

**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/Year<sup>1</sup> 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 Course**

2a. Will this course also be offered through Distance Learning?: Yes<sup>4</sup>

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?

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SENATE COUNCIL

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

SIGNATURE|JEL224|Janie S Ellis|GWS 309 NEW Senate Council Review|20141014

SIGNATURE|ACSI222|Anna C Harmon|GWS 309 NEW Approval Returned to College|20141204

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

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

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

## Brothers, Sheila C

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**From:** Perkins, Andrea L  
**Sent:** Thursday, March 26, 2015 4:10 PM  
**To:** Mason, Carol A; Brothers, Sheila C  
**Cc:** Stein, Melissa N  
**Subject:** RE: GWS 309

Good afternoon Sheila,

Sorry this has been delayed but with the snow in February, we didn't have our committee meetings as planned. However, I am pleased to report that both Academic Affairs and Faculty Council voted to approve the cross-listing between GWS 309 and CPH 309.

Andrea Perkins  
University of Kentucky  
College of Public Health

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**From:** Perkins, Andrea L  
**Sent:** Wednesday, February 04, 2015 11:20 AM  
**To:** Mason, Carol A; Brothers, Sheila C  
**Cc:** Stein, Melissa N  
**Subject:** RE: GWS 309

Hi Carol,

We are having our Academic Affairs committee next week (2/12) and then if it gets approved (which it should) it will then be sent on to our Faculty Council which meets on 2/23 and then we will have final approval which I will send back to Sheila.

Andrea Perkins  
University of Kentucky  
College of Public Health

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**From:** Mason, Carol A  
**Sent:** Wednesday, February 04, 2015 10:54 AM  
**To:** Perkins, Andrea L; Brothers, Sheila C  
**Cc:** Stein, Melissa N  
**Subject:** Re: GWS 309

Dear Sheila and Andrea,  
Can you let me know the status of GWS 309? Are you waiting for anything from us?

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**Course Review Form**  
**U.S. Citizenship/Diversity/Community**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** GWS 309

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

Pages 1-9. The entire course is organized historically and focused on the role of gender, race, class, and culture in issues related to health and health activism

Brief description or example:

Among the course's learning objectives are the following:

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 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.

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Week Six (pages 8-9)

Brief description or example:

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* (about AIDS activism)

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:

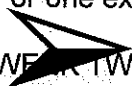
1. Reading and Film combined response: In 2-3 double-spaced, proofread pages, submitted through the "Assignments" section of Blackboard, compare and contrast the strategies employed by AIDS and breast cancer activists. Conclude by discussing which you think were most effective and why. Your response 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

Readings, lectures, or presentations that encourage students to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:  
Week Two (pages 6-7)

Brief description or example:

The course overall is focused on the historical, societal, and cultural contexts of medicine and health. For one example, see:

 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

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:



a: Weeks 1-6; b: Weeks 5 & 6; c: Weeks 2, 4, & 5; d: Weeks 2 & 6

Brief description or example:

Each week/unit is designed to examine an issue or theme in historical as well as contemporary perspective to demonstrate change over time. Civic engagement and resistance in the form of health activism and interrogating medical ethics are themes throughout the course, but particularly in the readings/films/lessons on eugenics, Tuskegee, breast cancer activism, and AIDS activism. The course is structured to look first at health issues across regions (with a book and film on Appalachia, then other course materials focusing on the deep south, California, and the Northeast), then look at the implications for global health concerns.

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Moderated online discussions of films and readings will often focus on questions related to medical ethics. In addition, see assignment examples from Week Four (pages 7-8) and Week Six (page 8) respectively

Brief description or example:

Students will write a final 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? The paper will draw on and directly reference the Examining Tuskegee book, The Lynchburg Story film, and the American Eugenics Movement virtual exhibit.

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

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Pages 6-9

Brief description or example:

Each lesson unit includes assignments in which students use online exhibits, or conduct online research. For example:

Week Six 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).

Reviewer Comments:

**Course Review Form  
Intellectual Inquiry in the Humanities**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** GWS 309

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Pages 5 and 8 (Week Five) respectively

Brief Description:

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.

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

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

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. The Enemy In Your Pants response (see Lesson/Activity above)--5 points

**Brief Description:**

The readings and activities in this week have students comparing ideas about contagion between the nineteenth century and the WWI era. Other course materials will consider the turn of the century, the mid-twentieth century, and late twentieth century as distinct periods.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

**Example(s) from syllabus:**

The following are among the course's learning outcomes:

- 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 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.

The following are examples of activities that have students examining primary source documents:

**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).

**Lesson/Activity:** Peruse the Image Archive on the American Eugenics Movement virtual exhibit ([www.eugenicsarchive.org/eugenics/list2.pl](http://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).

**Brief Description:**

The course, designed by a scholar with a PhD in history, is fundamentally historical in its structure, scope, and goals. All of the assigned books are historical monographs, and several of the lessons/activities have students analyzing primary sources (see examples above).

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

**Example(s) from syllabus:**

Assignments include the following:

**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.

**Brief Description:**

Students will converse in formal and informal writing and online discussion forums to demonstrate their engagement with course materials and the practice of history

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

**Example(s) from syllabus:**

Students will write a final 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? The paper will draw on and directly reference the Examining Tuskegee book, The Lynchburg Story film,

and the American Eugenics Movement virtual exhibit.

**Brief Description:**

The students final paper (of which they will also turn in a rough draft) will draw on a film, historical monograph, and primary sources to analyze two historical events--the Tuskegee syphilis study and the eugenics movement--and their implications for medical ethics today

**Information literacy component:**

This online course requires students use a variety of web resources, research databases, and information technologies

**Reviewer's Comments:**

Pending Senate Review