

**SPRING 2017  
SYLLABUS  
SOCI 3380-01 Society, Community, & Health  
MW 2:00-3:15 PM  
SO 2021  
Dr. Linda A. Treiber, Professor of Sociology**

**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 1101***

**Instructor:** Dr. Linda A. Treiber

**Office:** SO 4070

**Office Hours:** MW 11-12 and by appointment

**Phone:** 470-578-2279

**Email:** Preferred method of contact is by email.

Please contact me on D2L Brightspace or by KSU email [ltreiber@kennesaw.edu](mailto:ltreiber@kennesaw.edu)

**COURSE OBJECTIVES**

**At the end of the course students should be able to:**

- 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.

1. Tesh, Sylvia Noble. 1988. Hidden Arguments: Political Ideology and Disease Prevention Policy. New Brunswick, NJ: Rutgers University Press. ISBN: 978-0813513157
2. Fadiman, Anne. 2012. 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. ISBN: 978-0374533403.
3. Skloot, Rebecca. 2010. The Immortal Life of Henrietta Lacks. New York: Crown Publishing Group. ISBN: 978-1-4000-5218-9

**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 appropriate frequency of participation, which, it is assumed, will be based on careful reading of all assigned materials. Students are expected to complete the readings before class 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 truer that the more you put into this, the more you will get out of it.

- a. *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 with appropriate documentation.*
  - b. **ENROLLMENT STATUS POLICY:**  
Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. Please refer to the official KSU policy for potential reimbursement if you withdraw from classes.
  - c. **March 1, 2017 is the Last Day to Withdraw without Academic Penalty for the 15 Week Session.**
2. **Leading Discussion:** Once during the semester, 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 perspectives 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 **three 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 *Immortal Life of Henrietta Lacks*). The papers should be at least 1250 words (or approx. 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. See below for due dates.
  4. **Health Intervention Proposal Project:** Each student is expected to be part of a group project that will be presented at the end of the semester. (See guidelines below). The group paper should be around 2500-3000 words (or approx. 10-12 pages double spaced). **Group Papers are due in class on April 26, 2017.**
  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: FINAL EXAM WEDNESDAY MAY 3, 2017 1-3 PM**  
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). **The final exam will be cumulative.**

### **GRADES**

<b>Item:</b>	<b>Percent</b>
Attendance	5%
Leading Discussion	5%
Group Project Paper	15%
Group Presentation	5%
3 Writing Assignments (10 % each)	30%
Midterm Exam	20%
Final Exam	20%
<b>Total</b>	<b>100 %</b>

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 references. Please remove the “extra space” between paragraphs. Please use ASA citation style at [http://lib.trinity.edu/research/citing/ASA\\_Style\\_Citations\\_4.pdf](http://lib.trinity.edu/research/citing/ASA_Style_Citations_4.pdf)

In addition to the submission of a hardcopy paper in class on the due date, students are required to upload a digital copy to the Assignments folder/dropbox within D2L. Papers will be deducted 5% each day it is late. This includes the digital copy.

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](http://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. I RESERVE THE RIGHT TO ASK YOU TO PUT THE COMPUTER OR PHONE AWAY. 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 STATEMENT:**

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs, Section II of the Student Code of Conduct addresses the university’s 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 student 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, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. **The full policy is published at the following link:** (<https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>)

### **PERSONS WITH DISABILITIES:**

Any student with a documented disability needing academic adjustments is requested to notify the instructor as early in the semester as possible. Verification from KSU Student Disability Services is required.

All discussions will remain confidential. Please visit the website:

[http://www.kennesaw.edu/stu\\_dev/dsss/welcome.html](http://www.kennesaw.edu/stu_dev/dsss/welcome.html)

**CAMPUS POLICIES** +++Please see additional policies and resources below+++

Academic Honesty/Integrity Statement

<http://scai.kennesaw.edu/docs/KSU%20Codes%20of%20Conduct-2015.pdf>

Confidentiality and Privacy Statement (FERPA)

<http://enrollmentservices.kennesaw.edu/training/ferpa.php>

University – Student Rights Statement

<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>

Ethics Statement

<http://scai.kennesaw.edu/codes.php>

Sexual Harassment Statement

<http://scai.kennesaw.edu/codes.php>

Course Accessibility Statement (ADA statement)

[http://kennesaw.edu/stu\\_dev/dss](http://kennesaw.edu/stu_dev/dss)

Disruption of Campus Life Policy

<http://scai.kennesaw.edu/codes.php>

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### **STUDENT RESOURCES:**

The Writing Center:

<http://writingcenter.kennesaw.edu/>

Academic Support Services: [http://www.kennesaw.edu/stu\\_dev/msrs/academic.html](http://www.kennesaw.edu/stu_dev/msrs/academic.html)

Student Disability Services:

[http://www.kennesaw.edu/stu\\_dev/dss/welcome.html](http://www.kennesaw.edu/stu_dev/dss/welcome.html)

ESL Study and Tutorial Center:

[http://uc.kennesaw.edu/academicinitiatives/docs/Guide\\_to\\_the\\_ESL\\_Center.pdf](http://uc.kennesaw.edu/academicinitiatives/docs/Guide_to_the_ESL_Center.pdf)

Career Services

<http://careers.kennesaw.edu/>

Counseling and Psychological Services

<http://www.kennesaw.edu/studentssuccessservices/cps/services.php>

Center for Health Promotion and Wellness

<http://wellstarcollege.kennesaw.edu/wellness/>

Student Health Services

<http://studenthealth.kennesawstateauxiliary.com/>

### **READING ASSIGNMENTS AND CLASS SCHEDULE**

JAN 9	Introductions, syllabus	Review syllabus, obtain books
JAN 11	Review of Medical Sociology concepts	**McDaniel, Susan A. 2013. "Understanding Health Sociologically." <i>Current Sociology Review</i> 61(5-6):826-41.
JAN 16	NO CLASS	
JAN 18	Hidden arguments about health and illness	Tesh, Introduction p. 3-6 Tesh, Chapter 1, 19 <sup>th</sup> Century Debates, p. 7-32
JAN 23	20 <sup>th</sup> Century Debates	<b>Group project and class discussion assignments made</b> Tesh, Chapter 2, Twentieth Century Debates, p. 33-57
JAN 25	Multicausal Solutions	Tesh, Chapter 3, A Multicausal Solution? P. 58-82 <b>Film: "Social Impacts of New Medical Knowledge" (52 minutes)</b>
JAN 30	Environmental Health	Tesh, Chapter 6, Vietnam Veterans and Agent Orange, p. 131-153 Tesh, Chapter 7, Individualism and Science, p. 154-177.
<b>FEB 1</b>	<b>PAPER #1 DUE IN CLASS and D2L</b>	<b>Class discussion</b>

	<b>DISCUSSION ON TESH</b>	
FEB 6	Vulnerable Populations and Illness	<p><b>Film: “In Sickness and in Wealth” (56 minutes)</b></p> <p>**Aday, Lu Ann. 1994. "Health Status of Vulnerable Populations." <i>Annual Review of Public Health</i> 15:487-509.</p> <p>**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.</p>
FEB 8	Culture, Illness, and Care	**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 13	Sick role and 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 15	Fadiman Health and the Hmong	Fadiman, (Ch.1- 4). <b>p. 3-37.</b> <b>Film: “Between Two Worlds” (27 minutes)</b>
FEB 20	Evaluation Research	Fadiman, (Ch.5-7). <b>p. 38-92.</b>
<b>FEB 27</b>	<b>MIDTERM</b>	Fadiman, (Ch.8-10). <b>p. 93-139.</b>
MAR 1	Race and Health among the Hmong	Fadiman, (Ch.11-14), <b>p. 140-209.</b> <b>Film: “The Split Horn: Life of A Hmong Shaman in America” (56 minutes)</b>
MAR 6	Epilepsy and chronic illnesses	Fadiman, (Ch.15-16). <b>p. 210-249.</b>
MAR 8	Health and Culture Project work time	Fadiman, (Ch.17-19). <b>p. 250-288.</b>
<b>MAR 13</b>	<b>CLASS DISCUSSION ON FADIMAN PAPER # 2 DUE IN CLASS and D2L</b>	<b>Class discussion</b>
MAR 15	Ethics and health	**Gamble, Vanessa. 1997. Under the Shadow of Tuskegee: African Americans and Health Care. <i>American Journal of Public Health</i> 87:1773-1778. <b>FILM: “Miss Evers’ Boys” (part 1)</b>
MAR 20	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. <b>FILM: “Miss Evers’ Boys” – Finish</b>

MAR 22	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.
MAR 27	Race and health, continued Project work time	Skloot, Rebecca. 2010. <i>The Immortal Life of Henrietta Lacks</i> . New York: Crown Publishing Group, <b>p. 1-48</b>
MAR 29	Sample Health Intervention: Project DIRECT and Diabetes	Skloot, <b>p. 49-86</b>
MAR 30	Health Promotion Intervention, continued	Skloot, <b>p. 89-136</b>
APR 3 APR 5	NO CLASS	
APR 10	The Problem of Cancer	Skloot, <b>p. 137-178</b> <b>Film: "The Way of All Flesh" (53 minutes)</b>
APR 12	Trans-theoretical Model of Change Project work time	Skloot, <b>p. 179-231</b>
APR 17	Cultural competence	Skloot, <b>p. 232-310</b>
<b>APR 19</b>	<b>PAPER #3 DUE IN CLASS and D2L CLASS DISCUSSION ON SKLOOT</b>	<b>Class discussion</b>
APR 24		<b>Group Project Presentations</b>
<b>APR 26</b>	<b>GROUP PAPERS DUE IN CLASS and D2L (all groups)</b>	<b>Group Project Presentations</b>
MAY 1 LAST DAY		<b>Group Project Presentations</b>
<b>WEDNESDAY MAY 3 (1-3 PM)</b>	<b>FINAL</b>	<b>FINAL EXAM 1-3 PM</b>

### **SOCI 3380 GROUP HEALTH PROMOTION PROPOSAL PROJECT**

Each group will propose a health intervention project that addresses a key need. This will be in the form of a written paper and will be presented to the class at the end of the semester. Your group may wish to have your intervention fall within one the key leading health indicator areas specified by the US government, below. Other areas are OK as well.

- Physical Activity
- Overweight and Obesity
- Tobacco Use
- Substance Abuse
- Responsible Sexual Behavior
- Mental Health
- Injury and Violence
- Environmental/Air Quality
- Immunization
- Access to Health Care

Length=no more than 10-12 pages total for the group (around 2500-3000 words), double spaced, Times New Roman font. Please use ASA citation style at [http://lib.trinity.edu/research/citing/ASA\\_Style\\_Citations\\_4.pdf](http://lib.trinity.edu/research/citing/ASA_Style_Citations_4.pdf) or

[http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf)

### Elements of the Project:

1. **Title Page:** title of paper, authors' names, course #, date of submission, and word count
2. **Specific Aims:** state the relevance of the research problem and need for intervention.
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. **Group Presentation to class (15 to 20 minutes)**
10. **Each group member will fill out a group member evaluation form, to be submitted separately.**
11. **All Group Papers are due in class on April 26, 2017.**