

SYLLABUS SPRING 2014
SOCI 3380-01 Society, Community, & Health
MW 1230-1345
SO 3031

COURSE DESCRIPTION:

This course explores sociological approaches to global health inequalities, tensions between medicine, culture and different understandings of illness and medical practices, and the ethics of public health and biomedical research. Students critically engage in major issues of health and illness confronting selected subpopulations. The course introduces students to selected theoretical frameworks that address social determinants of health.

3 Class Hours- 0 Laboratory Hours- 3 Credit Hours

Prerequisite: SOCI 2201.

Instructor: Dr. Linda A. Treiber
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Office Hours: 11am-12 pm MW and by appointment
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COURSE OBJECTIVES

- 1) Identify social and cultural factors that shape health, illness, disease, and healing;
- 2) Understand how social and cultural factors influence individuals' perceptions of health, illness, disease, and healing;
- 3) Critically analyze differences in health, illness, and health systems across societies and populations;
- 4) Articulate different theoretical approaches to studying health inequalities;
- 5) Identify how cultural beliefs are embedded within the traditional biomedical model;
- 6) Describe key ethical issues and human consequences of scientific research and discovery.

REQUIRED TEXTS

The following required texts are available for purchase and the KSU Bookstore.

Tesh, Sylvia Noble. 1988. *Hidden Arguments: Political Ideology and Disease Prevention Policy*. New Brunswick, NJ: Rutgers University Press.

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux.

Skloot, Rebecca. 2010. *The Immortal Life of Henrietta Lacks*. New York: Crown Publishing Group.

REQUIRED READINGS

All other required readings will be provided online. These items are preceded with "***" on the syllabus.

Please note that you are responsible for downloading and printing each item.

COURSE REQUIREMENTS

1. **Attendance, Reading and Participation:** This course is designed as an upper division seminar in which participation from all students is necessary if everyone is to profit. Therefore, a portion of the final grade will be based on the quality and appropriately relative frequency of participation, which, it is assumed, will be based on careful reading of all assigned materials. Students are expected to do the reading thoroughly before the class for which it is assigned and to be prepared to participate actively in class discussions. Much

of the outcome of this course will depend on your commitment and dedication to the work. It has never been more true that the more you put into this, the more you will get out of it.

Attendance will be taken and is part of your final grade. Absences as defined by the University Senate (serious illness, illness or death of a family member, university related trips, major religious holidays) will be excused.

2. **Leading Discussion:** Once during the semester, you and other students will be responsible for leading class discussion. When you are leading discussion, you are responsible for presenting a brief analysis (~10 min) to the class describing the readings, offering an overview of the main ideas and some perspective on how the readings fit into what we have covered thus far in the course, and posing questions for discussion. Essentially, it is an oral presentation of your critiques of the readings. Handouts, visuals, video clips, and other creative ideas are welcome, but not required.
3. **Writing Assignments:** Each student is required to write **four reaction** papers. Three are based on each of the following books that we read in class (*Hidden Arguments*, *The Spirit Catches You and You Fall Down*, and *Immortalization of Henrietta Lacks*) and one paper based on a movie (*Ms. Evers' Boys*). The papers should be at least 1000 words (approx. 4 – 5 pages double spaced). These will form the basis for discussions. I will post some sample thinking questions that can be used to help focus your writing.
4. **Health Intervention Proposal Project:** Each student is expected to be part of a small group project that will be presented at the end of the semester. (see guidelines below).
5. **Midterm Exam:** Halfway during the semester we will have an in class midterm exam. I will post sample essay questions to study prior to the exam.
6. **Final Exam:** During the final week of the semester, I will post essay questions designed to tie together key sets of ideas and theories about the contents of the course (books, articles, films).

GRADES

Grading:	Percent
Attendance and Discussion	10%
4 Writing Assignments (7.5% each)	30%
Group Intervention Project	20%
Midterm Exam	20%
Final Exam	20%
Total	100 %

Grades will be based upon your percentage of the total number of points on exams, written work, and attendance/discussion. A= 90-100%; B= 89.99-80%; C= 79.99-70%; D= 69.99-60%; F= Below 60%.

POLICIES FOR WRITTEN WORK

All written papers are to be typed, double-spaced, using 12-pt. Times New Roman font, with one-inch margins, and must include page numbers, proper use of citations, and bibliographies. Please use ASA citation style: See: <http://www.asanet.org/students/index.cfm> for a link to ASA Quick Style Guide. I will deduct points for incorrect citation style.

I only accept hard copies papers at the beginning of class on the specified due dates. No electronic papers will be accepted. Late papers will be deducted 5% each day it is late.

If you have a personal or family emergency and are unable to complete an assignment, you must speak with me as soon as possible so we can discuss how and when you will complete the assignment. **Do not assume that you may hand in all of your assignments at the end of the course, or that you will be granted an extension.**

I encourage you to use the KSU Writing Center. It is a free service offered to all KSU students. They offer experienced writing assistants who will work with you throughout the writing process on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment (appointments are strongly encouraged), visit www.kennesaw.edu/english/WritingCenter, or stop by Room 242 in the English Building.

A note on plagiarism: I will check all papers for plagiarism, so please cite all your references when you paraphrase. If you use direct quotes, you must place the quote in quotations and provide the citation with the page number. If you are caught plagiarizing you will receive a 0 for the assignment and appropriate judicial processes will be initiated.

CLASSROOM CONDUCT

- Do not talk during lecture, while other students are asking questions, or during movie/video presentations.
- Please **silence** cell phones, and **turn off** iPods, or other electronics during class.
- **I do not allow computers** in the class since this often provides an opportunity for students to become distracted and disengaged. If you require a computer to take notes you must provide me with a letter from the disabilities office.
- Late arrivals & early departures disrupt not only me, but also other students; therefore, if you know you will be late or need to leave early—please talk to me *before* class (or email me).
- Since our class is debate-oriented, I expect you to respect and listen to everybody’s opinions and perspectives. I value and respect your contributions. Please do the same for others in the class. Our class is a space free of sexist, racist or other offensive comments.

ACADEMIC INTEGRITY

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct as published in the Undergraduate Catalog. Section II of this Code addresses the university policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/ falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/ intentional misuse of computer facilities and/or services, and misuse of identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, oral formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

STUDENTS WITH DISABILITIES

If you are a student with special needs, please notify me as soon as possible to accommodate your needs.

READING ASSIGNMENTS AND CLASS SCHEDULE

JAN 8	Introductions, syllabus	Review syllabus, obtain books
JAN 13	Hidden Arguments	Tesh, Introduction p. 3-6 Tesh, Chapter 1, 19 th Century Debates, p. 7-32
JAN 15	20th Century Debates	Group assignments Tesh, Chapter 2, Twentieth Century Debates, p. 33-57
JAN 20	No class due to Martin Luther King Jr. Holiday	NO CLASS
JAN 22		Tesh, Chapter 3, A Multicausal Solution? P. 58-82 Film: “Social Impacts of New Medical Knowledge” (52 minutes)
JAN 27	Multicausal Solutions	Tesh, Chapter 5 Air Traffic Control and Stress, p. 105-130
JAN 29	Approaches to health and illness	Tesh, Chapter 6, Vietnam Veterans and Agent Orange, p. 131-153 Tesh, Chapter 7, Individualism and Science, p. 154-177.
FEB 3		PAPER #1 DUE DISCUSSION ON TESH
FEB 5	VULNERABLE	Film: “In Sickness and in Wealth” (56 minutes)

	POPULATIONS	Aday, Lu Ann. 1994. "Health Status of Vulnerable Populations." <i>Annual Review of Public Health</i> 15:487-509. Rogers, Wendy and Margaret Meek Lange 2013. "Rethinking the Vulnerability of Minority Populations in Research". <i>American Journal of Public Health</i> 103 (12): 2141-46.
FEB 10	Culture, Illness, and Care	Fadiman, (Ch.1- 4). p. 3-37. Fineman, Norman. 1991. The social construction of noncompliance: a study of health care and social service providers in everyday practice. <i>Sociology of Health and Illness</i> 13(3): 354-73.
FEB 12	Compliance	Kleinman, Arthur, Eisenber, Leon, and Byron Good. 1978. Clinical Lessons from Anthropologic and Cross-Cultural Research. <i>Annals of Internal Medicine</i> 88:251-258.
FEB 17	Group time	Fadiman, (Ch.5-7). p. 38-92. Film: "Between Two Worlds" (27 minutes)
FEB 19	Evaluation Research Proposals that work	Fadiman, (Ch.8-10). p. 93-139.
FEB 24		Fadiman, (Ch.11-14), p. 140-209. Film: "The Split Horn: Life of A Hmong Shaman in America" (56 minutes)
FEB 26	Race and Health among the Hmong	Fadiman, (Ch.15-16). p. 210-249.
MAR 3	Health Belief Model Group time	Fadiman, (Ch.17-19). p. 250-288.
MAR 5		CLASS DISCUSSION ON FADIMAN PAPER # 2 DUE IN CLASS
MAR 10	MIDTERM	MIDTERM
MAR 12	ETHICS	Gamble, Vanessa. 1997. Under the Shadow of Tuskegee: African Americans and Health Care. <i>American Journal of Public Health</i> 87:1773-1778. FILM: "Miss Evers' Boys"
MAR 17	Syphilis and Tuskegee	Belmont Report: Ethical Principles and Guidelines for the protection of human subjects of research. Thomas, Stephen, B., and Sandra Crouse Quinn. 1991. Tuskegee Syphilis Study, 1932 to 1972: Implications for HIV Education and AIDS Risk Education Programs in the Black Community. <i>American Journal of Public Health</i> 81(11): 1498-1505. FILM: "Miss Evers' Boys" – FINISH IF NEEDED

MAR 19	Understanding Racial and ethnic disparities in health	Williams, David R. and Michelle Sternthal. 2010. Understanding Racial-ethnic Disparities in Health: Sociological Contributions. <i>Journal of Health and Social Behavior</i> 51: S15-S27. Skloot, Rebecca. 2010. <i>The Immortal Life of Henrietta Lacks</i> . New York: Crown Publishing Group, p. 1-48
MAR 24		PAPER #3 ON MS EVERS BOYS DUE IN CLASS CLASS DISCUSSION
MAR 26	Sample Health Intervention: Project DIRECT and Diabetes Group time	Skloot, p. 49-86
MAR 31 APR 2	NO CLASS SPRING BREAK	NO CLASS SPRING BREAK (please read as much Skloot as possible over break)
APR 7	Immortal Cells	Skloot, p. 89-136
APR 9	Transtheoretical Model of Change Group time	Skloot, p. 137-178
APR 14		Skloot, p. 179-231 Film: "The Way of All Flesh" (53 minutes)
APR 16	Cultural competence	Skloot, p. 232-310
APR 21		PAPER #4 DUE IN CLASS CLASS DISCUSSION ON SKLOOT
HEALTH INTERVENTION IDEAS		
APR 23		Group Presentations
APR 28		Group Presentations
APR 30 LAST DAY	group papers due in class (all groups)	Group Presentations

FINAL EXAM MAY 5, 1-3 PM

SOCI 3380 Final Project: Health Promotion Intervention Proposal

Length=no more than 10-12 pages total for the group, double spaced.

1. Title Page, title of paper, authors' names, course # and date of submission
2. **Specific Aims:** state the relevance of the research problem and need for intervention. You may wish to have your intervention fall within one the key leading health indicator areas specified by the US government: Other areas are OK as well.
 - Physical Activity
 - Overweight and Obesity
 - Tobacco Use
 - Substance Abuse
 - Responsible Sexual Behavior
 - Mental Health
 - Injury and Violence

- Environmental Quality
- Immunization
- Access to Health Care

3. **Significance and background:** State the desired action and intervention target group or population(s) For example, decreasing cigarette smoking in teens; increasing immunization compliance for toddlers, healthy physical activity in seniors with diabetes, or other goal and population. Provide background and prevalence data about the problem and the group, critically evaluate existing knowledge and studies about the group that identify the need for your intervention project.
4. **Theoretical Perspective:** Describe the perspective(s) that guide your project, define the key concepts, and explain how using more than one perspective can strengthen your project design. For example, the health belief model can be applied to interventions aimed at decreasing smoking, or improving immunization compliance, or increasing activity in people with diabetes. Other perspectives can be used as well, depending on topic and populations.
5. **Intervention Design and Methods:** Describe the intervention design and the components of the intervention. Your discussion of the intervention should address the following: describe intervention (for example, an education program on effects of cigarettes, a pediatrician comes to discuss childhood diseases to Head Start parents' group, cooking class on making healthy foods), define the population, location of the study, number of groups, sample sizes, recruitment procedures (how will you get people involved?) human subjects protections.
6. **Describe how you will know your interventions worked.** Describe the key process or outcome measures and how they will be operationalized (i.e., what data will be collected, questions asked, etc.). For example will, you ask people what they thought about your program? Survey, interview, focus group? Will you give them a quiz to see if they learned the material? Or will you look at outcomes? (e.g., did they smoke, get vaccinated, lose weight, decrease blood sugar level?)
7. **Time line**
8. **Estimated budget**
9. **Presentation to class (15 to 20 minutes)**