University of Minnesota
Department of Sociology

SOC4246: Sociology of Health and Illness

Fall Semester 2018

Semester dates
Teaching dates: 4 September – 12 December

Professor: Dr. Evan Roberts

Office: Social Sciences 1078

Email: eroberts@umn.edu
(this is the best way to get in touch with me)

Phone: 612-625-8591

Lecture venue: Hanson Hall 1-108

Lecture Times: Tuesday and Thursday,
8:15 – 9:30

Image: "Chart showing the distribution by age and sex of deaths occurring during the census year ending June 1st. Statistical atlas of the United States based on the results of the ninth census 1870 with contributions from many eminent men of science and several departments of the government. New York, 1874.

Office hours:

Teaching Assistant: .

Course delivery: This course lasts fifteen weeks, the entire fall semester. We don’t have class on Thanksgiving ...

Communication of additional information: Information about any course changes will be announced in lectures or on Canvas, or sent via email. Don’t worry, we’ll go over how to use Canvas in the first couple of weeks. It’s new for all of us ...
Canvas and email: There is a SOC4246 Canvas site. We will be using Canvas mostly to host readings & submit papers. Canvas will also host the course outline (should you misplace it), and to contact the class via email. The Canvas class-email function uses your student email (@umn.edu).

Please set up your student email account to redirect messages to your preferred email address if you do not regularly check your student email account. You should be checking your email regularly for course related messages.

Email response policy: You should check your email at least once every weekday.

I expect that if I send an email about a class happening more than two days ahead you will read it and take any action required. (e.g; if I send a message on Thursday afternoon about Tuesday’s discussion, you should have read it before Tuesday).

In return, you can expect that if you email me about SOC4246 I will reply within 24 hours during the week (and hopefully sooner). The aim of this policy is to facilitate quick communication, but without raising the unreasonable expectation that you (or I) will always be checking email.

I encourage you to submit class-related queries via email. A written record of the discussion avoids confusion later. Also, if the answer to your question would be interesting to the rest of the class, email allows me to easily expand the discussion. You can be sure that if I forward correspondence to the rest of the class I will either ask your permission, or edit your question so it doesn’t identify you.
COURSE CONTENT

This course is an introduction to the importance of health and illness in people's lives, how social structures impact who gets sick, how they are treated, and how the delivery of health care is organized. By the end of the course you will be familiar with the major issues in the sociology of health and illness, and understand that health and illness are not just biological processes, but profoundly shaped by the organization of society.

Preparation for the course ahead!

Expected workload
In accordance with CLA Guidelines, you are expected to spend 9 hours per week on SOC4246. This includes the 2.5 hours of class time in lecture and discussion on Tuesdays and Thursday.

READINGS

There are two kinds of required readings:

• Assigned articles that are available online, and distributed in advance of the class via Canvas or printed copies.

The hyperlinks for each article on Canvas will get you to a readable copy (HTML or PDF) if you are logged in on campus. If you want to get access from off-campus, you can
• Save the article while on campus to a device for reading later (this might include saving to a Dropbox or Google Drive folder or USB drive)
• Authenticate through the library and search for the journal or use the citation linker.
• Connect to the UMN Virtual Private Network and make it appear to the rest of the internet that you are on-campus (it.umn.edu/service-details/virtual-private-network-vpn)
ASSESSMENT

There are five pieces of assessment

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes on lectures and readings (4 quizzes, best 3 count)</td>
</tr>
<tr>
<td>Held on Thursdays in Weeks 4, 7, 11, and 15</td>
</tr>
<tr>
<td>Worksheets on weekly assigned readings and discussions</td>
</tr>
<tr>
<td>14 worksheets x max of 5 points (keep going until you reach 60 ...)</td>
</tr>
<tr>
<td>Summary of one assigned reading, and brief presentation to class</td>
</tr>
<tr>
<td>Medical records memo, due Wed. 3 October</td>
</tr>
<tr>
<td>Annotated bibliography and research proposal, due Wed. 31 October</td>
</tr>
<tr>
<td>Final research paper, due Friday, 14 December</td>
</tr>
<tr>
<td>Total Points</td>
</tr>
</tbody>
</table>

Extra Credit:

1. There is great health research going on here at the U! One of the premiere population centers in the world, the Minnesota Population Center (MPC) is located just down the hall from where our class meets. It is in 50 Willey Hall. Health topics feature often on the roster of seminars by local and visiting scholars. There are two weekly seminar series at the MPC (www.pop.umn.edu).

Check with the professor to make sure that the seminar you plan to attend is health related.

To get extra credit, submit a one-page summary of the seminar that also includes the presentation title, the presenter’s name/affiliation, and the seminar date and time. This must be submitted within two weeks of the seminar you attended and by 17 December for seminars in the week beginning 10 December.

You can earn 4 points extra credit for each health-related seminar you attend.

I will alert you to other seminars of interest that are available for extra credit in Sociology and Public Health.

Assessing health last century
2. You can earn **3 points** for participating in the **Take Your Professor to Lunch** program after Halloween, and **4 points for participating before Halloween**. Find 2-6 classmates (groups of 3-7 required) and we’ll have lunch together and talk about health, college, research, and the meaning of life and laughter...

You need to request the lunch voucher a week in advance at lunch.umn.edu

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent range</th>
<th>Points range</th>
<th>Grade</th>
<th>Percent range</th>
<th>Points range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
<td>465 or more</td>
<td>C</td>
<td>73 - 75.9%</td>
<td>365 - 379</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9%</td>
<td>450 - 464</td>
<td>C-</td>
<td>70 - 72.9%</td>
<td>350 - 364</td>
</tr>
<tr>
<td>B+</td>
<td>86 - 89.9%</td>
<td>430 - 449</td>
<td>D+</td>
<td>66 - 69.9%</td>
<td>330 - 349</td>
</tr>
<tr>
<td>B</td>
<td>83 - 85.9%</td>
<td>415 - 429</td>
<td>D+</td>
<td>63 - 65.9%</td>
<td>315 - 329</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9%</td>
<td>400 - 414</td>
<td>F</td>
<td>62% or lower</td>
<td>less than 315</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 79.9%</td>
<td>380 - 399</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LEARN MORE!**

Did you know that many faculty, graduate students, doctors, and health policy journalists converse on Twitter? It’s a great place to learn more about the conversations in sociology of health, and the related fields of public health, health policy, social epidemiology, and health economics.

Faculty teaching Sociology of Health this Fall are collaborating to make a space on Twitter for students and faculty in these classes.

Follow the hashtags #SDOH #Fall18 to see what’s being posted.

You can get regular updates on health and medicine by subscribing to Stat news https://www.statnews.com/
ATTENDANCE AND PARTICIPATION REQUIREMENTS

As young adults you are responsible for making up your own mind about your time. But you should know when making your decisions that, on average, students who study for an extra hour a day have a GPA that is one-third of a grade point higher (e.g; the extra hour of study raises your GPA from a B to a B+).\(^1\) I recommend that you attend as many lectures and discussions as you can to get the most out of the class.

While there are no formal requirements to come to class, you must hand in your reading worksheets in class (Tuesdays), and quizzes will be held during class time (Thursdays) giving you a strong incentive to attend and participate in these graded activities.

CAREER READINESS INITIATIVE

CLA is working with faculty to help us make courses more relevant and connected to your career. I have participated in this initiative as a “Faculty Fellow”. Because many students in this class are intending to work in health and social services, we will be reflecting on how we can translate what we learn in Sociology of Health and Illness into practice in your future careers.

PENALTIES FOR LATE WRITTEN WORK

1. Grace period for one assignment. I realize that personal, medical, and miscellaneous events that prohibit students from turning work in on time do arise, and since this class is comprised of responsible adults, I have no desire to monitor reasons for late work. A 48-hour grace period will be granted once per semester to any student needing to take advantage of this policy. You are under no obligation to explain the circumstances to me, and the grace period can only be utilized once during the course of the semester.

2. Penalties for subsequent late assignments. After using their grace period students will be penalized for late submission of work—a deduction of 5 (Assignment 1 & 2) or 7 (Assignment 3) points for the first day late, and 2 points per day thereafter, up to a maximum of 8 days. Weekends are included in the calculation of days late.

Assignments more than 8 days late will receive a grade of 0.

But if you are ill, have an emergency, or are participating in university-sanctioned activities the due date for assignments can be changed. In such cases prior information is helpful. Please contact us as soon as a potential problem emerges – not right before the deadline. The earlier you can talk to us about late assignments, the better.

We also understand that “life happens,” and that sometimes it is hard to meet all your deadlines. Please come and see me, and we can discuss your options for doing your best to complete the work in a timely fashion. If you do receive an extension, we will put the new deadline in writing (email) so that we’re all clear on the dates.
ACADEMIC INTEGRITY AND PLAGIARISM

Punishments for theft in World War I were severe ... don’t find out how we punish plagiarists!

Academic integrity is about honesty – put simply it means no cheating. Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University’s learning, teaching and research activities are based. The University of Minnesota’s reputation for academic integrity adds value to your degree.

The University defines plagiarism as presenting someone else’s work as if it were your own, whether you mean to or not. “Someone else’s work” means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University’s website: http://writing.umn.edu/tww/sources/definitions.html

Plagiarism is prohibited at the University of Minnesota and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Student Conduct Code and may be penalized severely. Consequences of being found guilty of plagiarism can include:

1. An oral or written warning
2. Academic probation
3. Suspension from the course or the University.
## SCHEDULE

Links to readings are provided on Canvas

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 4 September</td>
<td>Cockerham, Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Cockerham and Scrambler &quot;Medical Sociology and Sociological Theory&quot;</td>
</tr>
<tr>
<td>Thursday, 6 September</td>
<td>Introduction to medical records research and Assignment 1</td>
</tr>
<tr>
<td></td>
<td>Please bring a laptop if you can!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Measuring health and health inequalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 11 September</td>
<td>Cockerham, Chapter 2</td>
</tr>
<tr>
<td>Thursday, 13 September</td>
<td>Other resources listed on Canvas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Fundamental cause theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 18 September</td>
<td>Fundamental cause theory</td>
</tr>
<tr>
<td>Thursday, 20 September</td>
<td>Introduction to Integrated Health Interview Series</td>
</tr>
</tbody>
</table>

  Cockerham, Chapter 3  
  Link and Phelan, *JHSB*, 1995  
  Link and Phelan, *Demography*, 2016

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Gender and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 25 September</td>
<td>Cockerham, Chapter 4</td>
</tr>
</tbody>
</table>
| Thursday, 27 September | Annandale, "Health Status and Gender"  
  Gorman and Read “Gender disparities in adult health” |

  **QUIZ No. 1 (on Weeks 1-4)**

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Race and health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 2 October</td>
<td>Cockerham, Chapter 4</td>
</tr>
</tbody>
</table>
| Thursday, 4 October | Williams et al, “Race, socioeconomic status, and health: Complexities, ongoing challenges, and research opportunities”  
  Gracy, “Indigenous health: Determinants and disease patterns”  
  Read and Reynolds, “Gender Differences in Immigrant Health- The Case of Mexican and Middle Eastern Immigrants” |

  **Assignment 1 due NOW**

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Social stress and health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 9 October</td>
<td>Cockerham, Chapter 5</td>
</tr>
</tbody>
</table>
| Thursday, 11 October | Stress, Health, and the Life Course- Some Conceptual Perspectives  
  Stress and Health- Major Findings and Policy Implications  
  Hidden resilience in poor households in Britain |

Worksheets are due at the end of Monday’s class period, beginning week 2
## Week 7
**Tuesday, 16 October**
Mental health and suicide
Durkheim, "Suicide" (Canvas)

**Thursday, 18 October**
Understanding Suicide – A Sociological Autopsy

**Week 7 Quiz**
No. 2 (on Weeks 5-7)

## Week 8
**Tuesday, 23 October**
Health and illness behaviors
Cockerham, Chapter 6 and 7

**Thursday, 25 October**
Ho and Fenelon, Contribution of Smoking to Educational Gradients in U.S. Life Expectancy
Does reading keep you thin? Leisure activities, cultural tastes, and body weight in comparative perspective
OPTIONAL EXTRA: Cockerham, "Health Lifestyles: Bringing Structure Back"

## Week 9
**Tuesday, 30 October**
The Sick Role
Cockerham, Chapter 8

**Thursday, 1 November**
Public Stigma of Mental Illness
Culture, the 'sick role' and the consumption of health

**Assignment 2 due**
Wednesday 31 October

## Week 10
**Tuesday, 6 November**
Doctors and Patients
Cockerham, Chapter 9

**Thursday, 8 November**
‘Good’ patient ‘bad’ patient- clinical learning and the entrenching of inequality
Talking with me or talking about me? The impact of status characteristics on doctor-patient interaction

## Week 11
**Tuesday, 13 November**
Physicians
Cockerham, Chapter 10 and 11

**Thursday, 15 November**
Disciplined doctors: EMRs and physician relationship to medical knowledge
The Continued Social Transformation of the Medical Profession

**Week 11 Quiz**
No. 3 (on Weeks 8-11)

## Week 12
**Tuesday, 20 November**
Other health care professions and healers
Details on class meeting to be provided in October
Cockerham, Chapter 12 and 13
Karen Davies, The body and doing gender: the relations between doctors and nurses in hospital work.
Brenton and Elliott, Undoing gender? The case of complementary and alternative medicine

**Week 13**
Tuesday, 27 November
Thursday, 29 November
Guest speakers: Nurses (to be confirmed)

**Hospitals, clinics and other institutions**
Cockerham, Chapter 14
Public Emergency Room Overcrowding in the Era of Mass Imprisonment

Interdependence and Reintegrative Social Control - Labeling and Reforming Inappropriate Parents in Neonatal Intensive Care Units

**Week 14**
Tuesday, 4 December
Thursday, 6 December

**Health care reform in the United States**
Cockerham, Chapter 15
Readings to be confirmed closer to the time, depending on election results and what gets published in the next couple of months ...

**Week 15**
Tuesday, 11 December

**Health care systems in comparative perspective**
Cockerham, Chapter 16
Additional readings on Canvas

QUIZ No. 4 (on Weeks 12-15)

Assignment 3 due Friday, 14 December

Remember: Readings are listed on Canvas
Final essay possibilities

You have a great deal of freedom to choose your own final paper topic. However, if you’re looking for some direction, and are interested in writing on one of these topics, please get in touch. They have the potential to lead to senior paper topics if you find them interesting.

Veteran or Soldier suicides: US newspapers
Soldier suicides: New Jersey database.
Veteran or Soldier suicides: Australian or NZ newspapers
Methadone clinics and the community
Children’s literature health messages
Historical study of homicide in Minnesota (particularly Minneapolis / Saint Paul)
Goals: The goal of this assignment is to get you exploring a set of real medical records, and seeing one important form of research material that sociologists of health and illness work with. This will help you understand how the data that we read about in journal articles are created: through people reading and entering the information from records that describe health and social status.

Although these records are from a long time ago, they have a surprisingly similar format to social and medical records you would find today, because they were used by doctors, and other health and social service professionals in real-world evaluation and care of a group of soldiers and veterans.

As you prepare for a career that may involve working in health care or social services, being familiar with how these records are structured and used provides important skills for your career (including reading other people’s messy handwriting ...). Two important career skills you will develop in this assignment are Analytical & Critical Thinking and Applied Problem Solving.

The records you will see are incomplete, just as in a real world setting today patients and clients will not be fully forthcoming, or the colleague who interviewed them first will not write everything down. You will need to read carefully and make cautious inferences and generalizations based on incomplete information, and be aware of where you need more information (in the real world you might re-interview these people).

In order to complete this assignment, you will need to spend a couple of hours reading and partially transcribing the records of four soldiers, and exploring other material in their files beyond the data you enter. You are asked to enter some standardized information because this makes you engage with it more fully than reading it.

In exploring a set of records, you will begin to make your own connections between social circumstances, experiences (in war) and health, and begin to form hypotheses and interests you might explore in the later assignments in this class.

You will then write a structured report to a colleague about the four cases you have examined. Your job is to provide them with enough information that they feel confident that when they meet this group of veterans (or their survivors), they know the important social and medical information and can start talking to them.

Because there are four soldiers' files to read, and you can only write a two-page report to your colleague, you will need to be selective about what you describe, and highlight the most important information. You will also need to structure your report to your colleague, so that they can find similar information about each soldier. A suggestion for the format is in the more detailed instructions below.
Contribution to your grade: This assignment is worth 100 points (20% of your grade) in SOC4246.

Due: Wednesday, 3 October 2018 at 7pm

How to submit:
- You will submit your spreadsheet as an Excel file (you can download it from Google Spreadsheets in this format.
- The case reports will be submitted to Canvas by 3 October.

(detailed instructions follow)

Requirements

There are two components to this assignment

1. Enter standardized information on the wartime experience of four soldiers into a spreadsheet template (see Canvas)

   The list of soldiers you will work on will be posted to Canvas and clearly accessible. You can also find it here: http://z.umn.edu/4246anzacs

2. You will then complete a four page (1000 word) writing assignment about the records that you have examined.

1. Transcription of medical records

   1. Before working on the data component, download the template from Canvas
   2. To find the soldiers you are working with, open the spreadsheet http://z.umn.edu/4246anzacs
   3. Find your name (repeated 4 times), and then find the files of your soldiers at https://www.archway.archives.govt.nz/. If you have any problems finding a soldier’s records, email me!

   Searching on their name and regiment number should retrieve their military record.
   4. Enter the required information for each soldier into the template you have downloaded.

2. Two-page report on soldiers’ well-being and welfare

   You will write this report from the perspective of a case worker, working in veterans affairs.

   You are writing a report on a group of soldiers who you have interviewed, or whose files you have reviewed. Your report will go to a colleague, who will be taking over this group of cases from you, and needs to know what characterizes the group.

   For example, are there a lot of men with war injuries? Did men come in with pre-existing disabilities that were aggravated by the war? What jobs did men hold before the war, and can they still perform them now? Do not limit yourself to these questions, but consider them examples of the kind of information a colleague will need.
As a guide to what your colleague might need to know, consider these issues

1. **Social position and status:** What is the social background of these men, and were they promoted or disciplined during the war? How might their career in the army affect their ability to now hold a job?

2. **Health at enlistment:** Based on the attestation form, what was the men’s health status at enlistment. What forms of ill-health did you observe? Did this appear to affect people over the long-term? What factors appeared to influence the judgment of a recruit as falling into various categories of “Fitness”?

3. **Wartime health and illness:** What examples of injuries and sickness did these men experience? Was extra information given in Reports or Proceedings of Medical Boards or Medical History Sheets? What patterns did you see in the types of sickness and injury that people had? What were the consequences that you saw in your files of wartime ill-health or injury?

4. **Conclusion:** Taken as a whole, how did the war affect these men’s health and well-being? What social supports might they need, and what further information should your colleague seek to find out when they interview the soldier (or widow)?

You will end your report with a clear statement of which soldiers you consider to be most in need of support, and at greatest risk of post-war mental health issues.
### Example of History Sheet

**Name:** James Guy Sissons  
**Address:** 7 Hamilton Rd, Kelburn, Wellington

**Periods of Service:**
- **In New Zealand:** 3 years 365 days
- **Overseas:** 2 years 295 days
- **Total Service:** 5 years 660 days

**Theatres of Operation:**
- Australasian
- Egyptian
- Egyptian E.F.
- Balkan
- Western
- European
- Asiatic

**Decorations:** British War Medal

**Medals Stamped:**

**Discharge:**
- **Provisional:** 1908.9.19
- **Final:** 11.8.19

**Pension:**
- A.F.E. 108 received 5.9.19
Example of Attestation General Form (social and demographic info)
On the next page is often the Attestation Medical Form
SOC4246, Sociology of Health and Illness
Assignment 2: Annotated bibliography and research plan

Due: Wednesday, 31 October by 7pm.

How: Through a dropbox on Canvas

Contribution to your grade: This assignment counts for 100 points.

Grades: This assignment will be marked on the standard A to F scale. The grading rubric for the assignment follows these instructions.

Goals for this assignment: This assignment is primarily designed to help you
- Learn how to find relevant sources in the library and elsewhere
- Demonstrate your abilities at reading and summarizing academic literature
- Plan your final paper, so that you have clear instructions to yourself for your final paper

Instructions

- Using electronic databases—including JSTOR, Sociological Abstracts, Medline—and the University of Minnesota Library, find 6 articles, books, or reports about a topic of your choice, on which you wish to write a final paper.
  
  Your articles or books should be produced by academic authors. Reports may be written by non-profit organizations, governments, or private entities (e.g. health insurance companies, private research organizations).
  
  - For each article, book or report provide a citation in ASA or APA format.
  
  - Describe briefly how you found the item, so that we can evaluate your search strategy.
  
  - Write a description and evaluation of each article, book or report of approximately 150 words. Identify [in your own words] the question the authors are asking, the key sources of information used, and a brief summary of the argument and conclusions.
  
  - Following the annotated bibliography, write a half-page summary of the issues you have identified in this literature, concluding with a question you will answer in your research paper.
SOC4246, Sociology of Health and Illness  
Assignment 2: Annotated bibliography and research plan

Name: __________________________

<table>
<thead>
<tr>
<th>Meeting requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by 7pm on Wednesday, 31 October</td>
<td>Yes / No</td>
</tr>
<tr>
<td>On topic related to health and illness</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Includes 6 items</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Citation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Citations are formatted correctly.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Citations indicate where item was found</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

| Good; Minor issues; Needs Improvement; Poor |

<table>
<thead>
<tr>
<th>Annotations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the question addressed in the source</td>
<td></td>
</tr>
<tr>
<td>Describe sources/data used by author</td>
<td></td>
</tr>
<tr>
<td>Describe argument made by the author</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of research topic</td>
<td></td>
</tr>
<tr>
<td>Clear question identified for research paper</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Word choice: Words used correctly and clearly. Appropriate to academic writing.</td>
<td></td>
</tr>
<tr>
<td>Grammar: eg: No run-ons. Limited use of passive verbs. Limited and appropriate use of first person. No vague pronouns. Subject and object agree. Articles are correct. Tenses used consistently. Apostrophes used correctly</td>
<td></td>
</tr>
<tr>
<td>Sentence structure: eg: correct use of semi-colons, coherent flow to sentence</td>
<td></td>
</tr>
<tr>
<td>Overall clarity and elegance of writing</td>
<td></td>
</tr>
</tbody>
</table>

| Overall fulfilment of assignment |        |

**Comments:**

**Grade:**
Due
By 7pm on Friday, 14 December 2018. There will be a dropbox on Canvas.

Grade: Your essay will count for 150 points of your grade in SOC4246 (30%).

The essay will be graded on the standard A to F scale, according to the rubric attached to these instructions.

Formatting instructions for the essay: Please double or 1.5 space your writing. Use APA or ASA style for your references (this is also known as author date style). (This can be the last thing you do if you prefer to compose single spaced)

Goals for this assignment: This assignment is an opportunity for you to explore in some way a question about the sociology of health and illness. To a greater extent than the other assignments this essay will grow and show your writing skills.

Instructions
Essay: Write a 2000 word (8 double spaced pages) paper that develops and answers the question that you posed in your annotated bibliography assignment. Words in your bibliography or works cited section do not count towards the word limit.

You must document your research by
1) Citing your sources in APA or ASA style
2) Concisely describing any statistical analyses you do with any sources. Results of these analyses can be presented in tables or graphs. If you put a table or graph in your essay, you must discuss it in the writing where it supports your argument.
3) If you use the soldiers’ records you can cite them with reference to their name and serial number in a footnote.

Possible structures for the paper: You are welcome to be creative, but here are some possible models for writing a short research paper
1. Identify a topic broadly in the sociology of health and illness that you want to find out more about. Write a short literature review in which you identify more specifically the questions and answers that researchers have published about on this topic in the last 10-20 years. For an 8 page paper you would probably need to read 10-15 academic journal articles. (This is based on the assumption that class time + weekly reading takes 4-5 of the 9 recommended hours per week, leaving you 2 hours each week to read a couple more articles and another 2 hours to write about them, and complete an essay in the next 7 weeks)
2. Identify a topic that you want to explore more in the soldiers’ medical records, and do a descriptive analysis. You could do a qualitative or quantitative study of the soldiers’ records. For most variables there will be 800-1000 records in the data to do a small quantitative study. For example, you could look at the various measures of health on the
medical form, and see which dimensions of health the men scored better or worse on. The History Sheets identify which men were wounded. You could use this information to then study a selection of wounded men’s files more intensively looking at their discharge papers and the more detailed medical reports.

3. You could explore a topic in the United States in more detail using the IHIS data to derive some statistics using their online tool (or use a stats program if you know one).

4. You could use the online newspaper databases available through the library to look at the portrayal of health topics in the media in a specified time period (for a broad topic, this would be shorter; for a narrower topic like a rarer disease you wanted to look at, it could be quite a while).

5. Some concerns in the sociology of health and illness are perennial, and have generated government reports and academic publications over a century or more. For example, what are the social causes of infant mortality? How are they described differently in 1926 compared to 2016? This form of essay generates a fairly simple structure of comparison between two time periods (I don’t recommend choosing 3 time periods for a short essay).
### SOC4246 2018
Final paper research grade

**Name:**

<table>
<thead>
<tr>
<th>Meeting basic requirements</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper submitted by 7pm, Friday 14 December 2018</td>
<td></td>
</tr>
<tr>
<td>Paper is approximately 2000 words in length</td>
<td></td>
</tr>
<tr>
<td>Paper addresses a topic broadly in sociology of health and illness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essay: argument</th>
<th>Good; Adequate; Needs Improvement; Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of thesis and topic</td>
<td></td>
</tr>
<tr>
<td>Topic of essay is clearly stated on opening page</td>
<td></td>
</tr>
<tr>
<td>Thesis is clearly stated</td>
<td></td>
</tr>
<tr>
<td>Stated concisely in your introduction</td>
<td></td>
</tr>
<tr>
<td>Backed up throughout the paper.</td>
<td></td>
</tr>
<tr>
<td>Style and effectiveness of argumentation</td>
<td></td>
</tr>
<tr>
<td>Body of paper is coherent, detailed, and supports the thesis.</td>
<td></td>
</tr>
<tr>
<td>Topic sentences clearly indicate the development of the argument</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of journal articles</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of sources is evident.</td>
<td></td>
</tr>
<tr>
<td>Student applies arguments from other contexts to own essay.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quotation, citation and bibliography</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Citations and bibliography are formatted correctly in APA or AS style</td>
<td></td>
</tr>
<tr>
<td>Bibliography includes all sources cited in essay</td>
<td></td>
</tr>
<tr>
<td>Quotations from secondary sources are limited, and appropriately introduced and cited.</td>
<td></td>
</tr>
<tr>
<td>Quotations are not “dropped” in as whole sentences</td>
<td></td>
</tr>
<tr>
<td>Quotations support the argument, and citations clearly indicate source.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Word choice: Words used correctly and clearly. Appropriate to academic essay</td>
<td></td>
</tr>
<tr>
<td>Grammar: eg; No run-ons. Limited use of passive verbs. Limited and appropriate use of first person. No vague pronouns. Subject and object agree. Articles are correct. Tenses used consistently. Apostrophes used correctly</td>
<td></td>
</tr>
<tr>
<td>Sentence structure: eg; correct use of semi-colons, coherent flow to sentence</td>
<td></td>
</tr>
<tr>
<td>Overall clarity and elegance of writing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall fulfilment of assignment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
</tr>
</tbody>
</table>