

SOCIOLOGY OF HEALTH – FALL 2020
3391.01

Professor: Aida Isela Ramos, Ph.D.

Office Hours: 11-1pm MWF, 3:30-5:30 TR and
by appointment.

Office: Online via Zoom

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Office phone: (254) 295-5017

Time/Classroom:

TR: 11:00-12:20am Online via Zoom

*Record asynchronous session posted by the end of the
day.

NOTE: THIS COURSE IS ONLINE WITH REMOTE SYNCROUOUS AND ASYNCHRONOUS CLASS MEETINGS*

Course Description: The overall goal of this course is to examine health and illness through a sociological lens. In particular, students will learn how to use their sociological imagination to understand how health—a seemingly individual issue—is actually a public/social issue that reflects a larger social context. To accomplish this objective, the course focuses on: (1) the social distribution of health and illness; (2) the social causes or determinants of variability in health and illness; (3) the social psychological dimensions of health and health behavior; (4) the socialization and organization of health care professionals; and (5) bioethical issues in the delivery of health care today.

Course Outcomes and Goals:

- You will be able to identify the social factors at play that determine who stays healthy and who does not.
- You will understand how social factors “get under the skin” and make people sick.
- You will be able to explain to the factors within and outside an individual’s control that influences health and health care.
- You will understand the role that health care plays in producing health in our society.
- You will be able to identify important social factors that are needed to improve population health.
- You will explore and analyze the intersection of health, society, and Christian faith.

Credit Hours: For online, hybrid and other nontraditional modes of delivery, credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting; forty-five (45) hours of work by a typical student for each hour of credit

Textbooks and Other Materials:

1. Weiss, Gregory L. and Lynne E. Lonnquist (2017). The sociology of health, healing, and illness (9th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN-13: 978-1138647732
2. Additional required readings, videos, articles will be posted on Canvas (myCourses).

Course Requirements and Grading:

Course Component	Percentage
Weekly Quizzes (you can skip 3)	15%
Weekly Discussion Board Post and Comment (you can skip 3)	15%
Medical Professional Interview Project Proposal	10%
Medical Professional Interview Project Interview Guide	10%
Medical Professional Interview Project Final Project & Presentation	25%
Exams (2)	25%
TOTAL	100%

89.5-100 = A 79.5-89 = B 69.5-79 = C 59.5-69 = D 59 and below = F

Extra credit opportunities **will only be offered to the class as a whole** and will **never** be granted on an individual basis. **Please do not ask if you may do extra credit to bring up your individual grade.** This is unfair to the rest of the class and will not be permitted.

If you would like to contest a grade you receive on an exam or other assignment, submit your request **in writing within one week of receiving the grade** and plan to meet with me that week. You may indicate how many points you think you should have gotten and justify your request. Written requests will only be considered for specific assignments or exams. The final course grade is a compilation of graded components throughout the semester. Therefore, if you did not challenge a specific component in a time frame outlined, I will not consider any requests for adjustments to your final grade.

Academic Honesty: Integrity is a distinguishing mark of UMHB students. As a result, the University of Mary Hardin-Baylor policy on academic integrity applies to all courses. UMHB expects the highest standards of academic integrity among all members of the campus community. All acts of plagiarism or violations of academic honesty are considered serious offenses and may result in failure of the assignment or the course.

I will deal with cheating very aggressively. This means that if you cheat, you will receive a minimum of a zero for the assignment and a maximum of failing the class. I will report all suspected cases of academic dishonesty to the university. If you have any questions about what cheating or plagiarism is, please feel free to ask me. I'll be glad to help.

We also use the electronic resource turnitin.com, which screens for plagiarism. You will agree that by taking this course, all required papers submitted for credit will be submitted to turnitin.com to review and evaluate for originality and intellectual integrity. A description of the services, terms and conditions of use, and privacy policy of turnitin.com is available on its web site: <http://www.turnitin.com>. Understand that all work submitted to turnitin.com will be added to its database of papers. Further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the university for investigation and further action.

The Disability and Accommodation Policy: It is a top priority to build a community that is fully inclusive of all body types, identities, and ways of learning. This will require each of us to be attentive, flexible, and vigilant. If we are engaging in any practices throughout the semester that lead you to feel overlooked, unwelcome, or alienated, I welcome you to come talk with me. **You will be heard.** I am happy to accommodate you with a documented disability.

It is the student's responsibility to request disability accommodations. If you require an accommodation for a disability, contact Blayne Alaniz, Director of Disability and Testing Services, as early as possible in the term. The Course Catalog, Student Handbook and UMHB website provide more details regarding the process by which accommodation requests will be reviewed. For more information, please contact Mr. Blayne Alaniz (balaniz@umhb.edu) 254-295-4739 and go to <https://go.umhb.edu/resources/disability/home>.

How Does This Remote Synchronous and Asynchronous Course Work?

Structure: This is a regular 16-week course but will include the ability for a student to take the course online through live Zoom class or to go back and view the session later at a time that works for them. In other words, *“this course may incorporate video recordings made in real time or pre-recorded and posted for you to access. You may use these recordings only for your own instruction and study. You are prohibited from recording any video session or meeting except with the instructor’s express written consent. You may not forward, post, alter, or republish all or any part of a recording relating to this class. A violation of this policy is misconduct under the University’s code of conduct and may result in sanctions as provided in the Student Handbook, up to and including expulsion.”*

The content has been divided into weekly modules with two live lectures each (Tuesday and Thursday). The lectures will be recorded and uploaded to Canvas by the end of the teaching day for students attending asynchronously. Each week, you will be presented with an overview of the learning objectives and the topics to be covered, along with a list of **Academically-Related Activities (ARAs)** you must complete by the end of the week.

What the deuce are ARAs?!: Glad you asked. Students demonstrate attendance in CRUflex courses differently, so attendance has shifted to the online course attendance policy. Attendance is determined each week by a submission of an **Academically-Related Activity**, or **ARA**. In other words, *“an ARA is an assignment or submission that is related to the course content. For example, a quiz, a homework activity, a substantive discussion board post related directly to the course content, or a reading reflection is considered an ARA. On the other hand, an ‘Introduce Yourself’ discussion entry, a brief response to a peer’s discussion board post, or an e-mail to the instructor is not considered an ARA.”*

How to take this class:

1. **Read and/or participate in every page** of the course on MyCourses and stay on top of syllabus readings. In order to succeed in this course, you must be engaged and active!
2. Plan to **attend our live Zoom class sessions** at the designated time. Come prepared to discuss the reading and to be engaged. If you are doing to participate asynchronously make sure you **establish a regular schedule** to stay on top of class discussions. Class discussions will be “flipped” with a focus on extending understanding of the reading. These are critical to be successful in this course.

3. Be **proactive**; if you do not understand something, **contact your professor early**.
4. Your professor plans to have everything graded by the end of each week.
5. **ARAs** (in our case, quizzes and discussions) will be **due each week by Sunday at 11:59pm**. You are free to take them early if you wish.
6. **Exams will also be due on Sundays**. You are free to take them early if you wish.

Assignments and Grading:

Reading Quizzes (15%): Each week will include a reading quiz based on the assigned readings for that week. This quiz is comprised of 5-10 true/false and multiple-choice questions. You have 15 minutes, and one attempt to complete it. The quizzes cover the vocabulary and central concepts in the required readings (textbook and readings). The intention of these is to help motivate you to be studying and reading the material throughout the semester, and to help you identify concepts you are having trouble with. Missed quizzes cannot be made up unless you have a documented emergency or university excused absence. At the end of the semester three quiz grades will be dropped (either the lowest grades or a missed quiz). **Quizzes are due each week on Sunday by 11:59 pm**

Discussions (15%): Each week you will be required to respond to discussion questions and post in a forum format. Not only must you post your thoughts, but you must respond to at **least two of your classmates' responses**. Please make your initial post earlier in the week so that your classmates have time to respond. Likewise, reply to your classmates in a timely way so that your comments are relevant. To see the grading rubric, click the more options menu (3 vertical dots) in the upper right and select "Show Rubric." **Discussions are due each week on Sunday by 11:59 pm.**

Medical Professional Interview Project – 3 parts (45%): In this project, you will engage the intersection of sociology and healthcare by doing original field research in a paper 7-10 double-spaced pages. This will involve interviewing 1-3 healthcare professionals about the social issues that affect their jobs. For example, you may choose to interview an EMT about her interactions with undocumented patients and what they think about the issue. In the process, I will guide your selection of professionals to interview as well as the questions you will ask. Last, each of you will make a 5-6-minute presentation on your findings to the class. Details of each part of this assignment and rubrics will be posted on Canvas. **Due dates for each part of the assignment are posted on the course schedule below and on Canvas.**

Exams (25%): Examinations will be multiple-choice and short essay format. There are total of two exams and the dates are specified in the course schedule below and on Canvas. You will have 75 minutes and one attempt to complete the exam. I will allow make-up exams only with a pre-approved, university-excused reason or with a documented medical emergency or death in the family. As soon as possible, the student must contact the instructor within 72 hours in order to avoid penalty. I will need a copy of your documentation to keep for my records (block out private information) and must be submitted to me either by email or in person. If you anticipate missing an exam because of a religious holiday or other university-excused reason, please plan with me at least two weeks in advance. Absence such extenuating circumstances will result in a zero for the exam. Special consideration will be given to students who have three exams within 48 hours, as long as the student provides notice well in advance of the problem. Please note that if documentation is not turned in by that time, no exam will be given. **Exam dates are posted on the course schedule below and on Canvas.**

Student Decorum and Other Policies:

Office hours. Email me to schedule an appointment to meet during office hours. In order to allow me to prepare for student meetings and so that we can make the best use of the time, please email me in advance to let me know the specific question or issue you would like to discuss during our meeting. This could be questions about a reading you do not understand, a concept we have covered in class, etc. If your question is concerning your overall grade in this class, you will need to prepare for our meeting by first reviewing your grades on MyCourses. You should come prepared to identify the specific items that have contributed to your grade concern (quizzes, tests, etc.). You should also come with at least one suggestion or strategy for how you plan to address your concern. This will allow me to give you feedback that is specific to your concerns and your plan of action.

If you are struggling, be sure you come see me right away. I strongly encourage you to not wait until the end of the semester to tell me you have been struggling all along – either because of the course materials or because of problems outside of class. The end of the semester is much too late in the course to remedy the situation. Please note that coming to my office hours does not guarantee a passing grade, but it does mean that I will work with you to help you move through the course as smoothly as possible.

Accessibility of Instructor. If you need to reach me for any reason outside of class and office hours, email is the best method. Please email me at aramos@umhb.edu with the course name in the subject line so that I can address your email as quickly as possible. I only respond to e-mail between 8:00AM and 5:00PM; any e-mail received after 5:00PM will not be responded to until the following day. Please allow up to two business days for e-mail responses. E-mail is the primary means of communication I will use to pass on important information regarding class, including but not limited to announcements about readings, assignments, and any changes to the syllabus.

Email etiquette: Here are some guidelines I expect you to adhere to when sending me (and others you encounter in your professional life) e-mail: (1) Before writing or asking me (or your classmates for that matter) a question about the course, check to see if your question is not already answered in the syllabus; and (2) Because e-mail correspondence is considered professional correspondence between professor and student, your e-mail should include an appropriate greeting (e.g., “Dear”), been spell/grammar checked, and provides your full name as it appears on the class roster. If you send me an unprofessional email, I will only respond with: “Please see the syllabus about correct email etiquette and re-send your email.”

REMEMBER: This syllabus is a handbook and legal contract for the course. You should consult it regularly. Before asking me about assignments, grade policies, and due dates, please check your syllabus to be sure the answer is not included there already. The provisions of this syllabus may be added to, deleted from, or changed if, in the opinion of the instructor, it becomes necessary to do so to achieve course objectives. The student will be advised in advance of any such changes. You are responsible for any changes in the syllabus that are announced in class, in MyCampus and/or through e-mail messages sent to your email account.

C = MyCourses reading/media

COURSE SCHEDULE

Schedule may be altered at the discretion of the professor. Students will be informed in advance of scheduling changes that affect student grades.

All ARA's (quizzes, discussions, exams) will be **due each week by Sunday at 11:59pm.**

		Topic	Assigned Reading/Homework
THE ROLE OF THE SOCIAL IN HUMAN HEALTH			
Aug. <i>Week 1</i>	13	Introduction to the Sociology of Health	
<i>Week 2</i>	18	A Sociological Perspective on Health	C: Weitz, Chapter 1 (skim section on Epidemiological Transition)
	20	Why a Sociology of Health?	Weiss & Lonnquist Ch. 1, p. 1-13
<i>Week 3</i>	25	Social History of Health	Weiss & Lonnquist Ch. 2, p. 15-38
	27	Proposal Work Day – Live Zoom Session for Questions	
Sept. <i>Week 4</i>	1	Social Epidemiology I	Weiss & Lonnquist, Ch. 3, p. 40-60 (stop at Morbidity)
	3	Social Epidemiology II	Weiss & Lonnquist, Ch. 3, p. 60-72 **Project Proposal Due this Sunday
THE SOCIAL DETERMINANTS OF HEALTH AND ILLNESS			
<i>Week 5</i>	8	What is “Fundamental Cause?”	Weiss & Lonnquist, Ch. 4, 76-110
	10	More on Socioeconomic Status (SES) and Health	C: Link & Phelan on Fundamental Causality
<i>Week 6</i>	15	Inequality, Neighborhoods & Health	C: NY Times article on Income and Longevity Gap
	17	Gender and Health	C: T.B.A. **Interview Guide Due this Sunday
<i>Week 7</i>	22	Race and Health	C: Geronimus on Weathering & NY Times article on Tackling a Racial Gap in Breast Cancer Survival
	24	Immigration, Nativity, and Health	C: Weitz, Epidemiological Paradox on Hispanic Americans, p.57-59
<i>Week 8</i>	29	COVID-19 and Social Determinants of Health	C: T.B.A.
Oct.	1	Exam Review Session	

<i>Week 9</i>	6	**EXAM 1** due by this Sunday	
<i>HOW DO SOCIAL FACTORS GET UNDER THE SKIN? THE SOCIAL PSYCHOLOGY OF HEALTH AND ILLNESS</i>			
	8	The Stress Process I	Weiss & Lonnquist, Ch. 5, p. 113-137
<i>Week 10</i>	13	The Stress Process II	C: Walters & Simoni on Native American Women and Stress
	15	Health Behaviors	Weiss & Lonnquist, Ch. 6, p 141-167
<i>Week 11</i>	20	Illness Experience and Disability	Weiss & Lonnquist, Ch. 7, p. 171-178, 183-200 (skip sections on Medicalization, ADHD, and Demedicalization)
	22	Medicalization	Weiss & Lonnquist, Ch. 7, p. 178-182
HEALTH CARE PRACTITIONERS, RELATIONSHIPS, AND THE STRUCTURE OF HEALTHCARE			
<i>Week 12</i>	27	The Profession of Medicine	Weiss & Lonnquist, Ch. 8, p. 203-230
	29	Medical Education	Weiss & Lonnquist, Ch. 9, p. 233-254
Nov. <i>Week 13</i>	3	Doctor-Patient Interaction	Weiss & Lonnquist, Ch. 12, p. 317-343
	5	Other Health Professions	Weiss & Lonnquist, Ch. 10, p. 258-283
<i>Week 14</i>	10	Bioethics	Weiss & Lonnquist, Ch. 13, p. 348-368
	12	Health Care Delivery	Weiss & Lonnquist, Ch. 15, p. 418-446
<i>Week 15</i>	17	Exam 2 Review Session	
	19	**EXAM 2** due by this Sunday	
<i>Week 16</i>	24	FINAL PRESENTATION DAY 10:30am-12:30pm	
	25	Final Project Due Online by 11:59PM	