

**Colonnade General Education Committee Report  
University Senate  
April 6, 2021**

**Approval of Minutes:**

Minutes of 03/02/2021

**Action Items**

Approval of Colonnade applications:

**SWRK 305: Environmental Justice: Theory, Policy, and Practice, CHHS/Social Work**

**Colonnade Connections Course Proposal  
Systems Subcategory**

Proposal Contact Name, E-mail, and Phone:

Gayle Mallinger

[gayle.mallinger@wku.edu](mailto:gayle.mallinger@wku.edu)

724-816-2800

College and Department: CHHS/Social Work

Proposal Date: 2.11.21

**1. Course Details:**

- 1.1** Course prefix (subject area), number and title:  
SWRK 305 [proposed]: Environmental Justice: Theory, Policy, and Practice
- 1.2** Credit hours: 3
- 1.3** Prerequisites<sup>1</sup>: None
- 1.4** Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.5** Expected number of sections offered each semester/year: 2 sections annually
- 1.6** Is this an existing course or a new course? New course
- 1.7** Proposed implementation term: Summer 2021
- 1.8** Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Primarily on-line; however, course may be offered on campuses as demand dictates.

**2. Provide a brief course description (100-200 words).**

This elective course explores the relationship between the environment and inequity with regard to race/ethnicity and social class by providing an introduction to key theories, policies and intervention skills related to environmental justice. To facilitate the learning process, students will review the impact of historical, political, and economic issues on environmental justice, including local, state, and national

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<sup>1</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

policies in the United States. Students will also be introduced to theoretical frameworks that inform issues of environmental justice, as well as content on the role of values, ethics, diversity, and discrimination. Implications for micro, mezzo, and macro practice will be explored.

**3. Explain how this course provides a capstone learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

Environmental justice is the notion that all citizens should have access to the same degree of protection from environmental hazards, but this is not always the case. Research indicates the BIPOC (Black, Indigenous, People of Color) and low-income communities are at significantly higher risk to suffer the ill effects of environmental contamination. The proposed course is intentionally designed to build upon knowledge from multiple disciplines (including natural and social sciences) to frame the analysis of social welfare policies with regard to impacts on the most vulnerable and informs strategies for change. The commitment to use the application of course knowledge for global citizenship is encouraged.

**4. List the course goals (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

| <b>Connections Student Learning Outcomes</b>                                     | <b>How does the course meet these learning outcomes?<br/>(Align course goals to Connections SLOs)</b>  |
|--|--|
| <i>Example: Analyze how systems evolve.</i>                                      | <i>Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensori-motor components in an individual’s development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual’s cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans’ mental system can account for conditions of veridical representation of one’s environment).</i> |
| 1. Analyze how systems evolve.   | Students will be able to describe factors leading to social, economic, and environmental injustice within local, national, and global social systems.  |
| 2. Compare the study of individual components to the analysis of entire systems. | Students will be able to analyze micro, mezzo, and macro system interactions influencing environmental injustice. Based on their analyses, students will be able to develop interventions to ameliorate a particular environmental injustice, targeting each system level.   |

|   |   |
|---|---|
|   |   |
| 3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself. | Students will be able to describe the historical and cultural contexts of a particular environmental justice issue and evaluate the efficacy of various policies aimed at remedying the issue. Using what they have learned, students will propose a policy solution and outline implementation strategies. |

**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

1. Apply theories informing environmental justice
2. Explain the connections between environmental justice and social work values/ethics.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades.** Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

| <b>Connections Student Learning Outcomes</b> | <b>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome beyond course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</b> | <b>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a separate evaluative rating for each Connections SLO.</b>   |
|--|--|---|
| <i>Example: Analyze how systems evolve.</i>  | <i>Example: The department will use several questions, added to the final exam, in order to assess how well the course’s learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.</i>        | <i>Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place.</i> |

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|--|--|--|
| <p><b>Connections Student Learning Outcomes</b></p>  | <p><b>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</b></p> | <p><b>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.</b></p>  |
|  |  | <p><i>Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.</i></p>  |
| <p>1. Analyze how systems evolve.</p>  | <p>The final policy advocacy paper requires students to analyze a particular environmental justice issue, examining historical, economic, and social context.</p>  | <p>A representative pool (30%) of students’ final papers will be pulled for assessment of each of the three Colonnade SLOs. Student names will be redacted. Departmental faculty will assess annually. The program director will share results with course instructors and will assist with revisions as needed.</p> |
| <p>2. Compare the study of individual components to the analysis of entire systems.</p>  | <p>The final policy advocacy paper asks students to examine organizational and community supports and barriers to ameliorate chosen issue.</p>   | <p>A representative pool (30%) of students’ final papers will be pulled for assessment of each of the three Colonnade SLOs. Student names will be redacted. Departmental faculty will assess annually. The program director will share results with course instructors and will assist with revisions as needed.</p> |
| <p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p> | <p>The final policy advocacy paper requires students to evaluate how various systems influence public policies aimed at promoting environmental justice.</p>   | <p>A representative pool (30%) of students’ final papers will be pulled for assessment of each of the three Colonnade SLOs. Student names will be redacted. Departmental faculty will assess annually. The program director will share results with course instructors and will assist with revisions as needed.</p> |

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

|  | <b>EXPERT</b>  | <b>PROFICIENT</b>   | <b>APPRENTICE</b>  | <b>NOVICE</b>  |
|--|--|---|--|--|
| <b>INTEGRATION OF KNOWLEDGE</b><br><br>QEP 2   | The paper demonstrates that the author fully understands and has applied concepts learned in the course. Ties together information from all sources. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas. | The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. For the most part, ties together information from all sources. Some of the conclusions, however, are not supported in the body of the paper. | The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. Sometimes ties together information from all sources, but disjointedness is apparent. | The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.                                |
| <b>THESIS DEVELOPMENT</b><br><br>Colonnade SLO #3:<br>Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself. | The thesis is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.  | The thesis is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.   | The thesis is too broad for the scope of this assignment.  | The thesis is not clearly defined.   |
| <b>DEPTH OF DISCUSSION</b>   | In-depth discussion & elaboration in all sections of the paper.  | In-depth discussion & elaboration in most sections of the paper.  | The writer has omitted pertinent content. Quotations outweigh the writer's own ideas excessively.  | Cursory discussion in all the sections of the paper or brief discussion in only a few sections.  |
| <b>SPELLING &amp; GRAMMAR</b>  | No spelling or grammar mistakes.   | Minimal spelling &/or grammar mistakes.   | Noticeable spelling & grammar mistakes.  | Unacceptable number of spelling and/or grammar mistakes.   |
| <b>SOURCES</b><br><br>QEP #1   | More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.  | 5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.   | Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.   | Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed. Not all web sites utilized are credible, and/or sources are not current. |
| <b>CITATIONS</b>   | Cites all data obtained from other sources. APA style is used in both text and reference sections.   | Cites most data obtained from other sources. APA citation style is used in both text and reference sections.  | Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.   | Does not cite sources.   |

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The final policy advocacy paper will be used for QEP assessment. This artifact will evaluate student ability to identify, synthesize, and use evidence to support cogent and persuasive arguments (as listed in 6a):

Evidence Gathering: Gathering sound and relevant evidence to address an issue.

Students will gather evidence with regard to the nature and potential causes of an environmental justice issue of interest to them. They will also gather evidence on previous efforts to address the issue.

Sense Making: Analyzing and synthesizing the assembled evidence.

Students will have the opportunity to review feedback from previous assignments to aid them in this more advanced analysis. Students will analyze the assembled evidence in the discussion of the efficacy of previous efforts section of their papers.

Argumentation: Articulating a logical and supported argument based on the analysis.

Students will logically defend their arguments regarding the efficacy of each previous strategies designed to ameliorate the issue. In addition, based on their synthesis of the assembled evidence, students will propose their own strategies to remedy the environmental justice issue.

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.



**SWRK 305 [proposed] Environmental Justice: Theory, Policy, and Practice  
Summer 2021 (3 credit hours)**

**Dr. Gayle Mallinger**

**Email:** gayle.mallinger@wku.edu

**Phone:** 2707453535

**Cell Phone:** 7248162800

**Office:** 113 C Academic Complex

**Office Hours:** TBA

**Class Meeting Times/Dates:** On-line.

**May 10, 2021-May 28, 2021**

**Location:** On-line

**Course Description:**

This elective course explores the relationship between the environment and inequity with regard to race/ethnicity and social class by providing an introduction to key theories, policies and intervention skills related to environmental justice. To facilitate the learning process, students will review the impact of historical, political, and economic issues on environmental justice, including local, state, and national policies in the United States. Students will also be introduced to theoretical frameworks that inform issues of environmental justice, as well as content on the role of values, ethics, diversity, and discrimination. Implications for micro, mezzo, and macro practice will be explored.

Prerequisites: None.

Co-requisites: None.

**Required Text**

No text is required for this course; links to readings and other materials will be made available on Blackboard.

**Supplemental Text:**

American Psychological Association. (2020). *Publication Manual of the American Psychological*

*Association* (7th ed.). Washington, DC: Author.

**BSW Mission Statement**

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

**Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education**

The Council on Social Work Education defines Generalist Practice as the following:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (EPAS, 2015, p. 11).

### **Course Learning Outcomes**

Upon successful completion of this course, students should be able to:

#### Knowledge

3. Apply theories informing environmental justice
4. Compare policies influencing environmental justice

#### Values

5. Explain the connections between environmental justice and social work values/ethics.
6. Analyze the impact political economy issues associated with environmental health in communities of color: micro, mezzo, and macro systems.

#### Skills

7. Evaluate the appropriateness of various social work interventions to ameliorate environmental injustice.
8. Develop modes of political advocacy to promote environmental justice.

#### Cognitive/Affective

9. Analyze the differential impact of environmental degradation on marginalized groups.

### **Colonnade Connections: Systems Student Learning Outcomes**

Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Students who complete this course will:

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

## **CSWE EPAS Core Competencies for BSW Education**

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in **Appendix 1** of this syllabus. Core competencies addressed in this class are included in **Appendix 2** of this syllabus.

### **Topical Outline:**

#### **Unit I: Introductions and Course Overview**

- A. Introductions and Review of Course Outline and Expectations.
- B. Review of Generalist Practice.

#### **Unit II: Historical, Political, and Economic Contexts**

- A. Definition
- B. Environmental Justice: Connection to Social Work
- C. Historical Context
- D. Political Context
- E. Economic Context
- F. Impacts: Diversity, Oppression, and Privilege

#### **Unit III: Theoretical Perspectives**

- A. Theories:
  - 1. Systems
  - 2. Human Ecology
  - 3. Structural
  - 4. Functional
  - 5. Conflict
  - 6. Symbolic Interactionist
- B. Merits of Multiple Perspectives
- C. Implications for Social Work Practice

#### **Unit IV: Social Work Values and Ethics**

- A. Social and Economic Justice
- B. Diversity

#### **Unit V: Environmental Policies**

- A. Federal
- B. State
- C. Local
- D. Global Comparisons

#### **Unit VI: Social Work Interventions**

- A. Micro
- B. Mezzo
- C. Macro

#### **Unit VII: Recent Trends/Emerging Themes**

- A. Children's Issues
- B. Food Security
- C. Climate Change/Disaster Displacement
- D. Mining

- E. Green Spaces
- F. Water Management

## **STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS**

| <u>Assignment</u>                 | <u>Points</u>      |
|-----------------------------------|--------------------|
| Discussion Boards (8@25 pts each) | 200 points         |
| Quizzes (6 @50 pts each)          | 300 points         |
| Case study                        | 200 points         |
| Advocacy Plan                     | 300 points         |
| <b>Total</b>                      | <b>1000 points</b> |

### **Grading Scale:**

|            |           |   |   |
|------------|-----------|---|---|
| (900-1000) | 90-100 %. | = | A |
| (800-899)  | 80-89 %.  | = | B |
| (700-799)  | 70-79 %.  | = | C |
| (600-699)  | 60-69 %   | = | D |
| (0-599)    | 0-59 %.   | = | F |

\*\*\*The professor reserves the right to make announced changes in the course due to extenuating circumstances\*\*\*

### **DISCUSSION BOARDS (up to 25 points each)**

Regular discussion/participation is expected of each student, since all of our learning will take place on Blackboard (*these guidelines will also be posted on Blackboard with scoring rubric*).

### **QUIZZES (up to 50 points each)**

There will be six quizzes throughout the semester. Quizzes will include questions from all materials in the unit.

### **CASE STUDY (up to 200 points)**

Based on the assigned case study, students will write a paper identifying:

- The Problem and Background Information (1-2 paragraphs)
- Key Stakeholders (organizations, companies, people involved)
- Demographics (who is affected by the issue)
- Solutions and/or Recommendations (based on your research, how should the case be handled?)
  - Micro interventions
  - Mezzo interventions
  - Macro interventions

### **POLICY ADVOCACY PAPER (up to 300 points)**

Imagine that you are a policy analyst for an environmental advocacy group. Your current

assignment is to analyze the environmental justice issue that you feel is the most pressing of our time. Specifically you are to:

- Identify and describe the issue
- Briefly discuss the history of the issue
- Describe the causes of the issue
- Describe the consequences of the issue
- Discuss policies that have previously addressed this issue:
  - What parts were effective? Why?
  - What parts were ineffective? Why?
- Propose a policy:
  - What institutions, organizations, and decision-makers are primarily for implementing your proposed plan?
  - What are the major sources of support for achieving the desired goals?
  - What are the major sources of resistance to effecting change?
  - What strategies are needed to promote change?
    - Consensus (Public information? Changing attitudes?)
    - Conflict (Confrontation? Protesting?)
    - Political (Negotiations?)
  - Recommend a proposed policy that will effectively address the issue .

### **ACADEMIC INTEGRITY**

The WKU Undergraduate Catalog (2020-2021) provides the following policies.

#### **Academic Offenses**

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 745-6169.

#### **Academic Dishonesty**

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions.

#### **Plagiarism**

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

#### **Cheating**

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

### Other Types of Academic Dishonesty

**O**ther types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

### **Student Accessibility Resource Center**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the [Student Accessibility Resource Center \(SARC\)](https://www.wku.edu/sarc/) (<https://www.wku.edu/sarc/>) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

### **Learning Assistance at WKU**

[The Learning Center \(TLC\)](#) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC's website at <http://www.wku.edu/tlc/> to find out more. The Glasgow campus also has a Resource Center.

On the Bowling Green campus, students are also encouraged to make use of the [Writing Center](#) located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website [www.wku.edu/writingcenter](http://www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call 270-745-5719 to schedule an appointment.

### **Disclaimer**

*The professor reserves the right to make announced changes in the course due to extenuating circumstances.*

## **APPENDIX 1**

### *Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS)*

#### **Core Competencies**

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

#### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's

structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**APPENDIX 2**  
**Council on Social Work Education (CSWE)**  
**2015 Educational Policy and Accreditation Standards (EPAS)**  
*Competencies Addressed in This Specific Course*

| Course Matrix  |  |                                |                          |
|--|--|--------------------------------|--------------------------|
| Competency   | Course Assessment                      | Dimensions of Student Learning | Course Unit              |
| Competency 1:<br>Demonstrate Ethical and Professional Behavior                             | Quiz<br>Discussion Board               | K, V, C/A                      | Units I and II           |
| Competency 2:<br>Engage Diversity and Difference in Practice                               | Case study<br>Quiz<br>Discussion Board | K, V, C/A                      | Units I, IV, VI, and VII |
| Competency 3:<br>Advance Human Rights and Social, Economic, and Environmental Justice      | Case study<br>Quiz<br>Discussion Board | K, V, C/A                      | Units I, IV, VI, and VII |
| Competency 4:<br>Engage in Practice-informed Research and Research-informed Practice       | Final Policy Paper                     | K, S                           | Units VI and VII         |
| Competency 5:<br>Engage in Policy Practice   | Final Policy Paper                     | K, C/A                         | Units II, V, and VII     |
| Competency 6:<br>Engage with Individuals, Families, Groups, Organizations, and Communities | Case study<br>Quiz<br>Discussion Board | K, V, S, C/A                   | Units VI and VII         |
| Competency 7:<br>Assess with Individuals, Families, Groups, Organizations, and Communities | Case study<br>Quiz<br>Discussion Board | K, V, S, C/A                   | Units VI and VII         |

| Course Matrix   |  |              |                  |
|---|--|--------------|------------------|
| Competency 8:<br>Intervene with<br>Individuals, Families,<br>Groups,<br>Organizations, and<br>Communities         | Case study<br>Quiz<br>Discussion Board | K, V, S, C/A | Units VI and VII |
| Competency 9:<br>Evaluate Practice<br>with Individuals,<br>Families, Groups,<br>Organizations, and<br>Communities | Case study<br>Quiz<br>Discussion Board | K, V, S, C/A | Units VI and VII |

**APPENDIX 3**

*Alignment of SLO, Course Content, and Assessment*

| SLO  | Course Unit                   | Assessment  |
|--|-------------------------------|---|
| Apply theories informing environmental justice   | Unit III                      | Case Study  |
| Compare policies influencing environmental justice   | Units V and VII               | Quiz<br>Discussion Board<br>Final Policy Paper                |
| Explain the connections between environmental justice and social work values/ethics.   | Units I and IV                | Quiz<br>Discussion Board                                      |
| Analyze the impact political economy issues associated with environmental health in communities of color: micro, mezzo, and macro systems. | Units VI and VII              | Case Study<br>Final Policy Paper<br>Quiz<br>Discussion Board  |
| Evaluate the appropriateness of various social work interventions to ameliorate environmental injustice.                                   | Units V, VI, and VII          | Case Study<br>Quiz<br>Discussion Board                        |
| Develop modes of political advocacy to promote environmental justice.  | Units V, VI, and VII          | Final Policy Paper  |
| Analyze the differential impact of environmental degradation on marginalized groups  | Units III, IV, V, VI, and VII | Case Study<br>Discussion Boards<br>Quiz<br>Final Policy Paper |

**APPENDIX 4: Rubric**

|   | <b>EXPERT</b>   | <b>PROFICIENT</b>  | <b>APPRENTICE</b>   | <b>NOVICE</b>   |
|---|---|--|---|---|
| <p align="center"><b>INTEGRATION OF KNOWLEDGE</b></p> <p align="center">QEP 2</p>   | <p>The paper demonstrates that the author fully understands and has applied concepts learned in the course. Ties together information from all sources. Concepts are integrated into the writer’s own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.</p> | <p>The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. For the most part, ties together information from all sources. Some of the conclusions, however, are not supported in the body of the paper.</p> | <p>The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. Sometimes ties together information from all sources, but disjointedness is apparent.</p> | <p>The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.</p>                                |
| <p align="center"><b>THESIS DEVELOPMENT</b></p> <p>Colonnade SLO #3: Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p> | <p>The thesis is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.</p>  | <p>The thesis is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.</p>   | <p>The thesis is too broad for the scope of this assignment.</p>  | <p>The thesis is not clearly defined.</p>   |
| <p align="center"><b>DEPTH OF DISCUSSION</b></p>  | <p>In-depth discussion &amp; elaboration in all sections of the paper.</p>  | <p>In-depth discussion &amp; elaboration in most sections of the paper.</p>  | <p>The writer has omitted pertinent content. Quotations outweigh the writer’s own ideas excessively.</p>  | <p>Cursory discussion in all the sections of the paper or brief discussion in only a few sections.</p>  |
| <p align="center"><b>SPELLING &amp; GRAMMAR</b></p>   | <p>No spelling or grammar mistakes.</p>   | <p>Minimal spelling &amp;/or grammar mistakes.</p>   | <p>Noticeable spelling &amp; grammar mistakes.</p>  | <p>Unacceptable number of spelling and/or grammar mistakes.</p>   |
| <p align="center"><b>SOURCES</b></p> <p align="center">QEP #1</p>   | <p>More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.</p>  | <p>5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.</p>   | <p>Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.</p>   | <p>Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed. Not all web sites utilized are credible, and/or sources are not current.</p> |
| <p align="center"><b>CITATIONS</b></p>  | <p>Cites all data obtained from other sources. APA style is used in both text and reference sections.</p>   | <p>Cites most data obtained from other sources. APA citation style is used in both text and reference sections.</p>  | <p>Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.</p>   | <p>Does not cite sources.</p>   |

### **SWRK 324 Opioid Epidemic, CHHS/Social Work**

- a. **Discussion:** Harper explained accreditation and now are revamping the program. Added SWRK electives that will be taken every semester. Hanley explained that she didn't believe this was a campus community type connections course, seems very CHHS driven for their students not really for all students. Harper didn't really respond to that question. Forsythe asked if there was a syllabus she could show the group. Harper shared the syllabus. Much conversation held based on if it's discipline specific. Huss commented that it could be made broader to address the issue of CHHS/CEBS (across colleges). It's going through UCC as we speak. Harper doesn't really want to re-write the proposal.
- b. **Vote:** Motion to Deny (4 Approved – 2 Abstained) – **1<sup>st</sup> / 2<sup>nd</sup>:** Hanley/Huss

### **SWRK 438 Understanding Trauma, CHHS/Social Work**

- a. **Discussion:** Huss asked why it was a 400 level course for colonnade. Harper explained that it was not in her control to use 400 level. Committee feels the same as the course before. Doesn't really fit into the colonnade model. Yes this is another new course going through UCC now. Proponent doesn't want to rewrite the proposal.
- b. **Vote:** Motion to Deny (3 Approved – 1 No – 1 Abstained) – **1<sup>st</sup> / 2<sup>nd</sup>:** Groves/Huss

## **PH 412 Health Disparities & Health Equity, CHHS, Public Health**

### **Colonnade Connections Course Proposal Systems Subcategory**

Proposal Contact Name, E-mail, and Phone: Susan Eagle, [susan.eagle@wku.edu](mailto:susan.eagle@wku.edu), 270-745-3872

College and Department: CHHS, Public Health

Proposal Date: 2/11

#### **1. Course Details:**

- 1.1** Course prefix (subject area), number and title: PH 412 Health Disparities & Health Equity
- 1.2** Credit hours: 3
- 1.3** Prerequisites<sup>2</sup>: N/A
- 1.4** Crosslisted and/or equivalent courses (prefix and number): None
- 1.5** Expected number of sections offered each semester/year: 2/year
- 1.6** Is this an existing course or a new course? New
- 1.7** Proposed implementation term: Fall 2021
- 1.8** Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green main campus, online

#### **2. Provide a brief course description (100-200 words).**

Health disparities are differences in health outcomes that cannot be solely attributed to genetic or biological differences among populations; instead, they are associated with social, cultural, and economic factors such as income, residence, minority status, or educational attainment. Health disparities are diminished and health equity is achieved when all people have the opportunity to be as healthy as possible despite any social, cultural, or economic differences. Unravelling the multifactorial causes for health disparities and pursuing health equity both require a systems thinking approach.

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

In this course, students will explore the root causes of health disparities, or differences in relative health status among different populations. Health disparities are result of interaction of many social, economic, and political factors, and cannot be explained using biological or medical factors alone. Students will be applying knowledge, skills, and perspectives from the disciplines of sociology, economics, public health, biology, anthropology, and political science among others to the pursuit of health equity. This emphasis on how to achieve health equity requires that students evaluate the impact of political, social, and economic decisions on the health and wellbeing of all population groups within society, whether majority or minority, dominant or marginalized.

**4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly

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<sup>2</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

| <b>Connections Student Learning Outcomes</b>                                     | <b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>   |
|--|---|
| <i>Example: Analyze how systems evolve.</i>                                      | <i>Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensori-motor components in an individual’s development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual’s cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans’ mental system can account for conditions of veridical representation of one’s environment).</i>                                |
| 1. Analyze how systems evolve.   | <p>Students will be able to identify determinants of health--genetic, social, economic, cultural, and environmental factors that interact and contribute to health disparities. (Learning Outcome 1)</p> <p>Students will be able to explain links between social inequality, structural bias, systemic racism/discrimination and health disparities. (Learning Outcome 2)</p> <p>Students will be able to explain the historical and social roots of current health disparities. (Learning Outcome 3)</p> <p>Students will examine the effect of sustained stress due to experience of interpersonal and structural racism on physical health. Product will be a model (graphic) plus verbal explanation of the feedback loop. (Graded assignment 1)</p> |
| 2. Compare the study of individual components to the analysis of entire systems. | <p>Students will be able to analyze population health issues on individual level and population level using systems thinking. (Learning Outcome 4)</p> <p>Students will examine effect of economic, social, and political marginalization on population health status of a defined population. Product will be a model (graphic) plus verbal explanation of the documented system. (Graded assignment 2)</p>  |
| 3. Evaluate how system-level thinking informs decision-                          | Students will be able to assess the role of professionals in all fields impacting population health in addressing the structural  |

|   |  |
|---|--|
| <p>making, public policy, and/or the sustainability of the system itself.</p> | <p>bias, social inequity, and systemic racism that shape health disparities. (Learning Outcome 5)</p> <p>Students will be able to evaluate current attempts to address health disparities and improve health equity through public health interventions, health care innovation, and policy proposals and reform. (Learning Outcome 6)</p> <p>Students will carry out research on a specific population and health disparity, analyze the disparity from a systems perspective, identify what needs to be done to improve health equity, and propose an intervention to increase health equity. Students will also orally present their findings. (Project and presentation)</p> |
|---|--|

**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

Students will be able to propose an intervention to improve health equity. (Learning Outcome 7)

**6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades.** Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

| <p><b>Connections Student Learning Outcomes</b></p> | <p><b>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome beyond course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</b></p> | <p><b>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a separate evaluative rating for each Connections SLO.</b></p>   |
|---|---|--|
| <p><i>Example: Analyze how systems evolve.</i></p>  | <p><i>Example: The department will use several questions, added to the final exam, in order to assess how well the course’s learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.</i></p>        | <p><i>Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be</i></p> |

|   |   |   |
|---|---|---|
|   |   | <i>eliminated before the assessment takes place. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.</i>  |
| 1. Analyze how systems evolve.  | The department will use the research project to assess students' ability to analyze how systemic differences in health status (health disparities) evolve over time in response to social, economic, or political decision-making or policy change.           | At the end of the semester at least 30% of the students' final projects will be evaluated by at least two readers (one being the course instructor) using the attached rubric. The goal is that at least 70% of projects score "Good" or above. |
| 2. Compare the study of individual components to the analysis of entire systems.  | The department will use the research project to assess student ability to demonstrate understanding individual factors impacting health status as well as factors working systemically to promote either health disparities or health equity.                 | At the end of the semester at least 30% of the students' final projects will be evaluated by at least two readers (one being the course instructor) using the attached rubric. The goal is that at least 70% of projects score "Good" or above. |
| 3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself. | The department will use the research project and presentation to assess student ability to evaluate the role of social, economic, and political factors (including policy) on the continuity and/or disruption of systems of health disparities/health equity | At the end of the semester at least 30% of the students' final projects will be evaluated by at least two readers (one being the course instructor) using the attached rubric. The goal is that at least 70% of projects score "Good" or above. |

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

| Student Learning Outcome   | Outstanding                                   | Good                                     | Fair                                    | Poor                                 |
|----------------------------|---|--|---|--------------------------------------|
| Analyze how systems evolve | Student identifies all determinants of health | Student identifies major determinants of | Student identifies some determinants of | Student fails to accurately identify |

|  |   |   |   |   |
|--|---|---|---|---|
|  | implicated in health status and fully analyzes how systemic differences in health status (health disparities) evolve over time, in response to decision-making or policy change.  | health implicated in health status and analyzes how systemic differences in health status (health disparities) evolve over time, in response to decision-making or policy change.   | health implicated in health status and partially describes how systemic differences in health status (health disparities) evolve over time.   | determinants of health implicated in health status and fails to describe how systemic differences in health status (health disparities) over time.  |
| Compare the study of individual components to the analysis of entire systems.  | Student demonstrates full understanding of impact of determinants of health on individual health status as well as full understanding of factors working systemically to promote either health disparities or health equity across populations.   | Student demonstrates understanding of impact of determinants of health on individual health status as well as understanding of factors working systemically to promote either health disparities or health equity across populations. | Student demonstrates partial understanding of impact of determinants of health on individual health status as well as partial understanding of factors working systemically to promote either health disparities or health equity across populations. | Student does not demonstrate understanding of impact of determinants of health on individual health status or understanding of factors working systemically to promote either health disparities or health equity.                  |
| Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself. | Student thoughtfully and fully evaluates the role of social, economic, and political factors (including policy) in perpetuating or disrupting health disparities/health equity; student proposes logical and carefully considered intervention to | Student competently evaluates the role of social, economic, and political factors (including policy) in perpetuating or disrupting health disparities/health equity; student proposes logical intervention to foster health equity.   | Student partially evaluates the role of social, economic, and political factors (including policy) in perpetuating or disrupting health disparities/health equity; student proposes at least partially feasible intervention to foster health equity. | Student does not evaluate role of social, economic, and political factors (including policy) in perpetuating or disrupting health disparities/health equity; student does not propose feasible intervention to foster health equity |

|  |                      |  |  |  |
|--|----------------------|--|--|--|
|  | foster health equity |  |  |  |
|--|----------------------|--|--|--|

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The research project will be the Evidence and Argument Artifact.

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

**Proposed syllabus**  
**PH 412, Health Disparities & Health Equity**

**Colonnade course goals:**

This is a Colonnade Connections course, in the Systems category. Students should complete 21 hours of Foundations & Explorations coursework or have Junior status before enrolling in a Connections course.

Since this is a Systems course, students who take this class will be able to do the following:

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

**Required texts:**

Rose, Patti R. (2020). *Health Equity, Diversity, and Inclusion: Context, Controversies, and Solutions: Context, Controversies, and Solutions* 2nd Edition. Jones & Bartlett. ISBN-10: 1284197794; ISBN-13: 978-1284197792

Additional readings will be made available on Blackboard.

**Course Description:**

Health disparities are differences in health outcomes that cannot be solely attributed to genetic or biological differences among populations; instead, they are associated with social, cultural, and economic factors such as income, residence, minority status, or educational attainment. Health disparities are diminished and health equity is achieved when all people have the opportunity to be as healthy as possible despite any social, cultural, or economic differences. Unravelling the multifactorial causes for health disparities and pursuing health equity both require a systems thinking approach.

**Learning Outcomes:**

Upon completion of the course, students will be able to:

1. Identify determinants of health--genetic, social, economic, cultural, and environmental factors that interact and contribute to health disparities.
2. Explain links between social inequality, structural bias, systemic racism/discrimination and health disparities.
3. Explain the historical and social roots of current health disparities
4. Analyze population health issues on individual level and population level using systems thinking.
5. Assess the role of professionals in all fields impacting population health in addressing the structural bias, social inequity, and systemic racism that shape health disparities.
6. Evaluate current attempts to address health disparities and improve health equity through public health interventions, health care innovation, and policy proposals and reform.
7. Propose an intervention to improve health equity.

**Course requirements and grading:**

|                               |      |
|-------------------------------|------|
| Participation                 | 10%  |
| Graded assignments (3 total): | 30%  |
| Project & presentation:       | 35%  |
| Exams (Midterm and Final):    | 25%  |
| Total:                        | 100% |

Graded assignments:

1. Feedback loop model: impact of stress due to discrimination on the body. Students will examine the effect of sustained stress due to experience of interpersonal and structural racism on physical health. Product will be a model (graphic) plus text explanation of the feedback loop and reflection on the modeling process.
2. System model: impact of structural racism on health status of a population. Student will examine effect of economic, social, and political marginalization on population health status of a defined population. Product will be a model (graphic) plus text explanation of the documented system and reflection on the modeling process.
3. Policy brief: students will research and prepare a fact sheet on a specific intervention to increase health equity. This will include argument on why intervention should be implemented in local community.

Project & presentation:

Students will carry out research on a specific population and health disparity, analyze the disparity from a systems perspective, identify what needs to be done to improve health equity, and propose an intervention to increase health equity. Students will also orally present their findings.

**Course schedule/outline**

**The instructor reserves the right to alter the course outline, topics covered, and assignments based on class needs. Readings marked with \* will be available on Blackboard**

| <b>Week</b>  | <b>Topic</b>  | <b>Assignments Due</b>  |
|--|---|---|
| <i>Section I: Introduction and overview</i>                                  |   |   |
| <b>1</b>   | Intro to course; defining health disparities and health equity                          | Reading: Rose, Ch. 1, 3   |
| <b>2</b>   | Historical context  | Reading: Rose, Ch. 2  |
| <b>3</b>   | Systems thinking: introduction to concepts, tools                                       | Reading: Meadows, Chs 1-3*  |
| <b>4</b>   | Applying systems thinking to complex problems   |   |
| <i>Section II: Factors in health disparities and affected populations</i>    |   |   |
| <b>5</b>   | Health disparities linked to racism, part 1   | Reading: Ford, Griffith, Bruce, Gilbert Ch. & 9*                    |
| <b>6</b>   | Disparities linked to racism, part 2  | Reading: Ford, Griffith, Bruce, Gilbert Ch. 15 & 22*<br>Assignment: |
| <b>7</b>   | Disparities linked to poverty   | Reading: Ratcliff, Ch. 3*   |
| <b>8</b>   | Disparities linked to disability/ablism   | Reading: Drum, et al Ch. 8*   |
| <b>9</b>   | Disparities linked to gender and sexual minority status/Sexism, homophobia, transphobia | Reading: Rose, Ch. 8  |
| <b>10</b>  | Disparities linked to rural/urban residence   | Reading: Rose, Ch. 4,6,7  |
| <i>Section III: Addressing health disparities and pursuing health equity</i> |   |   |
| <b>11</b>  | Health equity   | Reading: RWJ Report*  |
| <b>12</b>  | Cultural competency, cultural humility  | Reading: Rose, Ch. 15   |
| <b>13</b>  | Developing structural competency  | Reading: Page-Reeves, Ch. 13*                                       |
| <b>14</b>  | Policy and health equity  | Reading: Hall, Graffundler, Metzler PDF*                            |
| <b>15</b>  | Project Presentations   |   |
| <b>Exam week</b>   |   |   |

**HIST: 303: Monsters, Maggots, Morphine: Disease and Medicine in the United States, PCAL History**

**Colonnade Connections Course Proposal  
Systems Subcategory**

Proposal Contact Name, E-mail, and Phone: Audra Jennings, [audra.jennings@wku.edu](mailto:audra.jennings@wku.edu), 5-2921  
College and Department: PCAL, History Department Proposal Date:

**1. Course Details:**

- 1.9** Course prefix (subject area), number and title: HIST: 303: Monsters, Maggots, Morphine: Disease and Medicine in the United States
- 1.10** Credit hours: 3.0
- 1.11** Prerequisites<sup>3</sup>: HIST 101 or 102. Students should have taken 21 hours of Colonnade Foundations and Explorations courses before enrolling.
- 1.12** Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.13** Expected number of sections offered each semester/year: Every fourth semester
- 1.14** Is this an existing course or a new course? New
- 1.15** Proposed implementation term: Spring 2022
- 1.16** Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) BG main campus, online

**2. Provide a brief course description (100-200 words).**

A study of how Americans have understood, experienced, and coped with disease, disability, and death.

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

Students in this course will apply foundation-level learning, content, and skills to complex, system-level analysis. The course examines the evolution of the American health system across the history of the United States. This subject is ideally suited for system-level analysis and thinking over time and across regional diversity. As Americans coped with disease, disability, and death, they developed numerous professional systems that rested on diverse systems of knowledge. Students in the course will examine how these systems evolved and interacted and contributed to a larger whole. Moreover, the course pays particular attention to how the health care system has been shaped by external systems including federal, state, and local policy. Students will analyze how changing social structures and ideas built around race, class, gender, and sexuality complicated cultural interpretations of disease, strained doctor-patient relationships, and raised thorny ethical questions that were answered in sometimes disturbing ways. Therefore, students will consider how different levels (local, regional, global) and types (political, cultural, social, economic, racial, religious) of human systems are connected. The course will appeal to a variety of students in majors across colleges. The course uses health and

disease as a lens through which many related systems can be examined and evaluated. Students draw on interdisciplinary skills and the skills learned in Foundations courses. They will conduct two types of research and examine medical, political, scientific, professional, personal, and literary texts. Students will also examine advertising, art, music, gravestones, death records, journalism, and various artifacts produced in the United States, all of which will require that students utilize the skills they have learned in numerous disciplines.

**4. List the *course goals* (see *Glossary of Terms*), and explain how are they aligned with the **Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.**

| <b>Connections Student Learning Outcomes</b>                                     | <b>How does the course meet these learning outcomes?<br/>(Align course goals to Connections SLOs)</b>   |
|--|---|
| 1. Analyze how systems evolve.   | The class examines how the American health care system, and the numerous systems of knowledge and professional systems that have shaped it, evolved and changed over time, particularly in response to evolving political, economic, social, and cultural systems and processes and scientific and medical discoveries. For example, students investigate how systemic racism influenced the evolving medical profession, shaping medical knowledge, diagnoses, and the lived experiences of Americans. In studying how various surgical procedures were developed through painful experimentation on the bodies of enslaved African Americans, for example, the course pushes students to analyze how social systems shape the development of systems of knowledge that aim for objectivity.   |
| 2. Compare the study of individual components to the analysis of entire systems. | Students must identify and articulate connections between individual histories of physicians, nurses, medics, and/or recipients of medical care (through firsthand accounts) and local histories (through field work analyzing local deaths and death records) and the broader evolving national health system. Students are required to examine how various systems of professional knowledge and approaches to human health (for example, physicians versus public health professionals versus scientists) have interacted and combined with governmental systems (local, state, national, and professional governing bodies) and institutional systems (for example, hospitals and asylums) to shape a broader system of American health. For instance, students investigate the complex relationships between scientists, physicians, nurses, public health officials, NGOs such as Red Cross, the U.S. |

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|   | military, and local, state, and national governments (including the U.S. relationship with countries around the globe) that shaped the U.S. response and experience of the deadly global influenza pandemic of 1918/19 which infected roughly one-third of the world's population.  |
| 3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself. | The course requires students to study and analyze systematic contexts, how those contexts have changed, and how they inform how Americans experienced disease and pursued health over time. For example, students investigate how medical ideas about contagion and the supposed physical and mental inferiority of different people groups shaped public policy in the United States. Students investigate how the social and cultural systems that shaped and perpetuated structural racism and xenophobia also shaped medical thought in the early twentieth century and, in turn, how medical ideas about contagion, heredity, and the physical characteristics physicians, researchers, and eugenicists assigned to different people groups informed immigration restriction, forced sterilization policies, and even state and local policies guiding marriage. Students examine how various cultural, social, and legal changes over time contributed to changing medical beliefs and practices and how those changing ideas contributed to changing policy. |

**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

- Demonstrate knowledge of the changing role of medicine and interpretations of disease in United States history.
- Demonstrate the ability to analyze critically major themes in the history of disease and medicine.
- Identify how relationships of power and various social and cultural ideas and values have shaped how varied people groups have identified and interpreted disease and health as well as evaluated bodies.
- Analyze and interpret a range of sources, texts, and artifacts produced throughout United States history.
- Synthesize primary and secondary materials, utilizing those materials to interpret the past.
- Read and understand scholarly articles on the history of disease and medicine in the United States.
- Understand how professional historians collect and utilize evidence to develop effective arguments.
- Assess the strengths and weaknesses of others' arguments and use of evidence.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

| Connections Student Learning Outcomes   | Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.  | Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO. |
|---|--|---|
| 1. Analyze how systems evolve.  | Students will complete a research-based assignment. (For example, students will be asked to examine deaths in Bowling Green/Warren County over many decades and draw on this data to analyze the evolution of medical knowledge and the American medical/health system with a particular focus on how the evolution of medical system led to changes in the cause and circumstances of death. Students examine death records from 1911, when Kentucky first began recording statewide deaths, and 1964, the most recent death records released to public libraries and databases.) | Each term, 33% of the research-analysis essays will be randomly selected and evaluated. The goal is to have 70% of the sample achieve at least a 3 on this objective, and 25% a 2 or greater. |
| 2. Compare the study of individual components to the analysis of entire system. | Students will complete a research-based assignment. (For example, students will be asked to examine deaths in Bowling Green/Warren County over many decades and draw on this data to analyze the broader health system, seeking to understand  | Each term, 33% of the research-analysis essays will be randomly selected and evaluated. The goal is to have 70% of the sample achieve at least a 3 on this objective, and 25% a 2 or greater. |

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|   | how this local data reflects changing ideas, practices, and technologies in a broader national system.)  |   |
| 3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself. | An essay on the cumulative exam will ask students to analyze system-level decision-making. (For example, students will be asked to evaluate how changing ideas about medicine and the body shaped public policy at three distinct points in time.) | Each term, 33% of the essays will be randomly selected and evaluated. The goal is to have 70% of the sample achieve at least a 3 on this objective, and 25% a 2 or greater. |

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

|   | <b>1. EXCELLENT</b>   | <b>2. GOOD</b>  | <b>3. NEEDS WORK</b>   | <b>4. POOR</b>   |
|---|---|---|--|--|
| <b>1. Analyze how systems evolve</b>  | Student provides detailed analysis of primary and secondary material to explain how the American health/medical system evolved.                 | Student draws on primary and secondary sources to show some elements of the evolution of the American health/medical system.        | Student demonstrates an awareness of the evolution of the American health/medical system and its component parts but provides incomplete analysis. | Student does not identify or over simplifies systemic change.                  |
| <b>2. Compare the study of individual components to the analysis of entire systems.</b> | Student provides detailed analysis of primary and secondary material to demonstrate the relationship between local and individual components of | Student draws on primary and secondary sources to show some elements of the relationship between local and individual components of | Student demonstrates an awareness of elements of the relationship between local and individual components of the broader American                  | Student is unable to clearly relate individual components to the whole system. |

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|   | the broader American health/medical system and the whole system.   | the broader American health/medical system and the whole system.  | health/medical system and the whole system but provides incomplete evidence from primary and secondary sources.  |   |
| <b>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself</b> | Student provides detailed analysis of primary and secondary material to explain the reciprocal relationship between evolving systems of knowledge about the body and health and public policy. | Student draws on primary and secondary sources to show some elements of the relationship between evolving systems of knowledge about the body and health and public policy but does not show the reciprocal nature of health and governing systems. | Student demonstrates an awareness of elements of the relationship between evolving systems of knowledge about the body and health and public policy but provides incomplete evidence from primary and secondary sources and offers inadequate explanation of the relational nature of these systems. | Student is unable to demonstrate understanding of the relationship between evolving systems of knowledge about the body and health and public policy. |

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The artifact for Evidence & Argument assessment will be a research assignment. For example, students will be required to collect data about 18 deaths (this data might include their primary and secondary causes, where the deaths occurred, the age of those who died, whether the

individual died at home or in a hospital, whether the individual was under the care of a physician at the time of death) in Bowling Green/Warren County from the period 1911-1964. Collectively, students in the class will create a larger record of deaths that will provide a wider view of the circumstances of death in Bowling Green. After uncovering and analyzing these primary sources, students must interpret this evidence and data. Students must compare the results of their research to the broader scholarly literature about the history of medicine and disease. Students must present a persuasive written argument making sense of this data, synthesizing scholarly literature assigned in class and contextualizing this data in the wider history of medicine in the United States.

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

See Attached

## **HIST 303: Monsters, Maggots, Morphine: Disease and Medicine in the United States**

Spring 2022: MWF 10:20-11:15, Cherry Hall 239

Professor: Dr. Audra Jennings

Email: audra.jennings@wku.edu

Office: Cherry Hall 230B

Office Phone: 745-2921

Office Hours: M 11:15 AM-12:15 PM, W 9-10 AM, F 11:15 AM-12:15 PM

### **Course Description**

Roughly 160 years ago, soldiers injured in the American Civil War could expect to wait for help, sometimes exposed on the battlefield, for hours, even days. Civil war surgeons operated for days in the same blood-covered smocks, rinsing their hands and tools in dirty basins of water. With no antibiotics and flawed understandings about the transmission of disease, these surgeons often produced deadly results. Today, these practices sound horrific, but they squared with Americans' understanding of disease and medicine at the time.

Americans' relationship with disease is, and has always been, evolving, defined variously by religious leaders, physicians, scientists, philanthropists, social workers, the state, and the sick themselves. In this course, we will explore how Americans understood, experienced, and coped with disease, disability, and death and the changing role of organized medicine within that dynamic. We will pay particular attention to the evolution of the American health system and the numerous systems of knowledge developed to cope with death and disease upon which it depends. Beyond these systems of knowledge, the pursuit of health gave rise to numerous professions and businesses, inspired significant scientific innovation, and served as the subject of federal, state, and local policy. Throughout our time together, we will seek to understand how race, class, gender, and sexuality complicated cultural interpretations of disease, strained doctor-patient relationships, and raised thorny ethical questions that were answered in sometimes disturbing ways.

This course is interdisciplinary in nature. We will examine medical, political, scientific, professional, personal, and literary texts—both primary, produced in the period under study, and secondary, produced later in an attempt to make sense of the facts. Students will also examine advertising, art, music, gravestones, death records, journalism, and various artifacts produced in the United States. Through lecture, group discussion, peer-led presentations, active investigation, field work, and written reflection, students will gain a nuanced understanding of the changing role of medicine and responses to disease over the course of United States history.

### **Colonnade Learning Objectives**

Students who complete this course will:

- Analyze how systems evolve.
- Compare the study of individual components to the analysis of entire systems.
- Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

The cumulative exam and gravestone analysis assignment will be evaluated to determine the extent to which students have achieved the Colonnade learning objectives for HIST 303.

Moreover, upon successful completion of this course, students should be able to:

- Demonstrate knowledge of the changing role of medicine and interpretations of disease in United States history.
- Demonstrate the ability to analyze critically major themes in the history of disease and medicine.
- Identify how relationships of power and various social and cultural ideas and values have shaped how varied groups of people have identified and interpreted disease and health as well as evaluated bodies.
- Analyze and interpret a range of sources, texts, and artifacts produced throughout United States history.
- Synthesize primary and secondary materials, utilizing those materials to interpret the past.
- Read and understand scholarly articles on the history of disease and medicine in the United States.
- Understand how professional historians collect and utilize evidence to develop effective arguments.
- Assess the strengths and weaknesses of others' arguments and use of evidence.

### **Required Texts**

You must bring a copy of the assigned readings to each class meeting.

1. David Oshinsky, *Bellevue: Three Centuries of Medicine and Mayhem at America's Most Storied Hospital* (New York: Doubleday, 2016).
2. Additional reading as outlined in the reading schedule (available online through Blackboard).

## OVERVIEW OF ASSIGNMENTS AND GRADING

### **Grade Breakdown**

15% Active Participation  
20% Online Reading Guides  
10% Primary Source Worksheet  
15% Oral History Assignment and Paper  
10% Gravestone Report  
15% Gravestone Analysis  
15% Final Exam

### **Paper Guidelines and Notes on Grading**

The grade you earn on your written work in this course will be based on your ideas and how you have conveyed those ideas in writing. Beyond presenting your ideas, you will also be graded on your ability to analyze and synthesize material from various sources.

As I read your papers and review your projects, I will have several standards in mind:

- ✓ Clarity—Are your ideas clear and understandable? Is your writing clear and understandable?
- ✓ Accuracy and Precision—Have you distorted the facts? Have you provided enough information or details to support your ideas?
- ✓ Relevance—Have you included relevant information and eliminated irrelevant materials?
- ✓ Depth—Have you tackled the complexities of the issues related to your project or source?
- ✓ Significance—Have you answered the *So What?* Have you focused on the most important issues?

Paper Grading Parameters:

- “C” essays will include: an introductory paragraph that contains your thesis, a body of several paragraphs in which you offer evidence to support your thesis, and a conclusion that reiterates your basic argument.
- “B” essays will include: all of the above requirements for a “C” essay plus more relevant data and analysis than is found in an average essay.
- “A” essays will include: all of the above requirements for a “B” essay plus more data and some indication of independent or extended thought.
- “D” and “E” essays: usually, these essays do not include a viable thesis and/or they do not include very much information from the readings, lectures, discussions, or activities.

All assignments must be typed in a standard, 12-point font format. Papers should be double-spaced with one-inch margins. Citations must conform to *The Chicago Manual of Style*’s guidelines for the “Notes and Bibliography” system (not the author-date system). See the following website for examples: [http://www.chicagomanualofstyle.org/16/ch14/ch14\\_toc.html](http://www.chicagomanualofstyle.org/16/ch14/ch14_toc.html). Style and grammar matter, so plan to carefully proofread all of your papers. Finally, all assignments must be submitted via Blackboard.

Active Participation: This course blends lectures, discussion, class activities, and student-led presentations. As a result, class participation constitutes a significant part of your grade (15 percent). Your grade will depend not just on the quantity of your participation but also on the quality of your participation, including the thoughtfulness of your reactions to the readings. You should complete all reading assignments **before** class, and come prepared to participate in class. Not attending class regularly or engaging in disruptive behavior will hurt your participation grade.

Online Reading Guides: Because careful reading is essential to active participation and success in this course, you will be assigned 11 reading guides during the semester. Each guide will be posted on Blackboard and consist of 10-30 questions. These reading guides will cover the main points and essential content in the readings. These guides are meant to reinforce what is most important in what you have read. You will be allowed only **one** attempt to complete each guide. They require attentive reading of the assigned texts; do not attempt them until you have

completed the readings. I will drop your lowest reading guide grade when calculating your final grade. The average score of your 10 highest reading guide grades will constitute 20 percent of your final grade. Dates, times, and topics for the reading guides can be found in the reading and assignment schedule.

**Important Note:** As you complete these guides, it is a good idea to record your answers on a separate sheet of paper. In the past, students have experienced power outages and computer crashes while taking them. If you record your answers on a separate sheet of paper, you will protect yourself from any possible data losses. If you have any technical difficulties with Blackboard, please contact the IT Help Desk: 270-745-7000.

Primary Source Worksheet: Assessing and analyzing primary documents is an important analytical skill, necessary for research in many in many fields and valuable in interpreting information we encounter daily. Ten percent of your final grade will be based on the completion of a primary source worksheet. Detailed instructions can be found at the end of the syllabus. Students will sign up for documents on Friday, January 21. Due dates will vary based on the document.

Oral History Assignment and Paper: Fifteen percent of your final grade will be based on an oral history project, which includes a paper, approximately five pages in length, and an in-class presentation. A detailed assignment guide can be found at the end of the syllabus. Papers are due **Friday, March 26 at Noon**. Students will be assigned to one of two groups and will give presentations on Wednesday, March 23 or Friday, March 26.

Gravestone Report: Ten percent of your final grade will be based on a gravestone report. You will be required to collect data at the Fairview, Mount Moriah, and/or Saint Joseph Catholic cemeteries in Bowling Green (these cemeteries are adjacent). I will hold four office hours in the cemetery during the course of the semester if you would like to conduct research while I will be onsite to answer questions. Cemetery hours are 7 AM to dusk each day. During your time in the graveyard, you should record the names, birth and death dates, and other relevant information from gravestones from the period 1911-1964. You should determine the cause of death of at least three individuals from each decade under study. It is a good idea to collect information from a greater number of gravestones than three per decade as some death certificates can be very difficult to locate. For this assignment, you should produce a typed report that details the name, year of birth, date of death, primary and secondary cause of death, and additional information about occupation and medical care prior to death for at least three individuals from each decade between 1911 and 1964. Please use the template available in Blackboard as a format guide and for full information about data collection requirements. Reports are on **Friday, April 8 by Noon**. Separately, please submit a copy of each of the death certificates used for your report, saved as a single PDF document, via Blackboard. **Students unable to conduct field research in one of the cemeteries listed above should let me know no later than January 21 for an alternate data collection method.**

Gravestone Analysis: Fifteen percent of your final grade will be based on an approximately five-page paper analyzing data collected by the class for the Gravestone Report assignment. You should consider the following: What were people dying of in Bowling Green in this period?

What do the records you uncovered suggest about medicine? Do you notice any significant changes in the causes of death, the records themselves, or the lifespan of individuals? What do these changes suggest? How do these records support or challenge other primary or secondary materials from the class? Papers are due on **Monday, April 25 by Noon**.

Final Exam: Fifteen percent of your grade will be based on a take-home essay exam, which must be submitted via Blackboard by **12:30 PM on Thursday, May 5**. This exam will require you to synthesize and analyze material from the course. Instructions will be posted on Blackboard.

## COURSE POLICIES

Questions and Emails: Please feel free to come to my office hours, make appointments, speak to me after class, and ask questions during class. If you need to contact me via email, please put "HIST 303" in the subject line. If you would like for me to look at a draft of a paper or if you would like to discuss general ideas for your papers and/or project for this class, please bring your paper and/or notes to my office hours, schedule an appointment, or see me after class. I find that discussing papers just works best in person.

Class Etiquette: For this class to be successful, we must all be prepared to discuss the assigned projects and readings. To create an environment best suited to this type of dialogue, I ask each of you to refrain from disruptive behavior. Please silence cell phones and other devices before class begins. Students who are whispering, reading newspapers, doing work for another course, or otherwise creating a disruption will be politely asked to stop disrupting the class or leave the classroom. If you need to leave early for any reason, let me know before class begins. If you are late, please try to cause as little of a disruption as possible.

Late Assignments: Late assignments will be penalized one letter grade per day past the due date. If you have a personal or medical emergency and you feel that you need an extension on the paper, you must contact me ahead of the due date. Unless you have made arrangements with me in advance, papers more than a week late will not be accepted. You will be expected to provide appropriate documentation in these situations.

Academic Misconduct: Cheating or representing other people's writing or ideas as your own will NOT be tolerated. Engaging in any form of academic dishonesty will result in severe grade penalties. Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. Please note that student work may be checked using plagiarism detection software. Further, students who engage in cheating or plagiarism will be reported to the Office of Student Conduct. Please review information provided by the Office of Student Conduct: <https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php>.

Disability Policy: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270.745.5004, and the email is [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not

request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center. Once you have a letter of accommodation, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and work to implement necessary accommodations.

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy: WKU is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159

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READING & ASSIGNMENT SCHEDULE

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**Week 1**

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**Reading/Listening Guide 1** will open on Wednesday, January 19 at 5 PM and close on Sunday, January 23 at 11 PM. It will cover the syllabus, the Radiolab episode referenced below, and the readings assigned for Week 1. Additionally, you will be asked to list some of your own objectives for this course.

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| 1-17 (M): <i>Martin Luther King, Jr. Day</i> | 1-19 (W): Introductions<br><br><b>Assignments:</b> <ul style="list-style-type: none"><li>• Read the syllabus carefully after class.</li><li>• Please acquire copies of all required reading materials.</li><li>• Let me know as soon as possible if you encounter any problems accessing materials through the WKU Library or Blackboard.</li><li>• Develop a list of three objectives for this course (e.g. What skills do you hope to enhance and hone? What topics do you want to learn more about?). These objectives will be included in your first reading guide.</li></ul> | 1-21 (F): Parasites<br><br><b>Assignments:</b> <ul style="list-style-type: none"><li>• We will listen to “Parasites,” an episode of <i>Radiolab</i> in class. If you miss class, please listen to this episode.</li><li>• Review the options for the primary source worksheet assignment. Come to class on Friday, January 21 prepared to sign up for topics.</li><li>• Review your schedule. Come to class on Friday with a plan for when you will conduct the required field work for this class.</li></ul><br><b>Read:</b> Kim Nielsen, “Disability and Historical Thinking,” <i>Disability Studies Quarterly</i> 28 (Summer 2008); and David Oshinsky, <i>Bellevue: Three Centuries of Medicine and Mayhem at America’s Most Storied Hospital</i> (New York: Doubleday, 2016), Introduction. |
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**Week 2**

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**Reading Guide 2** will open on Wednesday, January 26 at 5 PM and close on Sunday, January 30 at 11 PM. It will cover all of the readings assigned for the week.

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| 1-24 (M): Society, Disease, and the Body<br><br><b>Read:</b> James Patterson, "How Do We Write the History of Disease?" <i>Health and History</i> 1 (1998): 8-28. | 1-26 (W): 2,000 Years of Medicine<br><br><b>Read:</b> Oshinsky, <i>Bellevue</i> , Chapter 1 | 1-28 (F): A New World of Disease and Healing<br><br><b>Read:</b> David S. Jones, "Virgin Soils Revisited," <i>The William and Mary Quarterly</i> 60 (October 2003), 703-742. |
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**Week 3**

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| 1-31 (M): Traditional Treatment, Traditional Healers<br><br><b>Read:</b> Laurel Thatcher Ulrich, "The Medical Challenge to Midwifery," in <i>Major Problems</i> , 73-80. | 2-2 (W): The Doctors' Riot<br><br><b>Skills Lecture:</b> Analyzing Primary Documents<br><br><b>Read:</b> Martin S. Pernick, "Pain, the Calculus of Suffering, and Antebellum Surgery," in <i>Major Problems</i> , 114-119; and Oshinsky, <i>Bellevue</i> , Chapter 2. | 2-4 (F): Teaching Medicine<br><br><b>Virtual Field Trip</b><br><br><b>Read:</b> Oshinsky, <i>Bellevue</i> , Chapter 3-4. |
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**Week 4**

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**Reading Guide 3** will open on Wednesday, February 9 at 5 PM and close on Sunday, February 13 at 11 PM. It will cover all of the readings assigned for Week 3 and Week 4.

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| 2-7 (M): Medicine in Antebellum America<br><br><b>Virtual Field Trip</b><br><br><b>Read:</b> Todd L. Savitt, "Race, Human Experimentation, and Dissection in the Antebellum | 2-9 (W): Medical Bondage<br><br><b>Skills Lecture:</b> Writing Papers<br><br><b>Read:</b> Cooper Owens, "Historical Black Superbodies and the Medical | 2-11 (F): "To care for him who shall have borne the battle"<br><br><b>Read:</b> Warner and Tighe, ed., "The Civil War, Efficiency, and the Sanitary Impulse, 1845-1870," in <i>Major</i> |
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| South,” in <i>Major Problems</i> , 120-124; and Deirdre Cooper Owens, “American Gynecology and Black Lives,” in <i>Medical Bondage: Race, Gender and the Origins of American Gynecology</i> (UGA Press, 2017), 1-14 | Gaze,” in <i>Medical Bondage</i> , 108-122. | <i>Problems</i> , 161-164, 168-189; and Oshinsky, <i>Bellevue</i> , Chapter 5. |
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### Week 5

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**Reading Guide 4** will open on Wednesday, February 16 at 5 PM and close on Sunday, February 19 at 11 PM. It will cover all of the readings assigned for the week.

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| 2-14 (M): “Hives of Sickness and Vice”<br><br><b>Read:</b> Oshinsky, <i>Bellevue</i> , Chapter 6. | 2-16 (W): The Ambulance and the Photograph<br><br><b>Read:</b> Oshinsky, <i>Bellevue</i> , Chapters 7-9. | 2-18 (F): Miasmas Give Way<br><br><b>Read:</b> Oshinsky, <i>Bellevue</i> , Chapters 10-11; and “The Gospel of Germs: Microbes, Strangers, and Habits of the Home, 1880-1925,” in <i>Major Problems</i> , 237-244, 248-249, 256. |
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### Week 6

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**Reading Guide 5** will open on Wednesday, February 23 at 5 PM and close on Sunday, February 27 at 11 PM. It will cover all of the readings assigned for the week.

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| 2-21 (M): Immigration and Contagion<br><br><b>Read:</b> Howard Markel, <i>When Germs Travel: Six major Epidemics That Have Invaded America and the Fears They Have Unleashed</i> (New York: Vintage Books, 2005), 81-110. | 2-23 (W): Research Day<br><br><b>Skills Lecture:</b> Death Certificates and Ancestry.com.<br><br><b>Class will meet in the Kentucky Library.</b><br><br><b>Assigned Work:</b> A link will be available on Blackboard to sign up to use the class subscription of Ancestry.com | 2-25 (F): The Mad-House<br><br><b>Skills Lecture:</b> Oral History<br><br><b>Read:</b> Oshinsky, <i>Bellevue</i> , Chapters 12-13. |
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|  | for this project between 2-23 and 4-7. |  |
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### Week 7

**Reading Guide 6** will open on Wednesday, March 2 at 5 PM and close on Sunday, March 6 at 11 PM. It will cover all of the readings assigned for the week.

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| <p>2-28 (M): World War I</p> <p><b>Read:</b> Ellen Hampton, “How World War I Revolutionized Medicine,” <i>The Atlantic</i> (10 February 2017); and Beth Linker, “Shooting Disabled Soldiers: Medicine and Photography in World War I America,” <i>Journal of the History of Medicine and Allied Sciences</i> 66 (July 2011), 313-346.</p> | <p>3-2 (W): Spanish Influenza</p> <p><b>Read:</b> John M. Barry, <i>The Great Influenza: The Story of the Deadliest Pandemic in History</i> (New York: Penguin Books, 2004), excerpt.</p> | <p>3-4 (F): Spanish Influenza</p> <p><b>Read:</b> Nancy K. Bristow, <i>American Pandemic: The Lost Worlds of the 1918 Influenza Pandemic</i> (New York: Oxford University Press, 2012), 40-81; and G. R., “Experiences during the Influenza Epidemic,” <i>American Journal of Nursing</i> 19 (December 1918), 203-205.</p> |
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### Week 8

**Reading Guide 7** will open on Wednesday, March 9 at 5 PM and close on Sunday, March 13 at 11 PM. It will cover all of the readings assigned for the week.

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| <p>3-7 (M): Spanish Influenza</p> <p><b>Read:</b> Local Document Collection</p> | <p>3-9 (W): Prohibition and Depression</p> <p><b>Read:</b> Oshinsky, <i>Bellevue</i>, Chapters 14-15; Document Packet; and William Carlos Williams, <i>The Doctor Stories</i> (New York: New Directions, 1984), 61-77.</p> | <p>3-11 (F): Medicalization of Everyday Life</p> <p><b>Read:</b> Warner and Tighe, ed., “Expert Advice, Social Authority, and the Medicalization of Everyday Life, 1890-1930,” in <i>Major Problems</i>, 319-322, 324-327, 329-332; and Documents 14-17 in <i>Childhood in America</i>, ed. Paula S. Fass and Mary Ann Mason (New York: New</p> |
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|  |  | York University Press, 2000), 52-63. |
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**Week 9**

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**March 14-18: Spring Break**—Enjoy your time, and be safe!

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**Week 10**

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| 3-21 (M): World War II<br><br><b>Read:</b> Albert E. Cowdrey, <i>Fighting for Life: American Military Medicine in World War II</i> (New York: Free Press, 1994), 1-10, 317-337 and Technical Information Division, Office of the U.S. Surgeon General, U.S. Army, “The Physically Disabled,” <i>Annals of the American Academy of Political and Social Science</i> 239 (May 1945), 10-19. | 3-23 (W): Oral Histories<br><br><b>Oral History Presentations (Group One)</b> | 3-26 (F): Oral Histories<br><br><b>Oral History Presentations (Group Two)</b><br><br><b>Oral History Assignment and Paper Due</b> |
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**Week 11**

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**Reading Guide 8** will open on Wednesday, March 30 at 5 PM and close on Sunday, April 3 at 11 PM. It will cover all of the readings assigned for Week 10 and 11.

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| 3-28 (M): Human Subjects<br><br><b>Read:</b> “The Culture of Biomedical Research: Human Subjects, Power, and the Scientific Method, 1920-1965,” <i>Major Problems</i> , 390-393, 403-406; Sharman Apt Russell, “The Hunger Experiment,” <i>The Wilson Quarterly</i> 29 (Summer 2005), | 3-30 (W): From the March of Dimes to a Vaccine<br><br><b>Read:</b> David M. Oshinsky, <i>Polio: An American Story</i> (New York: Oxford University Press, 2005), 1-23. | 4-1 (F): From the March of Dimes to a Vaccine, Continued<br><br><b>Read:</b> Daniel J. Wilson, <i>Living with Polio: The Epidemic and Its Survivors</i> (Chicago: University of Chicago Press, 2005), 101-129. |
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| 66-82; and Allan M. Brandt, "Racism and Research: The Case of the Tuskegee Syphilis Study," <i>The Hastings Center Report</i> 8 (December 1978), 21-29. |  |  |
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**Week 11**

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**Reading Guide 9** will open on Wednesday, April 6 at 5 PM and close on Sunday, April 10 at 11 PM. It will cover all of the readings assigned for the week.

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| 4-4 (M): From the March of Dimes to a Vaccine, Continued<br><br><b>Read:</b> Mary Grimley Mason, <i>Life Prints: A Memoir of Healing and Discovery</i> (New York: The Feminist Press, 2000), 3-15; and Oshinsky, <i>Bellevue</i> , Chapter 16. | 4-6 (W): Health and Civil Rights<br><br><b>Read:</b> John Dittmer, <i>The Good Doctors: The Medical Committee for Human Rights and the Struggle for Social Justice in Health Care</i> (Jackson: University of Mississippi Press, 2009), 61-84. | 4-8 (F): Health and Civil Rights<br><br><b>Read:</b> "“Medicine May Be the Way We Got in the Door’: Social Justice and Community Health in the Mid-1960s,” in Jennifer Nelson, <i>More Than Medicine: A History of the Feminist Women’s Health Movement</i> (New York: New York University Press, 2015), 15-56.<br><br><b>Gravestone Report Due. Please note all PDFs must be loaded in Blackboard.</b> |
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**Week 12**

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**Reading Guide 10** will open on Wednesday, April 13 at 5 PM and close on Sunday, April 17 at 11 PM. It will cover all of the readings assigned for the week.

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| 4-11 (M): Gravestone Project Discussion/ Medicine and Politics in the 1960s | 4-13 (W): <i>Our Bodies, Ourselves</i> | 4-15 (F): Risk, Behavior, and the Body |
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| <p><b>Read:</b> Naomi Rogers, “‘Caution: The AMA May Be Dangerous to Your Health’: The Student Health Organizations (SHO) and American Medicine, 1965-1970,” <i>Radical History Review</i> 80 (Spring 2001), 5-34.</p> | <p><b>Read:</b> Wendy Kline, “The Making of Our Bodies, Ourselves: Rethinking Women’s Health and Second-Wave Feminism,” in Stephanie Gilmore, ed., <i>Feminist Coalitions: Historical Perspectives on Second-Wave Feminism in the United States</i> (Urbana: University of Illinois Press, 2008), 63-83; and “Boston Women’s Health Book Collective,” in Estelle b. Freedman, ed., <i>The Essential Feminist Reader</i> (New York: Modern Library, 2007), 295-299.</p> | <p><b>Read:</b> Joan Jacobs Brumberg, <i>Fasting Girls: The History of Anorexia Nervosa</i> (New York: Vintage Books, 2000), 11-42; and Bob Levey, “Sarah Sees ‘Fat’, But Doctors See An Epidemic,” <i>Washington Post</i>, 22 December 1983, DC8</p> |
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### Week 13

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| <p>4-18 (M): <i>How to Survive a Plague</i></p> <p><b>Read:</b> Oshinsky, <i>Bellevue</i>, Chapter 17-18.</p> | <p>4-20 (W): The AIDS Crisis</p> <p><b>Read:</b> Jennifer Brier, <i>Infectious Ideas: U.S. Political Responses to the AIDS Crisis</i> (Chapel Hill: University of North Carolina Press, 2011), 11-44.</p> | <p>4-22 (F): The AIDS Crisis</p> <p><b>Read:</b> Abraham Verghese, <i>My Own Country: A Doctor’s Story</i> (New York: Vintage Books, 1994), excerpt.</p> |
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### Week 14

**Reading Guide 11** will open on Wednesday, April 27 at 5 PM and close on Sunday, May 1 at 11 PM. It will cover all of the readings assigned for the Weeks 13 and 14.

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| <p>4-25 (M): <i>Bellevue in Crisis</i></p> <p><b>Read:</b> Oshinsky, <i>Bellevue</i>, Chapters 19-Epilogue.</p> <p><b>Gravestone Analysis Papers Due</b></p> | <p>4-27 (W): Health in the USA</p> <p><b>Read:</b> Christopher Wildeman, Emily A Wang, “Mass incarceration, public health, and widening inequality in the USA,” <i>The Lancet</i> 389 (April 8, 2017), 1464-74; Zinzi D. Bailey,</p> | <p>4-29 (F): COVID-19</p> <p><b>Read:</b> Ed Yong, “How the Pandemic Defeated America,” <i>The Atlantic</i> (September 2020); and and Gina Kolata, “How Pandemics End,” <i>New York Times</i>, 10 May 2020.</p> |
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|  | <p>Nancy Krieger, Madina Agénor, Jasmine Graves, Natalia Linos, Mary T. Bassett, “Structural racism and health inequities in the USA: evidence and interventions,” <i>The Lancet</i> 389 (April 8, 2017), 1453-63; Ibram X. Kendi, “The Greatest White Privilege Is Life Itself,” <i>The Atlantic</i>, 24 October 2019.</p> |  |
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## Finals Week

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Final exam essays must be submitted via Blackboard by **12:30 PM on Thursday, May 5.**

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## Reading for History

Reading well is essential. In this class you will be assigned readings that you must come to class prepared to discuss. In essence, reading is like the lab requirement in a science class. It forces you to engage with evidence and theories by yourself outside the structured environment of class. Like a laboratory requirement, the reading requirement in this class will provide a springboard for group investigation.

And like a laboratory requirement, reading is your responsibility. It should not be easy or passive. You will have to work to get meaning out of the text and ensure that you have processed the information to such a degree that you will be able to remember it.

Here are a few tips to help you with your reading assignments:

### Getting Started

1. Identify whether the passage is a primary or secondary source (see the notes on primary and secondary sources below).
2. Identify the author of the piece as well as the date and place in which the passage was written.
3. Determine the thesis, argument, or assertion in the passage. Write it out in one or two sentences in your own words.
4. Determine the main points or train of thinking that the author uses to persuade you of his or her thesis. You may want to underline these points, write them out in note form, or summarize them in the margin.
5. Determine the evidence that the author uses to support his or her thesis. Again, you may want to underline selectively or summarize the evidence in your notes or in the margin.

### In Case of Difficulty

6. If you cannot follow the argument, you must put effort into understanding why. Retrace the steps in the argument up to the point where you got confused. Do you lack the factual background to understand the analysis? Can you use other readings or materials to fill in the background? Do you need to check the meaning of new words? Academics use reference books all the time as we read.

### Moving On

7. Determine how you feel about the piece. History is about analysis, not just feelings, but your emotions will help you remember the piece and let you start analyzing it.
8. Do some preliminary analysis. Does the evidence support the author's thesis? Consider what the author could have said but did not.
9. Think about the author's purpose, audience, and preconceptions. What does he or she think about how the world works? How do these thoughts and the author's intentions shape the piece?

### Some Notes on Primary and Secondary Sources

Historians construct narratives and arguments about the past from evidence and analysis.

Historians divide the evidence they use into two general types: primary sources and secondary sources. A primary source is an artifact from the past—something produced during the period under study. Most often, primary sources are textual: written records of all kinds, from letters to diaries, from speeches to advertisements, from birth records to police records. Primary sources can also consist of material objects and archeological artifacts, such as paintings, photographs, and various bits and pieces of everyday life. Primary sources comprise the core material upon which a historian bases his or her argument concerning the past moment or phenomenon he or she studies. Without primary sources, there can be no history.

Secondary sources consist of all forms of evidence and information not produced in the historical period being studied, but used to interpret and analyze historical sources. They also fill in gaps in the narration and help to provide the context one might need to analyze primary sources.

Secondary sources have a dual nature: They are essential tools for practicing history, but they are also the products of practicing history—the arguments historians make, the stories historians tell, and the conversations historians have with each other. Not surprisingly, the writings and oral presentations of historians comprise the largest category of secondary sources about the past. But other materials, such as reference works or materials produced by scholars in other academic fields also can—and frequently do—serve as secondary sources.

## DETAILED INSTRUCTIONS FOR THE PRIMARY SOURCE WORKSHEET

### Purpose of the Assignment

The principle task of the historian is to reconstruct the past as accurately and objectively as possible. The chief tools of historians in this endeavor are primary sources. Difficulties frequently arise, however, when these sources (or secondary sources) contradict each other or just present different accounts and interpretations of past events. Historians must weigh the

strengths and weaknesses of each source and come to their own conclusions about the events under investigation. The purpose of this assignment is to critically assess a primary source.

### Description of the Assignment

Students will sign up for one of the following primary sources (and assignment due dates) and complete the Primary Source Worksheet below for that document.

### **Primary Sources**

- John Griscom, *The Sanitary Condition of the Laboring Population*—Reading assigned for the February 11 class meeting; **Primary Source Worksheet due February 18 at Noon**
- Kate Cumming, *Alabama Nurse's Civil War Journal*— Reading assigned for the February 11 class meeting, **Primary Source Worksheet due February 18 at Noon**
- Louisa May Alcott, *Hospital Sketches*— Reading assigned for the February 11 class meeting, **Primary Source Worksheet due February 18 at Noon**
- Elmer B. Borland, "Municipal Regulation of the Spitting Habit"— Reading assigned for the February 18 class meeting, **Primary Source Worksheet due February 25 at Noon**
- Charles Chapin, "Dirt, Disease, and the Health Officer"— Reading assigned for the February 18 class meeting, **Primary Source Worksheet due February 25 at Noon**
- Terence Powderly, "Immigration's Menace to the National Health"— Reading assigned for the February 18 class meeting, **Primary Source Worksheet due February 25 at Noon**
- Nurse Describes Experience During Spanish Influenza Pandemic—Reading assigned for the March 4 class meeting, **Primary Source Worksheet due March 11 at Noon**
- "Our Babies: A Talk with the Doctor"—Reading assigned for the March 11 class meeting, **Primary Source Worksheet due March 28 at Noon**
- Families Seek Advice from the Children's Bureau— Reading assigned for the March 11 class meeting, **Primary Source Worksheet due March 28 at Noon**
- U.S. Army, "The Physically Disabled"— Reading assigned for the March 21 class meeting, **Primary Source Worksheet due March 28 at Noon**
- Public Health Service Physicians on Syphilis Study— Reading assigned for the March 28 class meeting, **Primary Source Worksheet due April 14 at Noon**
- *Life Prints: A Memoir of Healing and Discovery*—Reading assigned for the April 4 class meeting, **Primary Source Worksheet due April 11 at Noon**
- Boston Women's Health Book Collective"—Reading assigned for the April 13 class meeting, **Primary Source Worksheet due April 20 at Noon**
- "Sarah Sees 'Fat', But Doctors See An Epidemic"—Reading assigned for the April 15 class meeting, **Primary Source Worksheet due April 22 at Noon**

### Primary Source Worksheet

The Primary Source Worksheet below is meant to guide you in the process of analyzing a primary source. Please note that this guide is meant to get you started. You should not worry about answering every single question below; however, you will be expected to describe the source—its context and contents—and analyze the source and its context. The guide below is available as a separate template for your worksheet assignment. Your responses should be typed and be between one and two pages in length.

**Describe the source and its immediate context**

- a. **What** kind of text is it—an essay, a letter, a piece of court testimony, a speech, a first person account of an event, a newspaper article, a book?
- b. **Who** is writing or speaking?
- c. **When** was this text written or produced? If it describes a historical event, is there a time lapse between the events and the time it was written?
- d. **Where** was this text written or produced?

**Describe the content** of the source. What does each text say?

- a. List the main points in your own words.

**Analyze the content** of the source or sources.

- a. Who is the intended audience of this text or texts?
- b. Are there other audiences who might read these texts?
- c. What is the author's intent in producing his or her text? What effect does he or she want have on his or her audience, and why?
- d. What kinds of language or arguments do they use to have that effect?
- e. What evidence does the author give to support his or her argument?
- f. If you are working with more than one source, how do these sources compare? Do they support or contradict each other?

**Analyze the historical context** of the source. Using other readings from class, think about the historical events and conditions relevant to this source. **This should be the longest section of your assignment.**

- a. What is going on at the time that the author is responding to?
- b. How did the source or the ideas that it represents matter at the time?
- c. How did the source or the ideas that it represents help to bring about change?
- d. Does the source represent something that was prevalent or important for its time? How so?
- e. What evidence or information makes you think this?

DETAILED INSTRUCTIONS FOR THE ORAL HISTORY ASSIGNMENT

Purpose of the Assignment

The purpose of this project is to gather information from an eyewitness of medical history and to critically assess that information.

Description of the Assignment

You should interview **one** person from any of the following groups: a person who attended grade school prior to the 1980s; a physician, nurse, or other health professional who began working prior to 1980; a veteran of the Gulf War, Vietnam War, the Korean War, or World War II who served in a health-related capacity; **OR** a physician, nurse, or other health professional who treated COVID-19 patients or worked in a public health capacity. I am happy to consider other possibilities. Talk with me after class if you are interested in pursuing a different option.

For the final assignment, you should turn in a list of your interview questions, a summary of the interviewee's responses to each question, and an analysis of the interview, approximately 5 pages in length. You will also need to turn in an interview permission form signed by your interviewee, which will be available on Blackboard. **This oral history project and paper is worth 15 percent of your final grade.**

### Finding a Subject

Feel free to interview anyone who matches the above criteria. If you are having difficulty finding someone to interview, please speak to me during office hours as soon as possible. **Students will receive 5 extra-credit points for interviewing someone outside of their family.**

### The Questions

Make sure you ask broad questions, and remember that you need context as well as specific information about how an individual experienced medicine and/or disease. Avoid yes or no questions. Ask about your interviewee's background, education, and work life. Where is s/he from? What was his/her childhood like? What did his/her parents do for a living? What was school like? Did s/he go to college? What was his/her occupation? Ask about the specific events in which you are interested. For example, did the individual know anyone who had polio? What was nursing like when you began your first job? As you develop the questions for your interview, it is a good idea to consult the readings to determine what were some of the important events of the time period. This information should help you to write better questions. **You must turn in a list of your questions and a summary of your interviewee's responses to each question.** This portion of the assignment must be single-spaced and typed.

### The Interview

Be respectful. Wear professional clothing. Make sure your interviewee signs the permission form. Also, make it clear to your interviewee that he or she does not have to answer any questions about which he or she feels uncomfortable. Take notes or record the interview (you must ask your subject if they mind you recording the interview).

### Permission

A permission form will be available on Blackboard. **Your interviewee must sign this form, and you must hand it in with your assignment.**

### Five-Page Analytical Essay (typed & double-spaced) and Three-Minute Formal Presentation

This activity serves several purposes. First, you are required to gather primary evidence. Second, you will be required to think about the interview and analyze it in the context of other materials in the course. Third, you are required to write an essay and give a formal presentation about this evidence.

You need to decide what the interviewee's experience means, which means you will need to have a thesis for this paper and presentation. You must build an argument that gives meaning to the facts that you collected. Additionally, please provide the relevant details of the individual's experience to give your essay and presentation context. For example, if you are interviewing

someone about his or her childhood experiences, describe where the individual was living and when and where the individual attended school.

Things to think about: What factors shaped your interviewee's understanding of specific events? What factors might have shaped his/her retelling of these events? How did class, race, gender, or disability factor into his/her life and his/her perception of certain historical events? Does any of the information given in the interview conflict with your readings? Why might that be?

#### Citing Evidence

**At the beginning of your paper and presentation, please provide the name of your interviewee, the date of your interview, and the place of your interview (city and state).** You do not need to cite the interview more than once. Please use the *Chicago Manual of Style* when referencing other course materials to contextualize and analyze your interviewee's experience.

#### Completed Assignments

Students will give formal presentations on either **Wednesday, March 23** or **Friday, March 26**. You may use PowerPoint or Prezi, but this is not required. The oral history assignment/paper is due on **Friday, March 26**. You must hand in your (1) analytical essay, (2) a list of your interview questions with a summary of interviewee's responses to each question, and (3) a signed permission form at that time. Late projects will be penalized one letter grade per day.

1. *I reserve the right to change this syllabus during the semester.*
2. *All changes will be announced in class and on Blackboard.*