



SOC/CHS 303: Health & Society
Syllabus, Summer 2020
Jul 13, 2020 - Aug 12, 2020

Instructor: Kelsey Gonzalez

Office Hours: Schedule an appointment here - <https://calendly.com/kelseygonzalez/office-hours>

Office: Social Sciences Building, Room 412

Course website: <http://D2L.arizona.edu/>

Email: kelseygonzalez@email.arizona.edu

Course Description and Objectives:

This course introduces students to the study of Medical Sociology (a.k.a. Health Sociology, The Sociology of Health, and the Sociology of Health and Illness). Sociology brings a unique, sometimes critical, perspective to the consideration of health and illness. The first half of the course emphasizes the individual and their health. Topics include the social patterning of mental and physical illness, and the experience of illness. The second half of the course shifts the analytical lens to the meso and macro level, focusing on broader institutional issues. Topics include the default American lifestyle, the development of medicine and medical authority, American health care systems, and health care policy.

Contacting the Instructor: “Ask The Instructor”

Questions about course content should **not** be emailed. Instead, they should be posted on the D2L Discussion board called “Ask The Instructor.” This way, questions and answers about assignments, policies and site navigation can benefit both you and your peers. The odds are that they’ll have similar questions! Personal issues and concerns can be emailed to kelseygonzalez@email.arizona.edu. If you'd like to meet with me for office hours, schedule an appointment here: calendly.com/kelseygonzalez/office-hours

Learning Outcomes:

Upon completion of this course and activities, students will:

- Demonstrate knowledge of human suffering and how issues related to human suffering are addressed in contemporary society.
- Demonstrate knowledge of the social causes and social consequences of health and illness in contemporary society
- Demonstrate knowledge of social inequalities in contemporary societies based on class, gender, race, and/or sexual orientation. Students will also demonstrate knowledge about how to critically evaluate arguments about and solutions to inequality and diversity in society.
- Identify several social and material mechanisms affecting people’s health
- Explain the meaning of key concepts in medical sociology
- Demonstrate knowledge of health care systems in the U.S.
- Compare health care systems in the U.S. to those in other countries
- Discuss interventions aimed at promoting health in the U.S.
- Demonstrate critical thinking skills, complex reasoning, and written communication skills

Required Textbooks and Materials:

- All readings are provided on D2L or through online access at the University Library.
- Perusall is a software that hosts book chapters, journal articles, webpages, and youtube videos in one place. I like Perusall because it keeps our D2L page nice and clean and organized. While you can download the respective articles from Perusall to print them or convert to an audio format, Perusall facilitates collaborative annotating and highlighting. If you decide to consume the course content outside of Perusall, please log in to comment, annotate, and respond to your classmates. This is part of your grade.

Grading Scale and Policy

Assignment of final grades in accordance with University Grading Policy (<https://catalog.arizona.edu/policy/grades-and-grading-system>) as follows:

90-100% = A
80-89.9% = B
70-79.9% = C
60-69.9% = D
Below 59.9% = E/F

Instructor does not 'round' grades pursuant to the above policy. For example, a 79.99% earns a "C" grade.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

We all make mistakes. If you feel a grade item was assessed with an error, please reach out via email to me directly within 72 hours of the item being graded.

Assessment of student performance will be conducted as follows:

Reading Annotations + Quizzes (9)	27% of total grade
Theory Applications & Media Lit (5)	28% of total grade
Discussions (4)	12% of total grade
Sociological Analyses (4)	21% of total grade
Final Exam (1)	10% of total grade
Other activities	02% of total grade

Extra-credit Work:

I offer **NO extra credit or substitute work**. Further, pursuant to university policy, I cannot change grades after the end of the semester unless I have made a calculation error. Please make every possible effort to keep up with your work and **seek help early if you are falling behind**. This is an extremely fast-paced course, it will be difficult to catch up!

Late Work Policy

Late work is NOT ACCEPTED, unless it is accompanied by a Physician/Nurse Practitioner excuse, Dean's Excuse, or documented family emergency. Students ARE NOT to email instructor late work 'just in case'; instructor will not respond to such emails, nor will attached work be accepted for credit. Students are advised to **complete assignments WELL IN**

ADVANCE. Students should anticipate and plan for non-emergency challenges (such as transportation issues, internet connectivity issues, competing demands between work/school, etc.) as these instances do NOT constitute a medical/family emergency or Dean's Excused Absence.

Course Roadmap:

MON

TUES

WED

THURS

FRI

SAT

SUN

W01

13

14

15

16

17

18

19

Syllabus read, office hour sign-up, syllabus quiz, plagiarism game

Introduction to Medical Sociology Readings & Quiz

The Waiting Room & Media Literacy Worksheet & Theory Application

Due 11:59 PM

History of Medicine & the Medical Industrial Complex Readings & Quiz

Discussion & 2 Responses

Due 11:59 PM

W02

20

21

22

23

24

25

26

Health Care Systems in the United States Readings & Quiz

3 film options & Media Literacy Worksheet & Theory Application

Due 11:59 PM

Doctors & Bias in Medicine Readings & Quiz

Discussion & 2 Responses

Sociological Analysis of a Problem or Issue in our Health Care System 3-page Memo

Due 11:59 PM

W03

27

28

29

30

31

1

2

Health Behavior Readings & Quiz

Feeding Frenzy & Media Literacy Worksheet & Theory Application

Due 11:59 PM

Illness Behavior & Illness Experience Readings & Quiz

Discussion & 2 Responses

The Sociological Dimensions of Health Behavior 3-page Memo

Due 11:59 PM

W04

3

4

5

6

7

8

9

Proximate Causes Readings & Quiz

Unnatural Causes & Media Literacy Worksheet & Theory Application

Due 11:59 PM

Fundamental Causes Readings & Quiz

Discussion & 2 Responses

The Sociological Dimensions of a Disease or Illness 3-page Memo

Due 11:59 PM

TCE

W05

10

11

12

13

14

15

16

Social Epidemiology & COVID-19 Readings & Quiz

Theory Application

Final Exam (Online)

Due 11:59 PM

A large, faint watermark reading "FOR" is oriented vertically on the right side of the page.

Description Of Course Activities:

Part 0: Getting Started

Syllabus Quiz: (5 minutes per module, 1 modules total)

There is a syllabus quiz that demonstrates that you have read all of the material and understand the requirements for the course. Successful completion of the quiz serves as an implicit contract between the student and instructor, certifying that you understand the expectations for the course

Plagiarism Game: (5 minutes per module, 1 modules total)

You will also play an online plagiarism game at <http://www.lycoming.edu/library/instruction/tutorials/plagiarismGame.aspx> and submit a screenshot of their certificate of completion in the Assignments drop box on D2L.

Part A: The Material

Module Lecture/Powerpoint: (30 minutes per module, 9 modules total)

I will introduce each module with a lecture video that lasts approximately 30 minutes. This introduction will go over the main concepts of the module and frame the readings. Like a face to face course, I expect that students listen to these lectures. Post any questions about concepts that are unclear in the “Ask the Instructor” discussion forum on D2L.

Module Readings & Annotations: (5 hours per module, 9 modules total)

Each module will consist of readings from the various library books or readings uploaded to D2L. This is an upper-level elective course which means that there is A LOT of content and requires a substantial amount of reading. I expect that you read all of the assigned materials before attempting the quiz or other course activities.

A full list of each module’s readings is available and the end of this syllabus.

In addition to reading the content, I expect that you use the D2L-integrated *Perusall* tool to live annotate the readings with your classmates. A good rule of thumb is to add at least one annotation to each reading. Engagement with this tool is part of your grade. Highlights and annotations are public to the course-group and will be seen by other classmates. Use annotations to ask critical questions of the text, point out any sections that are unclear, connect to other readings, etc. This fosters a collaborative environment and helps us all learn better together.

Module Quiz: D2L Quiz (1 hour per module, 9 modules total)

Bi-weekly reading quizzes will test your knowledge and understandings of the readings and lecture. These quizzes will test you on all of the course readings and will include T/F, multiple choice, and sometimes short answer questions. You will take the quizzes through D2L. To do well, you should complete the reading before taking the quiz.

Part B: Theory Applications

Film (120 minutes per theory application, 5 theory applications total)

In modules the first module of the week, you will be viewing a film (usually a documentary). I try to choose films that are particularly relevant for that modules' material and will help you apply the theories you've learned. For your second theory application, you will pick a film to view from a list of options.

If you find yourself wishing to view another relevant film of a similar length to replace the assigned film, I am willing to make exceptions. You can need to request this accommodation at least 48 before the due date.

Media Literacy worksheet (60 minutes per theory application, 5 theory applications total)

For each film you watch you will complete a media literacy "worksheet" (A D2L quiz) that helps you critically analyze the purpose of the film. I suggest you complete the worksheet during and immediately after viewing the film. The questions in the D2L quiz are listed in the quiz description and this assignment is flexible.

Theory Application (3 hours per theory application, 5 theory applications total)

After watching the film and completing the media literacy worksheet, you will write at least 2 paragraphs to me relating the theory from the readings to the film. This could include ways in which you saw specific theories portrayed in the film, how a theory from the readings didn't match what was shown in the film, theories you felt the film missed, or even how two competing theories played out in the film. This assignment is built as an opportunity for you to show mastery of relevant sociological theories as well as critical analysis applied to the film and the theories. Arguments and opinions must be strengthened by citing quotes or concepts from the assigned readings. For further requirements, see the D2L rubric.

Part C: Discussions

Discussion Posts (90 minutes per discussion, 4 discussions total)

The question for each discussion is on the relevant D2L discussion page. After reading the discussion question, you will join a discussion board with your classmates. Each discussion response must be at least 5 sentences written or a 60 second video. The opinions need to be respectful and professional. Arguments and opinions can be strengthened by citing quotes and concepts from the assigned readings from the discussion reading or the module readings as well as any outside, relevant, SCHOLARLY resources. Because we have such quick modules, I suggest you do your posts by Friday morning and check back to rate your peers' rankings on Saturday. Students must engage with two other students in their discussions by posting written feedback OR making a video where you describe your opinion/response verbally. For further requirements, see the D2L rubric.

Part D: Sociological Analysis

Research and Outlining (5 hours per module, 3 analyses total)

In the second module of mosts weeks you will write a 3-page analysis on various social factors in health and illness. This assignment is designed to give you the opportunity to develop a sociological analysis of some aspect of health, illness, or healing. In addition, it allows you to practice creativity and agency in connecting the course material to an issue of your choosing that hopefully interests you. The prompt and directions for each memo will be listed under the

corresponding section on D2L. After choosing your focus for the memo and researching the topic, follow the outline provided in the directions to write your memo.

Memos (10 hours per module, 3 analyses total)

After researching your topic, you will write a memo or “report” on your findings. Written memos are to be at least 3 pages in length (not including references), double-spaced, 12-point Times New Roman or Cambria font with 1-inch margins and using a bibliographic formatting of choice (Harvard, APA, ASA, MLA). I expect these to be concise and organized demonstrations of your topic and medical sociological concepts of the module and/or semester so far. Connect back to the course readings and PowerPoints in addition to at least **3** outside sources that focus on your chosen topic. I expect that you proofread these memos carefully before submission as I will deduct points for spelling errors, grammatical errors and incorrect citations or formatting. I suggest that you find a highly literate friend to proofread your weekly memo or utilize the resources at the UA writing center. This should go through a minimum of 1 revision after the first draft. Collectively, these are worth 21% of your grade. Be resourceful and use the many online resources available to format your citations (citethisforme.com, citation managers). Excellence in written communication is essential for your ongoing success as a student and professional. Like any skill, it takes practice and revision.

In the comment section of your memo upload, highlight two areas they are proud of and two areas where they would like feedback. This allows me to give focused attention to the areas that are most important to you and make the feedback process as meaningful as possible.

Part E: Final Exam

During the final module, you will take a final exam. This final exam will cover material in all nine modules and will be administered via D2L over the period of the final module. The exam is due at 11:59 pm on the final day of the semester.

Other Student Policies:

Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract and to sign the Honors Course Contract Request Form. The form is available at <http://www.honors.arizona.edu/documents/students/ContractRequestFrom.pdf>.

Attendance Policy

The UA's policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/2015-16/policies/classatten.htm>

The UA policy regarding absences on and accommodation of religious holidays is available at <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: http://uhap.web.arizona.edu/chapter_7#7.04.02

Virtual Classroom Behavior

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed.

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Please also refer to Netiquette guidelines <http://www.albion.com/netiquette/index.html>

Threatening Classroom Behavior

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>. If you have reasonable accommodations, please contact me to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of **independent effort** (which means no papers written by other students, purchased online or a third-party paper mill) unless otherwise instructed. Students are expected to adhere to the UA

Code of Academic Integrity as described in the UA General Catalog. See:
<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The following activities are expressly prohibited:

- Copying work from a classmate
- Copying work from anyone who has taken this course previously
- Having someone complete assignments other than the student registered for the course
- Submitting work/ideas of another author without using proper citations
- Copying and pasting from websites (including Wikipedia and blogs)
- Taking exams or quizzes with other students from the class
- Resubmitting assignments you turned in for previous courses without approval from me and the other instructor
- Submitting false documentation for missing course related deadlines
- If you copy someone's work and use most of their original wording but change a few words without citing the original author, it is still considered a violation of academic integrity.

The University Libraries have some excellent tips for avoiding plagiarism available at:
<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions (aka penalties like potential expulsion and/or failing this course and a lengthy process involving the Dean's Office). Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

UA Non-discrimination and Anti-harassment policy:

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

<http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf>

UA Academic policies and procedures are available at:
<http://catalog.arizona.edu/2015-16/policies/aaindex.html>

Student Assistance and Advocacy information is available at:
<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<https://deanofstudents.arizona.edu/student-assistance/confidentiality-privacy>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Reading List:

1. Intro to Health & Society

- Weiss & Lonnquist. (2015). "Social Epidemiology" *The Sociology of Health, Healing, and Illness*. Ch 4.
- Cockerham and Scrambler. (2010). "Medical Sociology and Sociological Theory" *The New Blackwell Companion to Medical Sociology*. Ch 1: 1-26.
- Health & Medicine: Crash Course Sociology #42
- Film: The Waiting Room (2012)

2. History of Medicine & the Medical Industrial Complex

- Weiss & Lonnquist. (2009). "The Development of Scientific Medicine" *The Sociology of Health, Healing, and Illness*. Ch 2: 13-33.
- The Bizarre and Racist History of the BMI (Short Commentary)
- Vice: The US medical system is still haunted by slavery
- The Tuskegee Study
- The Impact of the Tuskegee Study on Medical Distrust
- Medical Industrial Complex Visual (Visual + Commentary)
- Gabe & Monaghan. (2013). "The Medical Model". *Key Concepts in Medical Sociology*: 111-115.
- Gabe & Monaghan. (2013). "Consumerism". *Key Concepts in Medical Sociology*: 203-207.

3. Health Care Systems in the US

- 11 "mind-blowing" facts about American health care dysfunction
- Cockerham (2017). "Health Care Reform and Health Policy in the USA" *Medical Sociology*. Ch 15: 359-387
- Gabe & Monaghan. (2013). "Hospitals and Health Care Organizations". *Key Concepts in Medical Sociology*: 191-194.
- Medicaid, explained: why it's worse to be sick in some states than others
- Time: Bitter Pill: The Exorbitant Prices Of Health Care
- Hasan Minhaj: Drug Pricing & Insulin
- Film: The Bleeding Edge (2018) or American Circumcision (2017) or Orgasm, Inc (2009) or American Addict (2012)

4. Doctors & Bias in Medicine

- Barkan. (2017). "Physicians and Their Interaction with Patients" *Health Illness and Society*. Ch 8:153-173
- What healthcare consumers need to know about racial and ethnic disparities in healthcare
- Gabe & Monaghan. (2013). "Malpractice". *Key Concepts in Medical Sociology*: 226-229.
- Last Week Tonight with John Oliver (HBO): Bias In Medicine (Video)
- Vice: For Trans People, Doctors Are Both Allies and Antagonists (Case Study)
- Torres & Torres (2020) "I felt stupid and like crying": Healthcare Bias and Discrimination. *Contexts*

5. Health Behaviors

- Mirowsky, John, and Catherine E. Ross. "Education, health, and the default American lifestyle." *Journal of Health and Social Behavior* 56.3 (2015): 297-306.
- Budrys (2017). "Healthy and Unhealthy Behaviors: Diet" *Unequal Health*. Ch 6: 65-78.
- Budrys (2017). "Healthy and Unhealthy Behaviors: Exercise, Smoking, and Substance Abuse" *Unequal Health*. Ch 6: 79-98.
- Contexts: Shaming Obesity (Short Commentary)
- Contexts: Food Deserts (Short Commentary)
- Vox: Dr. Oz's three biggest weight loss lies, debunked (video)
- Film: Feeding Frenzy (2013)

6. Illness Behavior & Illness Experience

- Cockerham (2017). "The Sick Role". *Medical Sociology*. Ch 15: 189-216.
- Mental Health Stigma in the Black Community | The Daily Show (video)
- Anders "Labeled" Contexts (Commentary / short Case Study)
- Excerpt from William's *Black Pain* (Book Excerpt / Case Study of Mental Pain)
or
- Time: I Was Pregnant and in Crisis. All the Doctors and Nurses Saw Was an Incompetent Black Woman (Case Study of Physical Pain)

7. Proximate Causes

- Brulle & Pellou (2006) *Environmental Justice: Human Health And Environmental Inequalities*
- Gee & Payne-Sturges (2004) *Environmental Health Disparities: A Framework Integrating Psychosocial and Environmental Concepts*
- Don't Drink the Water: The Crisis in Flint from a Sociological Perspective
- Film: Unnatural Causes: Place Matters & In Sickness and in Wealth

8. Fundamental Causes

- Link & Phelan. (1995). *Social Conditions As Fundamental Causes Of Disease*. 80-94.
- Black Lives Matter: A Commentary on Racism and Public Health (Extended Commentary)
- Stolen Breaths (Extended Commentary)
- Code Switch Podcast: This Racism Is Killing Me Inside" 30 min (Podcast)
or
- Why Is This Happening Podcast: "Dying of Whiteness with Johnathon Metz" (Podcast)
- How Working-Class Life Is Killing Americans, in Charts (Interactive)

9. Social Epidemiology & COVID-19

- Pritle (2020) *Racial Capitalism: A Fundamental Cause of Novel Coronavirus (COVID-19) Pandemic Inequities in the United States*
- Health, Inequity, and COVID-19 || Radcliffe Institute (1 hour Webinar)
- Ray and Rojas (2020) *covid-19 and the future of society*