

## Sociology 1576 – Introduction to Sociology for Health Professions (3 cr)

Spring 2019 – T/R 11:00 am - 12:20 pm – Anderson Hall 00203

Prof. Tania M. Jenkins

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Office hours: Tuesday & Thursdays 2:00 – 3:30 pm or by app't / Gladfelter 758

“We [as sociologists] can accomplish something which is never attainable in the natural sciences, namely the subjective understanding of the action of the component individuals” —Max Weber, 1968

### Catalog description:

This course offers an introduction to the discipline of sociology. Focused on a systematic study of social life, the discipline of sociology offers distinctive concepts and methods to understand human beings and the societies they inhabit. The primary operating principle of sociology is to shift analytic emphasis—common to the health professions—from individual characteristics to the characteristics of broader social contexts, groups, and institutions. This Introduction to Sociology is specifically intended for those with interests in the health professions. We apply each topic we study to issues in health and medicine, pairing general sociology readings with readings specifically on health and medicine. Students preparing for the revised MCAT (2015) are especially encouraged to take this course.

### Course overview:

Sociology is the study of society. It is the branch of science that examines how human beings interact with others and their environment to create groups, institutions, structures, and oftentimes, problems. But why should future health professionals study *society* when their future work will focus on *individuals* (patients), or better yet—individual body parts, like the pancreas? The short answer is that patients (and their pancreases) don't exist in isolation; they come from families, live in communities, and interact with social institutions, all of which can influence their health and wellbeing. This course will therefore introduce future health professionals to the concepts, problems, theories, and methods that will help them come to view individuals as social, as well as biological, creatures. To this end, lectures and reading assignments are specifically curated for students majoring in health-related fields, with a special emphasis on how each topic/theme relates to medicine and health. As this is an introductory-level course, no prerequisites are required.

### Course objectives:

By the end of this course, students should be able to:

- Develop a sociological imagination through which to critically examine themselves, others, their (future) profession, and society more broadly;
- Gain a critical understanding of the major topics, concepts, and issues studied by sociologists;
- Understand and critique sociological methods and their application;
- Effectively communicate these reflections in written and oral form, through the assignments described below.

### Course Requirements:

- **Active participation (15%):** I expect you to come to every class prepared to learn. That means arriving on time, leaving on time (not leaving suddenly in the middle of class unless it's urgent), paying attention, and actively participating in class discussions. “Active participation” involves regularly and thoughtfully contributing comments and questions to class discussions, and applying these ideas in new or creative ways. Every class will begin with a conversation about current events; you'll therefore be expected to read/watch the news daily and come prepared to discuss recent happenings (see hand-out on the news). In all discussions, you must closely adhere to the Ground Rules for In-Class Discussion attached to the end of this syllabus. Failure to adhere to the ground rules may result in a grade of zero for

participation (see respect policy below). Come see me in the first week of class if regular participation is not possible for some reason.

- **Pop quizzes (15%):** To make sure that readings are being done carefully, pop quizzes will be administered without prior notice on a regular basis throughout the term. There are **no** make-up quizzes so be sure to attend class regularly.
- **Midterm (20%):** The midterm exam will be held on **Thursday, February 28, 2019 during class (yes, right before spring break)** and will consist of multiple-choice, short answer, and short essay questions. Make-up exams are only allowed if you have a documented university-accepted absence (e.g. doctor's note, police report, funeral program). Note that make-up exams may differ in content/format from original exams.
- **Letter to my Future Self (20%):** You will be required to write a short (2-3 page, double-spaced, 12-point Times New Roman font, 1 inch-margins, stapled) letter to your future health professional self. You will first pick a concept from the course that you found particularly compelling (e.g. socialization) and define it in 1-2 paragraphs using plain English (remember, you'll be reading this in 10-15 years, long after your Intro to Sociology class). Then, you will use the remaining space to explain why this concept may be important to your future work as a health professional. You'll be expected to use concrete examples to help support your claim that this concept matters to health work. Come talk to me in office hours if you have difficulty choosing a concept. Students are also strongly encouraged to make an appointment with the Temple University Writing Center (<http://www.temple.edu/writingctr/index.asp>) prior to submitting their work, as spelling and grammar will count towards the grade. This writing assignment is due on the last day of classes, Thursday, April 25, at the very beginning of class (11 am ET). Late submissions will be docked one letter grade per day (including April 25<sup>th</sup>) except for documented university-accepted absences (e.g. doctor's note, police report, funeral program).
- **Final Exam (30%):** The final exam will be held during the Final Examination period, on Tuesday, May 7, 2019 from 10:30 AM - 12:30 PM in our regular classroom. It will be **cumulative** and will consist of multiple choice, short answer, and short essay questions. Make-up exams are only allowed if you have a documented university-accepted absence (e.g. doctor's note, police report, funeral program). Note that make-up exams may differ in content/format from original exams.

**Grading system** (letter grade / numerical grade / grade points)

<b>A</b>	92.5-100%	4.0	<b>C</b>	72.5-77.49%	2.00
<b>A-</b>	90-92.49%	3.67	<b>C-</b>	70-72.49%	1.67
<b>B+</b>	87.5-89.99%	3.33	<b>D+</b>	67.5-69.99%	1.33
<b>B</b>	82.5-87.49%	3.00	<b>D</b>	62.5-67.49%	1.00
<b>B-</b>	80-82.49%	2.67	<b>D-</b>	60-62.49%	0.67
<b>C+</b>	77.5-79.99%	2.33	<b>F</b>	0-59.99%	0.00

**Required texts:**

One textbook is required for this course and is available for purchase at the Temple Bookstore or online (e.g. Amazon.com). An electronic (e-book) version is also available online:

- Conley, Dalton (2017). You May Ask Yourself, Fifth Edition (the one with the turquoise cover). New York: W. W. Norton & Company

All other required readings will be available via Canvas (canvas.temple.edu). Students are encouraged to print out non-textbook readings to make a reader which can they can mark up with notes and comments, and bring to class.

Students contemplating careers in medicine are encouraged (but not required) to read *Intern: A Doctor's Initiation* by Sandeep Jauhar (2008), a candid look at a doctor's first year of practical training.

### Course policies:

- *Absence policy:* Although it will not be directly graded, please note that attendance is indirectly reflected in in-class participation and pop quizzes, which together count for 30% of your final grade. Therefore, miss class at your own peril; only students with university-excused absences will be able to make up quizzes and participation. High school homecomings, heavy drinking the night before, or the death of your pet iguana are sadly not examples of valid excuses for making up missed work.
- *Religious Holidays:* If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class, you may make up for this class by completing a make-up assignment. Please let me know the first week of the semester to make alternative arrangements.
- *Grading policy:* I strive to grade exams and assignments fairly and accurately. That said, mistakes do happen. If you believe there has been a mistake on the grading of an exam or assignment and would like to have the grade reviewed, you will have one week after the work has been returned to write a one-page summary detailing the error/inconsistency. **Note that upon review, your grade is subject to either increase or decrease.**
- *Contacting me:* I encourage you to drop by my office hours (see above) to discuss anything related to the course, sociology, or your broader career trajectory. If you need to reach me outside of office hours or class time, you can send me an email with Soc 1576 in the subject line and your name somewhere in the body of the email. **You can usually expect a response within 48 hours or less**, although if your question is of a nature that might be best answered in person, I may suggest that you come discuss it in office hours.
- *Electronics policy:* Tablets and laptop computers are permitted in class ONLY for taking notes. Do so at your own peril, however; studies have found that taking notes by computer, rather than by hand, leads to worse learning outcomes (see <https://www.scientificamerican.com/article/a-learning-secret-don-take-notes-with-a-laptop/>). Please **silence** and stow all other electronic devices including cellphones, Fitbits, Tamagotchi pets, or anything else that makes noise, vibrates, or generates light. Using electronics that distract the learning process during class will result in getting a grade of zero for attendance during that class. Also, please do not audio or video record any part of class unless I have granted permission to do so.
- *Respect policy:* To ensure that everyone feels fully comfortable participating, all students in the class must treat others with civility and respect and conduct themselves in a way that does not interfere with other students' learning. Mutual respect will be strictly enforced under a zero tolerance policy (see attached Ground Rules for In-Class Discussion); failure to adhere to these ground rules may result in a grade of zero for participation.
- *Student stress and basic needs:* College can be stressful for wide range of reasons. These reasons can be both related and unrelated to schoolwork, such not having enough food to eat or not having a safe place to live. If you or someone you know is experiencing a level of stress that may be affecting academic performance in this or any other course, contact the CARE Team in the Dean of Students Office for support: **careteam.temple.edu**. If the stress is resulting in mental health problems, contact Tuttleman Counseling Service: 215 204-7276, 1700 North Broad St., 2nd floor. Absences related to documented mental health problems are excused in this course. In emergency situations, contact TU Police: (215) 204-1234. If you feel comfortable, you can also notify me so that I can offer any resources that may be at my disposal. Please note that as a faculty member, I am required to report any information regarding sexual misconduct to the University Title IX Coordinator; as a student, however, you are **not** required to meet with or report anything the Title IX office. If you prefer, students may

speak to someone **confidentially** by contacting Student Health Services (215-204-3284) or Women Organized Against Rape (24 hours confidential; 215-985-3333).

### University Policies:

- *Academic Honor Code:* Temple University believes strongly in academic honesty and integrity. Essential to intellectual growth and the university's core educational mission is the development of independent thought and respect for the thoughts of others. Academic honesty fosters this independence and respect. Academic dishonesty undermines the university's mission and purpose and devalues the work of all members of the Temple community. Every member of the university community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are responsible for adhering to the principles of academic honesty and integrity. For more information, see the Student Conduct Code (Policy #03.70.12) at <http://policies.temple.edu/PDF/398.pdf>

**\*\*\*Plagiarism or cheating in any form will not be tolerated and will be dealt with swiftly according to university policy\*\*\***

To avoid unintentionally plagiarizing, please visit the following website from Temple University's Writing Center: [http://www.temple.edu/writingctr/student\\_resources/plagiarism.htm](http://www.temple.edu/writingctr/student_resources/plagiarism.htm)

- *Disability Disclosure:* Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.
- *Student and Faculty Academic Rights and Responsibilities:* Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: [http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02)
- *Incomplete policy:* Department of Sociology policy dictates that no student may be given an Incomplete in a course without first receiving permission from the instructor and signing a contract with that professor specifying the remaining work to be completed and the agreed-upon time-frame for its completion.

### COURSE OUTLINE\*:

#### PART I: The Fundamentals

##### Week 1 (Jan 15): Thinking like a Sociologist

- Conley pp. 3-17; skim 23-41; 102-107

**NB: Class and office hours cancelled January 17, 2019**

##### Week 2 (Jan 22/24): Methods to the Madness

- Conley pp. 45-69
- Best, J. (2001). *The Importance of Social Statistics. Damned Lies and Statistics: Untangling Numbers from the Media, Politicians, and Activists* (pp. 9-29). Berkeley: University of California.

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\* Please note that this syllabus is a living document and is subject to minor revision throughout the semester. What will not change are your assignments and their respective due dates.

- Bosk, C. (1996). The Fieldworker and the Surgeon. In C. D. Smith & W. Kornblum (Eds.), *In the Field: Readings on the Field Research Experience* (pp. 129-138). New York: Praeger.

#### Week 3 (Jan 29/31): Danger! Society at Work: Social Construction

- Conley pp. 136-139
- Martin, E. 1991. The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles. *Signs* 16(3):485-501.
- Conrad, P., & Barker, K. K. (2010). The Social Construction of Illness: Key Insights and Policy Implications. *Journal of Health and Social Behavior*, 51(1\_suppl), S67-S79.

#### Week 4 (Feb 5/7): Fitting in: Groups, Networks, and Organizations / Socialization

- Conley pp. 165-176; 181-183 (networks & orgs) / 117-136 (socialization)
- Hafferty, F. W. 1988. Cadaver Stories and the Emotional Socialization of Medical Students. *Journal of Health and Social Behavior* 29(4):344-56.
- Shakya, H. B., & Christakis, N. A. (2017). A New, More Rigorous Study Confirms: The More You Use Facebook, the Worse You Feel. *Harvard Business Review*. <https://hbr.org/2017/04/a-new-more-rigorous-study-confirms-the-more-you-use-facebook-the-worse-you-feel>

#### Week 5 (Feb 12/14): Keeping Tabs: Deviance & Social Control

- Conley pp. 190-199; 205-220
- Rosenhan, D. L. 1973. On Being Sane in Insane Places. *Science* 179:250-58.
- Parsons, T. (1951). Social Structure and Dynamic Process: The case of Modern Medical Practice in *The Social System* (pp. 436-439). New York: The Free Press.
- Zola, I. K. (2005). Medicine as an Institution of Social Control. In P. Conrad (Ed.), *Sociology of Health & Illness: Critical Perspectives* (7th ed., pp. 432-442). New York: Worth Publishers.

#### Week 6 (Feb 19/21): Nurture without Nature: Culture

- Conley pp. 77-92
- Miner, H. 1956. Body Ritual Among the Nacirema. *American Anthropologist* 58(3):503-07.
- Fadiman, A. (1997). Chapter 3: The Spirit Catches You and You Fall Down. *The Spirit Catches You and You Fall Down* (pp. 20-31). New York: Farrar, Straus & Giroux.
- Luhrmann, T. M., R. Padmavati, H. Tharoor, and A. Osei. 2015. Hearing Voices in Different Cultures: A Social Kindling Hypothesis. *Top Cogn Sci* 7 (4):646-63.

#### Week 7 (Feb 26/28): Structure v. Agency / Midterm

- Meyer, P. (1970). If Hitler Asked you to Electrocute a Stranger, Would you? Probably. *Esquire Magazine*.

**\*\*\*MIDTERM EXAM: Thursday, February 28 during class\*\*\***

**\*\*\*SPRING BREAK – March 5/7: No Class\*\*\***

## **PART II: The Fault Lines of Social Inequality**

#### Week 8 (Mar 12/14): The Bottom Line: Wealth & Class

- Conley pp. 247-250; 395-401
- Ehrenreich, B. (1999). Nickle-and-Dimed: On (Not) Getting by in America. *Harper's Magazine*, 298(1784), 37-52.
- Link, B. G., and Jo Phelan. 1995. Social Conditions as Fundamental Causes of Disease. *Journal of Health and Social Behavior* (Extra Issue): 80-94.

#### Week 9 (Mar 19/21): The Color Line: Race & Ethnicity

- Conley pp. 325-371
- Jones, J. H. (2008). The Tuskegee Syphilis Experiment. In E. J. Emanuel, C. C. Grady, R. A. Crouch, R. K. Lie, F. G. Miller, & D. D. Wendler (Eds.), *The Oxford Textbook of Clinical Research Ethics* (pp. 86-96). Oxford: Oxford University Press.
- McIntosh, P. 1989. "White Privilege: Unpacking the Invisible Knapsack." *Peace and Freedom Magazine*, a publication of the Women's International League for Peace and Freedom, Philadelphia, PA July/August, 10-12.
- Brulle, R. J., & Pellow, D. N. (2006). Environmental Justice: Human Health and Environmental Inequalities. *Annual Review of Public Health*, 27, 103–124.
- Visit <https://implicit.harvard.edu/implicit/takeatest.html> and complete implicit association tests for gender career, race, and sexuality.
  - *Recommended:* McMillan Cottom, Tressie. 2019, "I Was Pregnant and in Crisis. All the Doctors and Nurses Saw Was an Incompetent Black Woman", *Time Magazine*. 2019 (<http://time.com/5494404/tressie-mcmillan-cottom-thick-pregnancy-competent/>)

#### Week 10 (Mar 26/28): The Bathroom Line: Sex, Gender, Sexuality

- Conley pp. 279-294; 300-321
- Bird, C. E., M. E. Lang and P. P. Rieker. 2010. "Changing Gendered Patterns of Morbidity and Mortality." Pp. 125-41 in *The Palgrave Handbook of Gender and Healthcare*, edited by E. Kuhlmann and E. Annandale. London: Palgrave Macmillan UK.
- Murphy, M. 2014. Hiding in Plain Sight: The Production of Heteronormativity in Medical Education. *Journal of Contemporary Ethnography* 45(3):256-89.
- Steinem, G. (1978). If Men Could Menstruate. *Ms. Magazine*, October 1978.

### **PART III: Social Institutions**

#### Week 11 (Apr 2/4): Who's in Charge? Government & Economy

- Conley pp. 550-564; 584-586; 598-605
- Keefe, P. R. 2017. "The Family That Built an Empire of Pain." *The New Yorker* (October 30, 2017). <https://www.newyorker.com/magazine/2017/10/30/the-family-that-built-an-empire-of-pain>
- McKinlay, J. B. (2009). A Case for Refocusing Upstream: The Political Economy of Illness. In P. Conrad (Ed.), *Sociology of Health and Illness: Critical Perspectives* (Eighth ed., pp. 578-591). New York: Worth Publishing.
- Quadagno, J. (2004). Why the United States Has No National Health Insurance: Stakeholder Mobilization against the Welfare State, 1945-1996. *Journal of Health and Social Behavior*, 45, 25-44.

#### Week 12 (Apr 9/11): Agents of Socialization: Religion, Family, and Education

- Conley pp. 615-620; 455-462; 471-493; 497-513
- Cadge, W., & Fair, B. (2010). Religion, Spirituality, Health, and Medicine: Sociological Intersections. In C. E. Bird, P. Conrad, A. M. Fremont, & S. Timmermans (Eds.), *Handbook of Medical Sociology* (6th ed., pp. 341-362). Nashville: Vanderbilt University Press.
- Hayward, M., & Gorman, B. (2004). The Long Arm of Childhood: The Influence of Early-Life Social Conditions on Men's Mortality. *Demography*, 41(1), 87-107.

#### Week 13 (Apr 16/18): In Sickness and in Health: Healthcare & Medicine

- Conley pp. 411-447
- Conrad, P. (2005). The Shifting Engines of Medicalization. *Journal of Health and Social Behavior*, 46(1), 3-14.
- Jauhar, S. (2008). Prologue: Captive, and Chapter Sixteen: Pride and Prejudice. In *Intern: A Doctors' Initiation* (pp. ix-xii and 201-216). New York: Farrar, Straus and Giroux.

Week 14 (Apr 23/25): Hey, It's Not All Bad: Social Change / Review

- Conley pp. 704-724; 729-735
- Gladwell, M. (2010). Small Change: Why the revolution will not be tweeted. *The New Yorker*.  
<http://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>

**\*\*\*FINAL EXAM: Tuesday, May 7, 2019 from 10:30 AM - 12:30 PM in our regular classroom\*\*\***

## Ground Rules for In-Class Discussion

The American Sociological Association's Code of Ethics (<http://www.asanet.org/membership/code-ethics>) lists some general principles that sociologists should follow, including competence, integrity, and social responsibility. Notably, it states that:

- Sociologists are honest, fair, and respectful of others in their professional activities—in research, teaching, practice, and service (Principle B: Integrity)
- Sociologists understand that they form a community and show respect for other sociologists even when they disagree on theoretical, methodological, or personal approaches to professional activities (Principle C: Professional and Scientific Responsibility)
- Sociologists respect the rights, dignity, and worth of all people...In all of their work-related activities, sociologists acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own. (Principle D: Respect for People's Rights, Dignity, and Diversity)

To create a classroom environment in which we “show respect for other sociologists even when [we] disagree,” here are some ground rules for in-class discussion<sup>†</sup>:

- **Listen respectfully—even if you disagree with what is being said.** Don't interrupt, engage in private conversations, or turn to technology while others are speaking. Use courteous body language. Dismissive laughter, facial expressions, or hand gestures are not acceptable.
- **Listen actively.** Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments. Genuinely try to understand the point being made.
- **Respect others' rights to hold opinions and beliefs that differ from your own.** If you disagree, challenge the *idea*, not the person. If you want to “play devils' advocate,” make it clear that that's what you're doing. Support your ideas with evidence.
- **Remember, it's not about winning an argument.** In-class discussions are not about being right, nor are they about arguing for the sake of arguing. They're about sharing scholarly ideas in a professional way.
- **Be aware of how much you are contributing to in-class discussions.** If you have a tendency to contribute often, give others the opportunity to speak. If you tend to stay quiet, challenge yourself to share ideas so others can learn from you.
- **Finally, arrive on time and stay until the end, without leaving, unless it's an emergency.** It's a basic courtesy to the members of the class as well as the professor.

*Please sign a copy of these ground rules indicating that you understand them, and return to the professor by the end of the first week.*

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<sup>†</sup> Adapted in part from <http://www.crlt.umich.edu/examples-discussion-guidelines>