

**University of Minnesota
Department of Sociology**

SOC4246: Sociology of Health and Illness

Spring Semester 2017

Semester dates

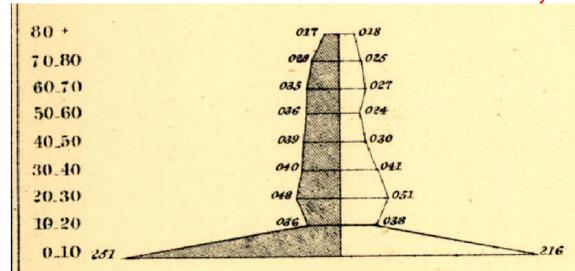
Teaching dates: 17 January – 5 May

Professor: Dr. Evan Roberts

Room: Social Sciences 1078

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

Phone: 612-625-8591



Venue: Blegen Hall 250, Twin Cities West Bank campus.

Lecture Times: Monday and Wednesday, 1:00 – 2:15pm

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:

Professor Evan Roberts: Monday and Thursday, 11:00 – 12:00 in SocSci 1078 and by appointment.

Teaching Assistant: Lisa Gulya, 2:30-3:30 Mondays and Wednesdays (after class) in SocSci 952 and by appointment (guly0003@umn.edu)

Course delivery: This course lasts fifteen weeks, the entire spring semester.

Communication of additional information: Information about any course changes will be announced in lectures and on Moodle, or sent via email.

Moodle and email: There is a SOC4246 Moodle site. We will be using Moodle for specified tasks and assignments. Moodle will also be used to host the course outline (should you misplace it), **link to readings**, and to contact the class via email. The Moodle 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 Wednesday afternoon about Monday's discussion, you should have read it before Monday).

In return, you can expect that if you email me about SOC4246 I will reply within 24 hours (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 avoid 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 debates 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.

Expected workload

In accordance with CLA Guidelines, you are expected to devote 9 hours per week to SOC4246. This includes the 2.5 hours of class-time in lecture and discussion on Mondays and Wednesdays.

Readings

There are two kinds of required readings:

- One assigned textbook
 - William C. Cockerham, *Medical Sociology*, New York: Routledge, 2016.
- Assigned articles that are available online, and distributed in advance of the class via Moodle or printed copies.

The hyperlinks for each article on Moodle 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 folder or USB drive)
- Authenticate through the library website and search for the journal or use the citation linker.
- Connect to the UMN Virtual Private Network (<http://www.oit.umn.edu/vpn/>) and make it appear to the rest of the internet that you are on-campus.

ASSESSMENT

There are five pieces of assessment in SOC4246.

1. Quizzes (30%)
 - a. Your score on 10 of 12 quizzes on the assigned readings (25% total)
 - b. Contribution of questions to one weekly quiz (5% of total)
2. Preparation and participation in discussion (10%)
 - a. Contribution of questions and leadership of weekly article discussions (5%)
 - b. Submission of brief notes on weekly assigned readings (5% = 10 x 0.5%)
3. Medical records data exploration and reflection (10%. Due Friday, 10 February)
4. Annotated bibliography and research proposal (20%. Due Tuesday, 21 March)
5. Final research paper (30%. Due Friday, 5 May)

You will work in groups to decide on the questions for your quiz and discussion leadership, but your grade will be determined by your individual contribution to these activities.

Extra Credit: You can earn up to 1/3 of a grade point (e.g. a B- becomes a B, a B becomes a B+) through two extra credit activities. Each of these activities is worth 1/6 of a grade point. There are three kinds of extra credit activities.

1. There is a plethora of health research going on here at the University of Minnesota. 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 a health related seminar.

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 10 May 2017 for those attended after 1 May.

2. You can earn 1/6 of a grade point for participating in the Take Your Professor to Lunch program. Find 2-6 classmates (groups of 3-7 required) and we'll have lunch together and talk about health, college, life, and laughter. <http://undergrad.umn.edu/typl.html>

3. You can earn 1/6 of a grade point for each extra batch of medical records you explore and transcribe. Ask the professor for an additional batch of records by 3 February and finish this activity by Monday, 1 March!

ATTENDANCE AND PARTICIPATION REQUIREMENTS

Lectures: 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.

Quizzes will be held in-class and make-up quizzes will require the submission of standard documentation for excused absences.

Quizzes may be held on either Monday or Wednesday, varying week to week!

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%** for the first day late, and **2%** per day thereafter, up to a maximum of **8** days, with weekends 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 will be necessary. Please contact me as soon as a potential problem emerges – not right before the deadline. The earlier you can talk to me about late assignments, the better.

I 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 need to request an extension, I will ask that you also write me an email so that we both have a record of what your new deadline is.

¹ Ralph Stinebrickner and Todd R. Stinebrickner, (2008) "The Causal Effect of Studying on Academic Performance," *The B.E. Journal of Economic Analysis & Policy*: Vol. 8 : Iss. 1 (Frontiers), Article 14. <http://www.bepress.com/bejeap/vol8/iss1/art14/>

ACADEMIC INTEGRITY AND PLAGIARISM

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/plagiarism/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:

6. An oral or written warning
7. Academic probation
8. Suspension from the course or the University.

SCHEDULE

Links to readings are provided on Moodle

Week 1 Wednesday, 18 January	Introduction to class Cockerham, Chapter 1 Cockerham and Scrambler "Medical Sociology and Sociological Theory"
Week 2 Monday, 23 January Wednesday, 25 January	Introduction to medical records research and Assignment 1 Quiz 1 (set by instructor) Cockerham, Chapter 2
Week 3 Monday, 30 January Wednesday, 1 February	Fundamental cause theory Fundamental cause theory Introduction to Integrated Health Interview Series Cockerham, Chapter 3 Link and Phelan, <i>JHSB</i> , 1995 Link and Phelan, <i>Demography</i> , 2016
Week 4 Monday, 6 February Wednesday, 8 February	Gender and Health Cockerham, Chapter 4 Anandale, "Health Status and Gender" Gorman and Read "Gender disparities in adult health"
Week 5 Monday, 13 February Wednesday, 15 February	Race and health Cockerham, Chapter 4 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"
Week 6 Monday, 20 February Wednesday, 22 February	Social stress and health Cockerham, Chapter 5
Week 7 Monday, 27 February Wednesday, 1 March	Mental health and suicide Durkheim, "Suicide" (Moodle) Additional readings on Moodle

Week 8	Health and illness behaviors
Monday, 6 March	Cockerham, Chapter 6 and 7
Wednesday, 8 March	Additional readings on Moodle
Spring break	
Monday, 13 March	Spring break
Wednesday, 15 March	Spring break
Week 9	The Sick Role
Monday, 20 March	Cockerham, Chapter 8
Wednesday, 22 March	Talcott Parsons, "The Sick Role"
Week 10	Doctors and Patients
Monday, 27 March	Cockerham, Chapter 9
Wednesday, 29 March	Additional readings on Moodle
Week 11	Physicians
Monday, 3 April	Cockerham, Chapter 10 and 11
Wednesday, 5 April	Additional readings on Moodle
Week 12	Other health care professions and healers
Monday, 10 April	Cockerham, Chapter 12 and 13
Wednesday, 12 April	Additional readings on Moodle
Week 13	Hospitals, clinics and other institutions
Monday, 17 April	Cockerham, Chapter 14
Wednesday, 19 April	Additional readings on Moodle
Week 14	Health care reform in the United States
Monday, 24 April	Cockerham, Chapter 15
Wednesday, 26 April	Additional readings on Moodle
Week 15	Health care systems in comparative perspective
Monday, 1 May	Cockerham, Chapter 16
Wednesday, 3 May	Additional readings on Moodle

Remember: Readings are listed on Moodle