Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU’s curricular process for recommendations and decisions.

| College: | Social and Behavioral Sciences | Undergraduate |
| Department: | Sociology and Corrections | Graduate |
| Program: | CIP # |

Type of Change: COURSE PROPOSALS

Proposed: New Course

Title Current: 

Title Proposed: Medical Sociology

24-Char. Abbrev: Medical Sociology

Course Designator and Number: SOC 402/502

Number of Credits: 3

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Introduces students to central topics in medical sociology including: social factors responsible for people's health outcomes; social construction of health and illness; health inequalities; evolution of the social institution of medicine; and/or issues related to race/ethnicity, social class and gender.

Rationale or Justification for change:

Since social and environmental factors are by far the most important variables determining people's health outcomes, it is imperative that university students are exposed to this reality. This course, while benefiting the general student population, would be extremely helpful as an elective for students in the health sciences who will be working with increasingly diverse populations. The course addresses issues of culture, race/ethnicity, class and gender in its analysis of social causes of health problems.

***For General Education or Cultural Diversity Courses Only***

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* For Writing Intensive Courses, attach a description of the kind and quantity of writing.

* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes associated with each GE competency or CD designation.

c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

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Other courses are being changed or eliminated. (Explain.)

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes.

c. A list of resources required to offer and support this course.

d. A description of how teaching this course will affect department staffing.

e. If 400/500 level course, an explanation of added expectations of graduate students.

Revised September 2002
Minnesota State University, Mankato
Curriculum Proposal

***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.

b. Minutes from department and college curriculum meetings in which action was taken on this proposal.

c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acadaf/praf/forms/

d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.

e. A list of resources required to offer and support this program.

f. A description of how offering this program will affect department staffing.

g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html

1. Creation of an entirely new program.

2. Redesign of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.

5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.

6. Closure of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
### Signature Page

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Course Description

As health care costs rise and social security is threatened, concern for the health of the vast majority of residents in the US becomes paramount. Understanding the factors governing people’s health and wellbeing is crucial to addressing health problems such as access to healthcare, level of care, spread of infectious disease, and preventable disease and death. This course focuses on the social factors driving health and illness in the US and other regions of the world. Little known to the general public, the number one predictor of a person’s health is social and ecological factors. **Social class and environmental factors, such as pollution, are by far the greatest predictors of someone’s health than any other single factor such as diet, medical care, high risk behaviors, and heredity.** This course will introduce students to some of the social factors affecting people’s health outcomes. Students are encouraged to view health as part of a complex web of social, environmental, political, economic as well as biological forces. Of particular focus in this course are issues of diet and obesity, the social origins of the spread of disease, environmental racism, socially created hunger, and “culturally aware” care.

Course Requirements

A few things are crucial for successful completion of this course.

- First, students are expected to have completed all of the relevant readings prior to coming to class.
  - Students must complete the readings in order to participate regularly in class discussions.
- Class participation will be weighted heavily as part of the graded portion of the class.
  - Since you must be present to participate in class, attendance will be part of your participation grade.
  - After the first week, more than three absences will count against participation. Also included in participation are in-class assignments.
  - Your participation and performance will be evaluated by the professor.
- Students will also have three in-class exams covering the previous weeks’ material.
- In addition to the in-class exams, students will also complete eight review essays reflecting on the week’s readings (requirements and examples of the essays can be found on the course web page).

The grading for the course breaks down as follows:

- 30% Class Participation
- 30% In-Class Essay Exams (3)
- 40% Review Essays (8)

Required Texts


Desire 2 Learn (D2L)

All of the course readings (not listed above) are available in the D2L webpage under Content in PDF format. Feel free to contact me regarding the use or access of both D2L or Adobe Acrobat Reader.
Absences
There are no “make ups” for absences, class exercises, or participation. If you miss one of the review essays, you have the opportunity to make up the essay near the end of the term. Look for the make-up review essay opportunities near the end of the term. An optional Final may be used to replace a missed exam. If you have a situation where you may need to miss more than one exam or a significant amount of class time, please come see me.

Course Expectations
I have certain expectations for you when you are in the classroom.
- The use of laptops is not permitted in the classroom.
- Other distractions such as cell phones, conversations between students, etc. are not permitted.
- I will stop the class if students are using laptops, checking cell phones, or otherwise distracting other students in the class.
- If the problem persists, students distracting others will be asked to leave.
- I request that you abide by these expectations, not for my benefit, but for the students around you.

Quality of Work and “Academic Honesty”
Students are responsible for ensuring that their assignments, essays and general intellectual contributions are their own. In other words, I demand that the students’ contributions are the result of their own creativity and critical assessment of the material covered during this course. Students are encouraged not to “regurgitate” the material they confront in this course, but analyze critically and contrast the various views presented. Students’ work that simply repeats the authors or instructor’s views will be graded accordingly.
- Included in my emphasis on creativity is the necessity for students to perform their own work.
  - I encourage students to study together and discuss the course material outside of class, but do not write your assignments together.
- Students should be aware that repeating an author’s views, especially within your written work, without giving proper credit may also be considered “plagiarism.”
  - Assignments that do not provide proper credit (citations) may receive a failing grade.
  - Intentional or unintentional similarities in papers may result in the students failing the assignment.
  - This includes borrowing portions or whole essays from another source such as a friend or “paper mill.”
- Serious instances of using authors’ ideas without proper credit, submitting a paper that is not your own work, or similarities between student papers may result in a failing grade for the course.
- Academic dishonesty in the form of using notes during exams, or copying answers from neighboring students, etc. will result in a “0” for the exam.
  - Be careful not to have open notebooks, texts or notes around you during the tests.
  - Students found with notes or using a neighbor’s exam to answer their own test will be asked to leave the exam and will not receive a grade for the test.

For more information see:
Plagiarism Guide for Students [http://libweb.uoregon.edu/guides/plagiarism/students/](http://libweb.uoregon.edu/guides/plagiarism/students/)

Students’ Needs
Please let me know if you have any need for accommodations in the classroom to meet your needs. I realize that students have different learning styles and different needs. My objective in this course is to get you to look at the world in a different, more sociological, way. My goal is not to “weed out” those who cannot do well on a test. In this way, I do encourage you to use my office hours or make an appointment to discuss the course material, concerns you may have, or general issues relevant to the course.

For those of you who may have more specific needs, MSU-Mankato provides students with disabilities reasonable accommodation to participate in education programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Disability Services (contact info below) and then contact me as soon as possible.
Resources for Students on Campus
There are many resources on campus for students, especially those new to the campus. Below you can find the location and contact information for various services on campus. They are there for you, so take advantage of them. All of these resources are aimed at helping you succeed and excel while you are here. Please ask me if there is anything I can help you find. I may be able direct you to other offices that can help you out.

General Information and Help with Study Skills
Student Relations, College of Social and Behavioral Sciences
Advising "U"
Armstrong Hall 114
Phone No: 507-389-6306
http://sbs.mnsu.edu/prospective/advisingu.html

Resources for International Students
The International Student Office (ISO)
219B Centennial Student Union
Phone: 507-389-1281 (V) or 800-627-3529 (MRS/TTY)
E-mail: iso@mnsu.edu
http://www.mnsu.edu/iso/

Tutoring and Other Services for All Students
Center for Academic Success
Memorial Library in ML 125 (lower level)
Phone: 507-389-1791
Email: academicsuccess@mnsu.edu
http://www.mnsu.edu/supersite/academics/success/

Resources for Recent Migrants and English as a Second Language
Language Learning for Academic Success
Memorial Library in ML 125 (lower level)
Phone: 507-389-2699
Email: amy.mukamuri@mnsu.edu
http://www.mnsu.edu/supersite/academics/success/programs/las/

Facilities and Resources for Students with Disabilities
Office of Disability Services
132 Memorial Library (lower level)
Phone: 507-389-2825 (Voice/TTY)
Email: julie.snow@mnsu.edu
http://www.mnsu.edu/dso/index.html

Resources for First-Generation College Students and Others
Student Support Services
355 Wiecking Center
Phone: (507) 389-2797
http://trio.mnsu.edu/sss.html

Confidential Help to Assist Students in Resolving Personal, Social, and Educational Concerns
The Counseling Center
245 Centennial Student Union (CSU)
Phone: (507) 389-1455
24-Hour Crisis Line: 1-800-865-0606
http://www.mnsu.edu/counseling/
Weekly Readings

Week 1 (August 27-31)

Medical Sociology: Syllabus and Course Themes

No Readings

Week 2 (September 5-7)
(No Class Monday, Sept. 3)

The Effects of Social Class on Health


Week 3 (September 10-14)

Socially Created Diseases: Hysteria and Eating Disorders


Week 4 (September 17-21)

Workplace Safety and Health


Review Essay 1 Due Monday, Sept. 17

Week 5 (September 24-28)

Review of Course Material

Exam 1

No Readings

Review Essay 2 Due Monday, Sept. 24

Week 6 (October 1-5)

Indigenous Groups and Biological/Chemical Warfare

Vallette, Jim. "Larry Summers' War Against the Earth." in Counterpunch.

Week 7 (October 8-12)

The Effect of Western Diets on the General Public


Review Essay 3 Due Monday, Oct. 8

Week 8 (October 15-19)

Indigenous and the Effects of Western Diets


Review Essay 4 Due Monday, Oct. 15

Week 9 (October 22-24)
(No Class Friday, Oct. 26)

Aids and Africa


Review Essay 5 Due Monday, Oct. 22

Week 10 (October 29-November 2)

Developing Areas and Health


Review Essay 6 Due Monday, Oct. 29

Week 11 (November 5-9)

Review of Course Material

Exam 2

Review Essay 7 Due Monday, Nov. 5
Week 12 (November 12-16)

The US Health Care System


Pages 3-11, 20-31, 38-59, 78-92 (Chapters 1, 3, 5, 7)

Week 13 (November 19-21)
(No Class Friday, Nov. 23)

Culturally Aware Care


Pages 140-153, 171-180, 210-224, 262-277 (Chapters 11, 13, 15, 18)

Review Essay 8 Due Monday, Nov. 19

Week 14 (November 26-30)

Course Wrap Up and Possibilities for Improvement


Make-up Review Essay Due Monday, Nov. 26

Week 15 (December 3-7)

Review of Course Material

Exam 3

Make-up Review Essay Due Monday, Dec. 3

Final Make Up Exam – Thursday, December 13 at 10:15 a.m. - 12:15 p.m.
SOC 402/502 Medical Sociology
Student Learning Outcomes

1) Students will learn that social/ecological factors are the most important predictor of health outcomes.
2) Students will learn that discrimination plays a significant role in the disparities in health outcomes for people of color and women.
3) Students will understand the concept of “socially created diseases” and be able to compare and contrast hysteria with anorexia and bulimia.
4) Students will understand the social causes of obesity and the link to a Western diet.
   a) Students will be able to relate diet related health problems in indigenous groups to the diet related health problems in the general US population.
5) Students will understand the social factors related to the spread of AIDS, especially in Africa.
6) Students will be able to understand the role of the profit motive in people’s health with respect to
   a) people living and working near resource extraction industries.
   b) food self sufficiency and subsistence farming.
7) Students will be able to understand the concept of “culturally aware care.”
8) Students will learn potential solutions to health related problems generated by social factors.
SOC 402/502 Medical Sociology

No additional resources are required for the teaching of this course.

The Sociology program has desired a Medical Sociology course for some time, and new faculty have been hired recently who have the ability and desire to teach the course. The teaching of Medical Sociology will not require additional staffing and will be part of the normal offering of elective courses.
As graduate students, you will be expected to pursue your own interests in Medical Sociology in more depth. To accomplish this goal, you will write a 10-15 page paper dealing with a specific topic in Medical Sociology. This paper will be double-spaced, 1 inch margins 12 pt font, and will contain proper citations. This is your chance to pursue your individual interests outside of the class meeting time.

To help you pursue your interests in this area and also work on your project, we can arrange an additional meeting time outside of class to discuss your projects and/or readings, both assigned and others. We can meet at regular intervals, or arrange meetings as the need arises.

Below are the due dates for the components of the paper project.

**Friday, September 14: List of Resources Due**
You will need at least three sources outside of the course material. Provide a title for your project and a list of resources, either text or journal articles. You may modify this list and title as your project proceeds. We will arrange a meeting prior to this due date to discuss your project topic.

**Friday, September 21: Proposal Due**
From your list of resources put together an approximately one page proposal of your project. Summarize the basic ideas you intend to investigate with your paper.

**Friday, November 2: First Draft Due**
You must turn in a completed draft of your project at this time. I will grade and return your project so that you may incorporate the comments in the final draft. If you are satisfied with your grade on the first draft, you do not have to submit a final draft.

**Friday November 30: Final Draft Due**
At this time, submit your project, incorporating the suggested revisions and suggestions.