

Course Description (approximately 100 words). This will display in the catalog ::	This junior seminar analyzes a deadly infectious diseases, globally, historically, and currently, from sociological, public health, and anthropological perspectives. The course examines the social experience of tuberculosis (TB) before the discovery of antibiotics, investigates factors contributing to resurgent TB, and evaluates the challenges to implementing effective TB control programs. Area 2: Social Issues and Inequality and Area 3: Social Change.
Please list any prerequisites for this course::	none
Please list course restrictions here::	Junior standing or higher
Does this course require international travel?:	No
Please state the justification for this new course::	In an era with increasing concern about pandemics, no courses at Stetson focus specifically on infectious disease or the social factors that make poor and marginalized people most vulnerable to disease. This course complements other Sociology courses which examine social inequality (SOC1 304S), social conditions in developing countries (SOC1 337V: Sociology of Developing Societies), and the social construction and social determinants of illness (SOC1 375: Medicine and Health in Society). The course will appeal not just to sociology majors; it will also attract students in the public health, anthropology, and those from other departments and programs who are interested in careers in medicine or health.
Does this course have an equivalent in another department?:	No
Does the subject matter of this course overlap with an existing course(s) in another department? Does the course potentially affect other departments in other way(s)? If yes : list courses, department chair and date of conversation. :	No
Does course involve change to degree requirements (prerequisites, co-requisites, major or minor or other program and/or degree)? :	No
Does this course affect students in any other program or department outside of the college/school?:	No

Please list the learning outcomes of this course::

This course meets the junior seminar learning outcomes. It meets the writing learning outcome (1.1), by requiring, low-, medium-, and high-stakes writing in which students examine tuberculosis using public health, anthropology, and interdisciplinary social science texts. Students will have opportunities to receive feedback from both their peers and their instructor on assignments relating to the final paper; they will be expected to incorporate instructor feedback on the annotated bibliography and sentence outline into their final paper. This course meets the information fluency learning outcome (2.1) because students will be required to use library databases to find peer-reviewed articles to support the argument in their final paper. The speaking learning outcome (3.1) will be met by asking students to talk about what they found most intriguing and most confusing about assigned readings during each class meeting when they turn in their weekly assignment. Moreover, students will also have the opportunity to lead a classroom discussion, a role which will require them to synthesize the comments of their classmates in order to reach a conclusion about the readings or the phenomenon discussed in the readings. The critical thinking learning outcome (4.1) will be met by through all written work, which will require students to make an argument by synthesizing and evaluating data from required texts, or which they have gathered. Finally, the course meets the integration of interdisciplinary thinking learning objective (8.1) by requiring students to analyze texts from multiple disciplines, including history, sociology, public health, and anthropology, through multiple theoretical lenses, including Marxism, Durkheim's social cohesion theory, and a social causes of illness model. The course meets the learning outcome for personal and social responsibility general education courses, because it requires students to recognize how a complex public issue--control of an infectious disease--relates to social changes, such as industrialization, modernization, and globalization. Students will analyze TB control challenges, both historically and currently, by reading and dissecting scholarly literature. Student will also learn how to make an effective argument regarding the elimination of

	<p>tuberculosis, both locally and globally, by examining barriers to public health public health program implementation, such as stigmatization, systematic exclusion, and lack of resources or public commitment. Specifically, the course is being proposed as a social justice (V) course, because, both historically and currently, tuberculosis tends to afflict poor and marginalized communities, such as immigrants and ethnic minorities. Because the only way to eliminate tuberculosis, both locally and globally, is also to eliminate poverty and marginalization, TB control is a critical social justice issue. Students will develop their awareness of tuberculosis as a social justice issue by reading and discussing assigned texts, through a written assignment on the socioeconomic factors that contribute to both who contracts and recovers from TB, and through a simulation exercise to come up with a plan for controlling a fictitious TB outbreak in a homeless camp in Daytona Beach, FL.</p>
<p>Will this course have a General Education designation?:</p>	<p>Yes</p>
<p>Which designation are you seeking for this course?:</p>	<p>JSEM- Junior Seminar (includes WE)</p>
<p>Please describe how this course will meet the Personal and Social Responsibility outcome: Students can recognize a complex personal, professional, or public issue related to Environmental responsibility, ethical or spiritual reflection, health and wellness, human diversity, or social justice; analyze that issue; and argue effectively for a personal position on it.:</p>	<p>The course meets the learning outcome for personal and social responsibility general education courses, because it requires students to recognize how a complex public issue-- control of an infectious disease--relates to social changes, such as industrialization, modernization, and globalization. Students will analyze TB control challenges, both historically and currently, by reading and dissecting scholarly literature. Student will also learn how to make an effective argument regarding the elimination of tuberculosis, both locally and globally, by examining barriers to public health public health program implementation, such as stigmatization, systematic exclusion, and lack of resources or public commitment.</p>
<p>Please select the following designation for your Stetson Values course::</p>	<p>J- Social Justice</p>
<p>Please go to the Writing Program website for additional information on Writing Enhanced courses. Your proposal will be sent to the Director of the Writing Program for approval.</p>	<p>This course will meet the WE designation by requiring students to do a series of writing assignments including low-stakes, medium-stakes, and high-stakes writing. Students will</p>

<p>Referring explicitly to the goals of a WE course, explain how the course merits the WE designation::</p>	<p>have the opportunity to receive feedback from both their classmates during in-class, peer review sessions and from their instructor during at least two stages in the writing process. Low-stakes writing will include daily response paragraphs, which will help to inform classroom discussions. Medium-stakes writing assignments may include a paper on the way tuberculosis has been socially constructed in fictional works, a paper comparing illness experience in two cultures, and a take-home mid-term essay on the social determinants of tuberculosis resurgence. The final paper will be an in-depth analysis on tuberculosis control in one or two global locations. The final paper will require students to make use of library databases to find at least six peer-reviewed sources. Students will receive feedback on an annotated bibliography and on a sentence outline, which they will be expected to incorporate into their final paper.</p>
<p>Describe how this course serves to strengthen student written communication or what specific disciplinary writing features the course teaches:</p>	<p>As stated above, this course will require low-, medium-, and high-stakes writing in which students examine tuberculosis using public health, anthropology, and interdisciplinary social science texts. Students will have opportunities to receive feedback from both their peers and their instructor on assignments relating to the final paper before turning in the final version.</p>
<p>Describe how revision is incorporated into writing assignments; which writing projects will require revisions; and how feedback will be provided and by whom:</p>	<p>Students will have opportunities to receive feedback from both their peers and their instructor on assignments relating to the final paper before turning in the final version. First, they will submit an annotated bibliography, which articulates how each of their sources informs their final paper or contributes to their argument. Second, they will submit a sentence outline spelling out their argument and the types of support they plan to use in each section. Peer review of final paper sentence outlines will be conducted in class. Students will also receive written feedback on an annotated bibliography and on a sentence outline from the instructor, which they will be expected to incorporate into their final paper.</p>
<p>Describe how students will be finding, evaluating, and incorporating outside source material into their written texts:</p>	<p>The final paper will be an in-depth analysis on tuberculosis control in one or two global locations. The final paper will require students to</p>

	make use of library databases to find at least six peer-reviewed sources.
Describe how much students' written work will count toward the final grade:	More than 60% of the grade for this class will be based on written assignments.
Explain the specific components of the course that meet the learning outcomes for a Junior Seminar. The learning outcomes are listed below.:	<p>This course meets the junior seminar learning outcomes. It meets the writing learning outcome (1.1), by requiring, low-, medium-, and high-stakes writing in which students examine tuberculosis using public health, anthropology, and interdisciplinary social science texts. Students will have opportunities to receive feedback from both their peers and their instructor on assignments relating to the final paper; they will be required to incorporate instructor feedback on the annotated bibliography and sentence outline into their final paper. This course meets the information fluency learning outcome (2.1) because students will be required to use library databases to find peer-reviewed articles to support the argument in their final paper. The speaking learning outcome (3.1) will be met by asking students to talk about what they found most intriguing and most confusing about assigned readings during each class meeting when they turn in their weekly assignment. Moreover, students will also have the opportunity to lead a classroom discussion, a role which will require them to synthesize the comments of their classmates in order to reach a conclusion about the readings or the phenomenon discussed in the readings. The critical thinking learning outcome (4.1) will be met by through all written work, which will require students to make an argument by synthesizing and evaluating data from required texts, or which they have gathered. Finally, the course meets the integration of interdisciplinary thinking learning objective (8.1) by requiring students to analyze texts from multiple disciplines, including history, sociology, public health, and anthropology, through multiple theoretical lenses, including Marxism, Durkheim's social cohesion theory, and a social causes of illness model.</p>
Which designation are you seeking for this course?:	V- Stetson Values (You will select R, E, D, W, or J on the next screen)

<p>Please explain how specific components of your course will help students achieve the Social Justice learning outcome?:</p>	<p>The course is being proposed as a social justice (J/W) course, because, both historically and currently, tuberculosis tends to afflict poor and marginalized communities, such as immigrants and ethnic minorities. Because the only way to eliminate tuberculosis, both locally and globally, is also to eliminate poverty and marginalization, TB control is a critical social justice issue. Students will develop their awareness of tuberculosis as a social justice issue by reading and discussing assigned texts, through a written assignment on the socioeconomic factors that contribute to both who contracts and recovers from TB, and through a simulation exercise to come up with a plan for controlling a fictitious TB outbreak in a homeless camp in Daytona Beach, FL.</p>
<p>Are you seeking a Writing Enhanced designation for this course?:</p>	<p>Yes</p>