New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** SOAN 3~~XX~~ 15

2. **Course title:** Health Issues in the Rural United States

3. **Abbreviated title for class schedule** (30 characters or less): Health Issues in the Rural U.S.

4. **Credit hours:** 4
   (note: if credits are variable, list range of credits (e.g. 1-8 credits)

5. **Catalog description:** This course will focus on the sociology of health and health care issues that are most relevant to rural areas in the United States. The specific issue(s) to be covered will be determined by the instructor's expertise and current health phenomenon in rural contexts. The issue(s) covered in the course may include addiction, diabetes, reproductive health, alternative health care, health care access, the aging process, and other topics relevant to rural health. Students will learn about the structures and dynamics of rural communities and how health intersects with race, class, and gender.

6. **Prerequisites (*to add each additional prerequisite, start a new line*):**
   (*See attached Note for samples*)

   A. (course prefix, (space) and number) SOAN 204 or SOAN 205 or SOAN 213 ~~or~~ ~~or~~

   B. (course prefix, (space) and number) or or or or

   C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):** none
   A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions: Please indicate any class or major restrictions:** sophomore and above standing

9. **Is course repeatable? Yes** (**No X**) **If Yes, list maximum credits:**

10. **Labs requirements: If course includes a lab: # of hours lecture:** n/a ; **# of hours lab:**

11. **Fees: List any course fees:** n/a

12. **Grade Mode:** ~~**Graded only: X Pass/No Pass only**~~**:** (**Option: X**)

13. CIP Code: Six-digit CIP code (check with your Division Director): ?

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No If yes, list Strand(s)

B. Honors? No

15. **Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at https://inside.sou.edu/provost/curriculum.html):** none and and and and

16. Strategic justification for proposed course:

a. **Rationale**: What is the overall strategic rationale for offering this course? This will be a required course within the Human Services program. It connects directly with the program's vision to be regionally engaged and the program's outcome goal of helping students understand the scope of conditions that promote or inhibit human functioning. Additionally, this course will form part of the set of core or elective courses within the new Health Care Administration (HCA) program. HCA students will have the opportunity to explore health issues, specific to our regional rural landscape in the Rogue Valley and its surrounding environs.

b.

A. **Alignment**:

1. How does this course align with the unit's mission plan? It is directly aligned with the Human Services program mission to give students the skills to enhance the well-being of individuals and families, and to help students to be informed about and engaged in social policy formation and in community empowerment. This course aligns with both SOAN and HCA programs. Currently, students may take SOAN 338 (Sociology of Healthcare), which focuses on the social determinants of health and the health care system in the US, as well as Oregon. Having a specifically tailored course on health issues in rural America, extends students' breadth of knowledge on health. This course aligns with the Sociology Anthropology Program objective that focuses on graduates' ability to describe and explain how people, cultures, social institutions, power-relationships and environments interact across space. This course aligns with the HCA program through its emphasis on providing students with cultural competence skills necessary to succeed in today's health care environment.

2. How does the course fit into the rest of the unit's curriculum? Within the Human Services Program curriculum this course will replace SOAN 311 Community Studies. This new course will maintain a focus on community structures and dynamics but add content about health and health care, which will fill a gap in the Human Services program. For both the Sociology

Anthropology and HCA Programs this course will fill a gap by providing a focus on health in rural spaces.

B. **Enrollment**: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 20; Year 2 25; Year 3 25

C. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty*:
   a. Who will teach the course? Kelly Szott, Ph.D., Assistant Professor in Sociology Anthropology and Coordinator of the Human Services Program and Larry Gibbs, Ph.D., Associate Professor of Sociology.
   b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. Kelly was recruited and hired to teach this particular course. She began work at SOU fall 2018.
   c.
   d. If additional faculty members are needed, how will that need be met? n/a

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. n/a

3. *Other*:
   a. Are Hannon Library resources sufficient to meet the needs of this course? Librarian Mary Jane Cedar Face was contacted and sent the following statement: Hannon Library can support the proposed new course, Health Issues in the Rural United States. Hannon Library's holdings of current journal content supporting Sociology and Anthropology and rural health are more than adequate. We subscribe to several major databases and publisher packages in the social sciences that provide indexing and online access to relevant full text books and journal articles. Although Hannon Library's holdings of print books relating to rural health issues is less optimal, this is ameliorated by our e-book access.
   b. Are any other resources needed to support this course? no
      If so, please explain how they will be obtained. n/a

E. **External impact**:

1. What is the expected effect of this course on existing programs elsewhere in the university? Since a course on rural health is not offered at the undergraduate level in the social sciences, this may be a course of interest to students in other disciplines. This course will benefit students majoring in a variety of disciplines who are looking to gain knowledge about health issues in a social context relevant to the Rogue Valley region. For example, students majoring in the new HCA program will take the rural health course that specifically addresses county, regional, and statewide health related issues. It is possible that students majoring in Humans Services, SOAN, or HCA will be interested in applying to SOU's MBA programs that has a concentration in health care administration.

Therefore, this course will provide positive outcomes to our undergraduate and prospective graduate students.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

This course proposal form was completed with input from Larry Gibbs, Associate Professor of Sociology. He provided a portion of the content for the following components: 5. Catalog description; 16. Rationale; Alignment; 16. C. 1. Faculty; and E. External impact.

2. Will any of your prerequisites affect other academic programs? no

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

**Please note: The attached syllabus is for a version of this course that would focus primarily on addiction.

Approvals:

Signature of Division Director

7/29/19
Date

4/29/16

Health Issues in the Rural United States

SOAN 3XX

This course will focus on health and health care issues that are most relevant to rural areas in the United States. The specific issue(s) to be covered will be determined by the instructor's expertise and current health phenomenon in rural contexts. The issue(s) covered in the course may include addiction, diabetes, reproductive health, alternative health care, health care access, the aging process, and other topics relevant to rural health. Students will learn about the structures and dynamics of rural communities and how health intersects with race, class, and gender.

This particular version of SOAN 3XX examines the social contexts and social forces that are involved in drug use and addiction. It reviews and analyzes various social responses to drug use, such as treatment, punishment, and public health approaches, and explores how these responses intersect with race, class, gender, sexuality, and other social structures that differentially distribute the rewards and punishments of public health and drug policy. There will be attention placed on the special characteristics of drug use in rural contexts.

Professor: Kelly Szott, Ph.D.
Email: szottk@sou.edu

Course Objectives
(These are the goals you should aim to achieve throughout this course)

- Understand how drug use is analyzed using a sociological lens.

- Critique and understand the history behind dominant discourse on drug users, addiction, and drug abuse.
- Critique and understand the history behind the criminalization of certain substances
- Identify the historical, economic, cultural, and other social factors that have rendered drug use in rural settings a problem.
- Critically assess various forms of drug treatment and public health approaches aimed at addressing problematic drug use.
- Carry out investigations of local drug use by collecting, interpreting, and assessing information from qualitative interviews, sources of quantitative data, scholarly texts, and media resources.
- Develop the skill of engaging in a productive exchange of ideas with peers, particularly when you may disagree.
- Develop the skill of working collectively in a group to complete a research product.

Required Readings

Most of the readings for this course are available on Moodle and are indicated as such in the class schedule. However, you will need to acquire one book for this course. The following book is available through the bookstore:

Quinones, Sam. (2016). *Dreamland: The true tale of American's opiate epidemic.* New York: Bloomsbury Press.

Please Note We will also be reading from the following ebook, which is available through the Hannon Library website:

Garcia, Angela. (2010). *The pastoral clinic: Addiction and dispossession along the Rio Grande.* Berkeley, CA: University of California Press.

Course Requirements

Writing assignments. There will be (nearly) once a week writing assignments, a midterm essay question exam, and a final project section and self-reflection to write during the term.

Critical Summaries (12 points). Three times during the semester you will copy and paste a one-page (300-400 word) critical summary to our course's Moodle discussion forum by 1:00 pm on our class day (Weds). You may only submit one critical summary per week. Make sure to plan ahead so that you've submitted three by the end of the term. Your critical summary should be based on one of the readings that was assigned for that day. Your critical summary should include: 1) a brief summary of the main argument(s) of the of the reading; 2) a critical analysis of the strengths and weaknesses of the argument(s), a comparison to arguments made within previous readings, or a critical analysis of the implications of the argument; and 3) three questions that are directly related to the reading, which will spark class discussion. You should work to demonstrate a deep engagement with the text you are explaining and critiquing. Each part should constitute about one-third of the page. The critical summary should be written in your own words, though you may include a small amount of quoted material from the text (no more than two lines). Cite quoted material with the author's last name and page number. No late critical summaries will be accepted. You will be graded based on the number of critical summaries you submit, as well as their quality.

Critical Summary Responses (12 points). To create a dialogue and engage in a productive exchange of ideas, students will respond online to the posted Critical Summaries. Four times during the semester you will post a response to a classmate's Critical Summary on

the course's Moodle discussion forum. You may only post one Critical Summary Response per week and cannot post a response the same week for which you post a Critical Summary. Your response should be about 200 words and seek to complicate your classmate's ideas by pushing them further. You may challenge your classmate's claims, extend their argument, and/or answer their questions. Think of this like a conversation you are having with your classmate. All students are expected to read the posted Critical Summaries and Critical Summary Responses before class. This will enable you to get a better sense of your classmates' reflections on the readings and will help you figure out where you'd like to insert your voice. Critical Summary Responses must be posted by 5:00 pm on the class day when the reading in question will be discussed.

Midterm Take Home Exam (20 points). This exam will be based upon short essay questions and designed to evaluate students' understanding of general course themes, rather than memorization of specific facts and figures. Thus, students will work on their exam outside of course time and may use course readings, lecture notes, etc. to compose their responses. The questions will be distributed on Wednesday, April 24th in class and responses are due by Sunday, May 5th at 9:00 pm uploaded to Moodle.

Final Class Project: A Report on Drug Use and Addiction in the Rogue Valley (26 points). The class will work collectively and in groups to compose a report on local drug use, drug treatment, and harm reduction efforts in the area. You will be assigned to a group based on your particular area of interest. Your group will be required to collectively compose a section of the report and give a class presentation on the topic you addressed. Each group member will conduct research by either interviewing a local expert, conducting extensive media research (5-7 news articles or broadcasts), or compiling publicly available data (e.g., statistics, graphs, etc.). A research plan (worth two points) with complete bibliography (if doing media research or compiling data) will be due on May 29th in class. Each student will complete a written self-reflection which describes their individual contribution to the project. The written report section and self-reflection are due on Wednesday, June 5th in class. Group presentations will also occur on this day. Beginning on May 8th, class time will be devoted to group meetings so that you may work towards constructing your group's section of the report and class presentation. Detailed instructions will be distributed in class.

Grading Scheme

Class participation	10 points
Attendance	10 points
Critical Summaries	12 points
Critical Summary Responses	12 points
Midterm Exam	20 points
Leading Group Discussion	10 points
Final Project Research Plan	24 points 2 points
Total	100 points

Class Schedule

The following schedule lists the reading assignments for the course, as well as assigned days for leading group discussion. Readings are to be completed prior to the class for which they are

listed, so that you come prepared to discuss the material. Remember, a [Moodle] next to a reading means it is available on Moodle. The rest of the readings are in the book you acquired for the course or the ebook on the library webpage.

	Deconstructing Drug Use/rs and Addiction	
Week 1	April 3rd	Introduction to class & Sociological Perspectives of Drug Use lecture Selections from *Buzzed*, "Just say know" and "Opiates" [Moodle] Singer, M. and B. J. Page. (2014). Drugs, race, and gender in the social construction of drug consumers. [Moodle]
Week 2	April 10th Discussion Leaders (for Levine & Acker): 1, 2, 3 Discussion Leaders (for Reinarman & Friedman): 4, 5, 6	Levine, H. G. (2015). Discovering addiction: Enduring conceptions of habitual drunkenness in America. [Moodle] Acker, C. J. (2004). Portrait of an Addicted Family. [Moodle] Reinarman, C. (2012). The social construction of drug scares [Moodle] Friedman, S. (2002). Sociopharmacology. [Moodle]
	Prescriptions, Poverty, and Pain	
Week 3	April 17th Discussion Leaders: 7, 8, 9 Discussion Leaders: 10, 11	*Dreamland*, p. 1-31, 76-79 *Dreamland*, pp. 80-88, 92-99, 107-110, 124-139
Week 4	April 24th Discussion Leaders: 12, 13, 14 Discussion Leaders: 15, 16	*Dreamland*, pp. 153-160, 187-219 *Dreamland*, pp. 220-221, 232-235, 241-252, 264-269, 286-300
	Place Matters	
Week 5	May 1st Discussion Leaders (for Introduction): 17, 18 Discussion Leaders (for Graveyard): 19, 20	**Midterm Exam Due by 9:00 pm (uploaded to Moodle)** Garcia, A. (2010). Introduction, p. 1-37 [available through library website as an ebook called *The Pastoral Clinic*] Garcia, A. (2010). Graveyard, p. 37-68 [available through library website as an ebook called *The Pastoral Clinic*]

Week 6	May 8th Discussion Leaders (for Garcia): 21, 22, 1 Group Discussion Leaders (for McLean): 2, 3, 4	Garcia, A. (2010). The Elegiac Addict, p. 69-110 [available through library website as an ebook called *The Pastoral Clinic*] McLean, K. (2016). "There's nothing here": Deindustrialization as risk environment for overdose. [Moodle]
Week 7	**The Opioid Crisis**	
	May 15th Discussion Leaders (for Dasgupta & Hansen): 5, 6, 7 Discussion Leaders (for Talbot, Del Real, & Goodnough): 8, 9, 10	Dasgupta, N., Beletsky, L. and Ciccarone, D. (2018). Opioid crisis: No easy fix to its social and economic determinants. [Moodle] Hansen, H. (2015). Pharmaceutical prosthesis and white racial rescue. [Moodle] Talbot, M. (2017). The addicts next door. [Moodle] Del Real, J. A. (2018). Sick river: Can these California tribes beat heroin and history? [Moodle] Goodnough, A. (2018). This city's overdose deaths have plunged. Can others learn from it? [Moodle] Watch: *Chasing Heroin*
Week 8	**Drug Treatment and Its Discontents**	
	May 22nd Discussion Leaders (for Gowan & Whetstone): 11, 12, 13 Discussion Leaders (for Gowan & Atmore): 14, 15, 16	Gowan, T. and S. Whetstone. (2012). Making the criminal addict: Subjectivity and social control in a strong-arm rehab. [Moodle] Gowan, T. and J. Atmore. (2012). Into the light: Evangelical rehab and the seduction of new life. [Moodle] Granfield, R. and W. Cloud. (1996). The elephant that no one sees. [Moodle] Watch: *Recovery Boys*
Week 9	**Harm Reduction: Come As You Are**	
	May 29th Discussion Leaders (for Woods): 17, 18, 19 Discussion Leaders (for Boyd): 20, 21, 22	Woods, I. P. (1998). Bringing harm reduction to the black community. [Moodle] Boyd, S., D. MacPherson, and B. Osborn. (2009). excerpts from *Raise Shit!* [Moodle] Watch: *Buzzfeed Follow This: Life Support*
Week 10	June 5th	Final Project Group Presentations **Report Sections and Self-Reflections due**