft)

WEEK FIVE--U.S. Healthcare in a Global World: Medical Citizenship

Readings:

- Anne Fadiman, *The Spirit Catches You and You Fall Down*

Film: *Sick Around the World*

Lesson/Activity: Visit the *Rx for Survival: A Global Health Challenge* website (www.pbs.org/wgbh/rxforsurvival/) and:

- a. Click on “Why Global Health Matters” under Web Features. This virtual exhibit presents arguments for and against a greater commitment to global health initiatives.
- b. After you’ve read and considered each argument, explain in two clearly-written and proofread paragraphs, your own informed opinion as to why or why not the U.S. should further commit to global health initiatives.

You will submit your response directly through Blackboard, in the “Assignments” section (look for a Global Health Challenge assignment).

Graded Assignments:

1. Reading Quiz (on *The Spirit Catches You and You Fall Down*)--**5 points**
2. Film Discussion (in discussion forum)--**5 points**
3. *Global Health Challenge* response (see Lesson/Activity above)--**5 points**

WEEK SIX--Health Disparities & Health Activism

Readings:

Barron Lerner, *The Breast Cancer Wars: Hope, Fear, and the Pursuit of a Cure in Twentieth-Century America*

Film: *How to Survive a Plague*

Lesson/Activity: Health & (Un)natural Disaster

- a. Conduct research online on Hurricane Katrina and health.
- b. In two clearly-written and proofread paragraphs, explain the role health disparities played in the Hurricane Katrina disaster. Your response should include a good working definition of “health disparities” and consider what continued health impacts Katrina presents even today.
- c. Be sure to cite your sources (and no, Wikipedia does not count).

You will submit your response directly through Blackboard, in the “Assignments” section (look for a Hurricane Katrina assignment).

Graded Assignments:

1. Reading and Film combined response: In 2-3 double-spaced, proofread pages, submitted through the “Assignments” section of Blackboard, compare and contrast the strategies employed by AIDS and breast cancer activists. Conclude by discussing which you think were most effective and why. Your response should draw on and directly reference *The Breast Cancer Wars* and *How to Survive a Plague*. --**10 points**
2. Health & (Un)natural Disaster--**5 points**

Final Paper due on last day of course--20 points