

SOC 1120-05 and 05H: Introduction to  
Sociology - Diversity & Health

*Christopher Prener, Ph.D.*

*2019-08-15*

## Preface and Warning

This is the hardcopy version of the **Fall 2019** syllabus.

This **.pdf** version of the course syllabus is automatically created as part of the document generation process. It is meant for students who wish to keep a hardcopy of the course policies and planned course schedule. **Since it is automatically created, it is not optimized for easy use** - readers may notice formatting inconsistencies and stray characters that are a result of the markdown to L<sup>A</sup>T<sub>E</sub>X conversion process. The web version (located at <https://slu-soc1120.github.io/syllabus/>) is meant to be the version of the syllabus used for everyday reference during the semester. As such, this **.pdf** version will not be updated as the semester progresses should any changes to the course schedule be necessary.

# Basics

## Course Meetings

*When:* Mondays and Wednesdays, 2:10pm to 3:25pm

*Where:* 260 McGannon Hall

## Course Website

<https://slu-soc1120.github.io>

## Course Materials

<https://classroom.google.com> (you will need an invitation from Chris)

## Chris's Information

*Office:* 1918 Morrissey Hall

*Email:* [chris.prenner@slu.edu](mailto:chris.prenner@slu.edu)

*Office Hours:* Tuesdays, 11am-noon

## Hard-copy Syllabus

If you would like to keep a record of the syllabus, there is a **.pdf** download button ( ) in the top toolbar. This document will contain a “snapshot” of the course policies and planned schedule as of the beginning of the semester but will not be subsequently updated. See the “Preface and Warning” on page 2 of the **.pdf** for additional details.

## Change Log

- August 9, 2019 - Initial Spring 2019 release
- August 15, 2019 - Remove Sociological Experience assignment

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**Part I**

**Syllabus**



## Section 1

# Course Introduction

The function of sociology, as of every science, is to reveal that which is hidden.

**Pierre Bourdieu (1996)**

This course will survey the field of sociology, stressing important ideas, methods, and results. We focus on health to illustrate the application of sociological ideas. The survey is designed to develop analytic thinking skills. Weekly readings from a text will be supplemented with articles and chapters illustrating topical issues and exercises on the skills and craft of the social sciences.

## A Two Courses, One Goal

Students will quickly notice that this course has two numbers. SOC 1120-05 is the “regular” course section, and SOC 1120-05H is the honors section. If you are a University Honors student, you may enroll in SOC 1120-05H if you wish to take this course for honors credit. Students in the honors section complete additional readings for three of the weeks, write several additional response papers, and give a presentation on a topic of their choice to the class. Additional details are included in the honors supplement at the end of this document. Both courses have the same goal - to introduce students to the fundamentals of sociology through an emphasis on health and medicine.

## B Course Objectives

This course introduces the distinct sociological skills through the lens of health and illness, including:

1. The ability to recognize and examine social phenomena from multiple perspectives.

2. The recognition of what constitutes fact based arguments from appropriately designed information gathering.
3. The ability to understand the sources of attitudes and behaviors from cultures and structures and how they impact the quality of life of different groups in society.
4. The ability to reflect on the diversity around us and to act in a moral and just manner as citizens of the world.
5. Developing skills in independent thinking, aesthetic awareness, moral and/or ethical system of values, welcoming diversity, and committing to the value of life-long learning.

## C Cultural Diversity Core Requirement

This course fulfills the College of Arts and Sciences core requirement for Cultural Diversity in the United States. The Cultural Diversity in the United States requirement is designed to help students gain a better understanding of the cultural groups in the United States and their interactions. Students who complete a Cultural Diversity course in this category will gain a substantial subset of the following skills:

1. Analyze and evaluate how various underrepresented social groups confront inequality and claim a just place in society.
2. Examine how conflict and cooperation between social groups shapes U.S. society and culture.
3. Identify how individual and institutional forms of discrimination impact leaders, communities and community building through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Evaluate how their personal life experiences and choices fit within the larger mosaic of U.S. society by confronting and critically analyzing their own values and assumptions about individuals and groups from different cultural contexts.
5. Understand how questions of diversity intersect with moral and political questions of justice and equality.

## D Google Classroom

**Google Classroom** is a learning management system similar to Blackboard. There are two main areas - the **Stream** and the **Coursework** tabs. The **Stream** contains posts for announcements and assignments. Additions to the **Stream** should be emailed to your student e-mail account automatically. This will be



my primary means for communicating with the class as a whole, and will be the venue where lecture slides and notes are made available. Assignments posted to the **Coursework** allow you to submit work for the course. Please see the section on “Google Classroom Submissions” for details on assignment submission.

You will need an invitation to **Google Classroom** from Chris. Invitations will be sent to all enrolled students before the first class. If you enroll after the first day of class, please let Chris know that you will need an invitation. Invitations will be sent to your SLU associated Google account, which consists of your *computer log in* (e.g. `doej` for Jane Doe) entered as an email - `doej@slu.edu`. The password will be the same as your password used to log in to mySLU and SLU computers. Using another Google account for this course is not permitted.

## E Readings

There are two books required for this course. Each book has been selected to correspond with one or more of the course objectives. The books are:

1. Abraham, Laurie K. 2019. *Mama Might Be Better Off Dead: The Failure of Health Care in Urban America*. Chicago, IL: The University of Chicago Press. ISBN-13: 978-0226623702; List Price: \$20.00; e-book versions available.
2. Andersen, Margaret, Howard F. Taylor, and Kim A. Logio. 2016. *Sociology: The Essentials*. 9<sup>th</sup> edition. Independence, KY: Cengage. ISBN-13: 978-1305503083; List Price: \$202.95; e-book versions available.

I do not require students to buy physical copies of texts. You are free to select a means for accessing these texts that meets your budget and learning style. If ebook editions (e.g. Kindle, iBooks, pdf, etc) of texts are available, they are acceptable for this course. All texts should be obtained in the edition noted above.

All readings are listed on the **Reading List** and should be completed before the course meeting on the week in which they are assigned (unless otherwise noted). Full text versions of most readings not found in the books assigned for the course can be obtained using the library’s Electronic Reserves system. The password for the Electric Reserves will be posted on **Google Classroom**.

Many of the readings posted on Electronic Reserves are peer reviewed journal articles. This means that they are written with an aim to contribute to scientific debates. Their primary audiences are typically health care providers, professors, and graduate students. They are therefore sometimes *difficult* to read. Give yourself time - I don’t expect each student to fully understanding the intricacies of each article (especially the statistics included in some), but I do expect you to walk away with a general sense of the argument and evidence presented.



## Section 2

# Course Policies

My priority is that class periods are productive learning experiences for all students. In order to foster this type of productive environment, I ask students to follow a few general policies and expectations:<sup>1</sup>

1. Work each week to contribute to a positive, supportive, welcoming, and compassionate class environment.
2. Arrive to class on time and stay for the entire class period.
3. Silence *all* electronic devices before entering the classroom.
4. Do not engage in side conversations. This is disrespectful to the speaker (whether me or a classmate), and can affect the ability of others in the class to learn.
5. Be respectful of your fellow classmates. Do not interrupt when someone is speaking, monopolize the conversation, or belittle the ideas or opinions of others.
6. Complete the assigned readings for each class in advance, and come prepared with discussion points and questions.

The following sections contain additional details about specific course policies related to attendance, participation, electronic device use, student support, academic honesty, and Title IX.

## A Attendance and Participation

Attendance and participation are important components of this course. You are expected to attend all class sessions and to arrive before the beginning of class. If you cannot attend class or arrive on time because of a personal illness, a family issue, jury duty, an athletic match, or a religious observance, you must contact

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<sup>1</sup>These general expectations were adopted from language originally used by Dr. Shelley Kimmelberg.

me **beforehand** to let me know. I may ask for more information, such as a note from a physician, a travel letter from Athletics, or other documentation for absences.

A penalty will not be applied to your first two unexcused absences or late arrivals. Any unexcused absences or late arrivals beyond those two will result in no credit (for an absences) or only partial credit (for a late arrival) being earned for that day's participation grade.

Attendance check-ins will be collected either in-person or through a simple web-form. Students will need a QR code reader application installed on their smartphone to check-in. These web forms are **time stamped**, so if you sign in 3 minutes after the beginning of class or later, you will be marked as 'late' in the attendance database. This is done automatically by my gradebook, so please see me if you have a concern about how this works or, more generally, if you have a commitment that regularly prevents you from arriving to class on time.

If you do not own a smartphone, you will be able to sign-in with me before class. You should note that attendance check-ins are covered by the course's Academic Honesty policy. Sharing the check-in form with another student or signing in on their behalf are both violations of this policy.

Making up missed classes is your responsibility, including obtaining notes from a classmate. I do post slides on Google Classroom, but my slides are intended only to serve as references. I do not design slides to serve as a stand-in for not attending class - they are designed to make sense in the context of the lecture as it is delivered. All lecture slides will be posted on Google Classroom before class begins along with relevant notes for that lecture. Please note that lectures and discussions cannot be recorded by any means (e.g. audio or video recordings, or photographs) without my permission.

## B Communication

Email is my preferred method of communication. I dedicate time to email responses each workday, meaning that my response time is typically within 24 hours during the workweek. If you have not received a response from me after 48 hours (or by end of business on Monday if you emailed me over the weekend), please feel free to follow-up with me.

Please use your SLU email account when emailing me. All messages regarding course updates, assignments, and changes to the class schedule including cancellations will be sent to your SLU email account. It is therefore imperative that you check your SLU email account regularly.

Please also ensure that all concerns or questions about your standing in the course are directed to me immediately. Inquires from parents, SLU staff members, and others will not be honored.

## C Electronic Devices

During class periods, students are asked to refrain from using electronic devices (including cell phones) for activities not directly related to the course. For this class, I expect students to limit their use of electronic devices to accessing course readings, notes, and other course materials.

There is evidence that using electronic devices during lectures results in decreased retention of course content (Hembrooke and Gay 2003) and lower overall course performance (Fried 2008). Students who are not using a laptop but are in direct view of another student's laptop also have decreased performance in courses (Sana et al. 2013). Conversely, students who take notes the "old fashioned way" have better performance on tests compared to students who take notes on laptops (Mueller and Oppenheimer 2014).

I therefore ask students to be conscious of how they are using their devices, the ways such use impacts their own learning, and the effect that it may have on others around them. I reserve the right to alter this policy if electronic device use becomes problematic during the semester.

## D Student Support

### D.1 Basic Needs

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, you are urged to contact the Dean of Students for support. Likewise if you have concerns about your mental or physical health needs, or lack access to health care services you require, you should contact either the Dean of Students, Student Health Services, or the University Counseling Center.<sup>2</sup>

If you feel comfortable doing so, please discuss any concerns you might have with me. Doing so is particularly important if believe your performance in this course might be affected. I will do my best to work with you to come up with a plan for successfully completing the course and, if need be, work with you to identify on-campus resources. I will treat all discussions with discretion, though please be aware that certain situations, including disclosures of sexual misconduct or self harm, must be reported by faculty to the appropriate University office.

### D.2 Academic Accommodations

If you meet the eligibility requirements for academic accommodations through the Office of Disability Services (located within the Student Success Center) *and you wish to use them for this class*, you should arrange to discuss your needs with me after the first class. All discussions of this nature are treated confidentially, and I will make every effort to work with you to come up with a

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<sup>2</sup>This language is adopted from text written by Dr. Sarah Goldrick-Rab.

plan for successfully completing the course requirements. Please note that I will not provide accommodations to students who are not working with Disability Services, and that I cannot retroactively alter assignments or grades if they have already been completed.

### **D.3 Writing Services**

I also encourage you to take advantage of the University Writing Services (UWS) program. Getting feedback benefits writers at all skill levels and the quality of your writing will be reflected in assignment grades. The UWS has trained writing consultants who can help you improve the quality of your written work. UWS's consultants are available to address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources.

## **E Academic Honesty**

All students should familiarize themselves with Saint Louis University's policies concerning cheating, plagiarism, and other academically dishonest practices:

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

Any work that is taken from another student, copied from printed material, or copied the internet without proper citation is expressly prohibited.

All relevant assignments should include in-text citations and references formatted using the American Sociological Association (ASA) style guidelines. Any student who is found to have been academically dishonest in their work risks failing both the assignment and this course.

## **F Harassment and Title IX**

While I have every expectation that each member of the Saint Louis University community is capable and willing to create a positive coursework experience, I fully recognize that there may be instances where students fall short of that expectation. Students should generally be aware that:

Saint Louis University prohibits harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, gender ex-

pression/identity, genetic information, pregnancy, or any other characteristics protected by law.

All students should also familiarize themselves with Saint Louis University's policies on bias, discrimination, harassment, and sexual misconduct. In particular, they should be aware of policies on harassment and sexual misconduct:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX Coordinator, Anna R. Kratky (DuBourg Hall, Room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu)); 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK.

Instances of abusive, harassing, or otherwise unacceptable behavior should be reported either directly to the instructor or to the University Administration. Consistent with the above policies, I will forward all reports of inappropriate conduct to the Title IX Coordinator's office or to the Office of Diversity and Affirmative Action. Please be aware that University policies may require me to forward information about the identity of any students connected to the disclosure.

Please also be aware that communications over various online services, including (but not limited to) Google Apps and Google Classroom, are covered by this policy.





## Section 3

# Success in this Course

Students often ask me how to do well in various aspects of the course, and so this section features my *suggestions* for a successful semester. *These observations are provided with no warranty* - following them does not guarantee any particular outcome. You could do everything in here and still do poorly in the course, and conversely you could ignore much of what is in discussed in the links below and still do well. However, *most* of the students who are successful in this course will follow *most* of these ideas consistently.

These tips are an effort to illuminate what sociologists refer to as the “hidden curriculum” of higher education - there are things you need to do to be successful, but they are often unstated or not clearly communicated.

Since I give this advice out in multiple classes, the documents themselves are stored on my personal website:

1. Doing the Little Things Right
2. Studying for Exams
3. Writing in the Social Sciences
4. Letters of Recommendation - Pay particular to the section titled “If I Say No” if you may want an Instructor Evaluation for medical school - I prioritize letter writing for students who I get to know outside of the classroom.

If there are other topics you have questions about, please let me know. These documents are a work in progress.



## Section 4

# Assignments and Grading

This section provides general details on the different types of assignments for this course. It also contains policies for submitting work, receiving feedback, and late work.

### A Assignments



Students enrolled in the honors section should see Section 7 for additional assignment descriptions as well as their weighting and final point totals.

Your grade for this course will consist of a number of different assignments on which points may be earned. Each category of assignment is described below.

#### A.1 Attendance and Participation



Attendance and participation are worth **10%** of your final grade

As discussed above, both attendance and participation are important aspects of this class. The class participation grade will be based on (a) attendance, (b) level of engagement during class, and (c) class “entry” and “exit tickets”.

Each of these elements is assigned a point value and assessed using a scale that awards full, partial, or no credit. Not attending class or completing an “entry” or “exit” ticket will result in no credit being earned for that element on a given day. Disengagement during class may result in partial or no credit being earned. Late arrivals will result in only partial credit earned for that element on a given day.

Your participation grade will be split, with 25 points (5% of your final grade) for the first half of the semester (through Week 8) and another 25 points (5%) for the second half (Weeks 9 to 17). Since the number of points awarded for participation are variable, the total number of points earned for each half will be **weighted** so that it is converted to a 0 to 25 scale. I provide the final number of points earned for each half of the course. If you would like a more detailed breakdown of your participation grade and/or attendance record, please reach out and I will happily provide one.

“Entry” and “exit” tickets will be collected via **Google Classroom**. These will only be graded for students who present in class on the day that they were collected. Students without access to a smartphone or laptop should submit their tickets as soon as possible after class on the days the tickets are collected. Beginning and end of the semester activities, like the ‘Student Information Sheet’ and the ‘Speaking Up In Class Survey’, are counted as “entry” tickets.

## A.2 QHQ Papers



QHQ Papers are worth **30%** of your final grade

Each student will write a QHQ reflection paper on three chapters (one chapter per discussion period) of *Mama Might Be Better Off Dead* (Abraham 1993). These reflection papers will integrate previous lecture material and readings to understand the cycle of events described in the book. Additional details and a grading rubric are available on **Google Classroom** under the ‘Classwork’ tab. QHQ Paper 1 will be due on **Wednesday, October 9<sup>th</sup>**, QHQ Paper 2 will be due on **Wednesday, November 13<sup>th</sup>**, and QHQ Paper 3 will be due on **Monday, December 2<sup>nd</sup>**. QHQ Paper 1 is ungraded. If it is not turned in or not taken seriously, however, a deduction of 3% will be applied to your final grade. QHQ Papers 2 and 3 each count for 15% of your final grade.

## A.3 Exams



Exams are worth **60%** of your final grade

Three non-cumulative multiple choice exams will be given throughout the semester. Each exam will cover the breadth of the material in the course, including readings, lectures, and videos. Exam 1 will be given on **Monday, September 23<sup>rd</sup>**, Exam 2 will be given on **Wednesday, October 30<sup>th</sup>**, and Exam 3 will be given during our class’s schedule final exam period on **Monday, December 16<sup>th</sup>**. Please note that Exam 3 will be held at a slightly different time (from 2pm to 3:50pm, though its format will be the same as the prior exams and most students should not need the full time period). Each exam is worth 20% of your final grade.

## B Submission and Late Work

### B.1 Google Classroom Submissions

All assignments must be submitted via **Google Classroom** as a *Google Doc file* unless otherwise noted in the assignment instructions. **Google Classroom** will have submission portals for each assignment in the **Coursework** tab. Create your file in Google Docs and then use the submission portal to submit the file. Do not upload a .pdf, .docx, .doc, or other file format - you must submit a **Google Doc file**. Once submitted, you will not be able to edit the file again until it is returned with feedback and a grade. Feedback will be returned to students via comments embedded in each Google Doc.

The Google Doc submission policy is in place because it facilitates clear, easy grading that can be turned around to you quickly. Submitting assignments in ways that deviate from this policy will result in a late grade (see below) being applied in the first instance and a zero grade for each subsequent instance. If you have questions about how to use Google Docs or Google Classroom, or believe there has been an issue with your submission, please reach out to me **before** the submission deadline.

### B.2 Late Work

Once the due date has passed, any assignments shared will be treated as late. Be advised that Google time-stamps submissions, so that even being a few seconds over the due date and time will result in your assignment being marked late. Like arriving late to class, this happens automatically, so please let me know as soon as possible **before** class if you have a concern about a potentially late submission.

Assignments shared within 24-hours of the due date will have 15% deducted from the grade. I will deduct 15% per day for the next two 24-hour periods that assignments are late; after 72-hours, I will not accept late work. If you cannot submit work on time because of a personal illness, a family issue, jury duty, an athletic match, or a religious observance, you must contact me beforehand to discuss alternate submission of work. Internet or computer issues are not grounds for missed deadlines. I may ask for more information, such as a note from a physician, a travel letter from Athletics, or other documentation for absences.

### B.3 Missed Exams

If you cannot attend an exam due to a personal illness, a family issue, jury duty, an athletic match, or a religious observance, you must contact me **beforehand** to discuss alternate exam scheduling. I may ask for more information, such as a note from a physician, a travel letter from Athletics, or other documentation for absences. Unless there is an extreme situation, such as emergency hospital-

Table 4.1: SOC 1120 Points Breakdown

Assignment	Points	Quantity	Total	Percent
Participation	25 pts	x2	50 pts	10%
QHGs	75 pts	x2	150 pts	30%
Exams	100 pts	x3	300 pts	60%

ization, I do not allow students to make up exams if I have not been notified prior to the original exam date.

Since the final exam schedule is not yet available, please do not book travel home at the end of the semester until you know the date of the third exam - I cannot accommodate students who request an alternative exam date due to travel conflicts.

## C Extra Credit

From time to time I may offer extra credit to be applied to your final grade. I will only offer extra credit if it is open to the entire class (typically for something like attending a lecture or event on-campus). If I offer extra credit, I will generally require you to submit a short written summary of the activity within a week of the event to obtain the credit. Papers should be submitted via **Google Classroom**. When offered, extra credit opportunities cannot be made-up or substituted if you are unable to attend the event.

## D Grading



Students enrolled in the honors section should see Section 6 for their assignment weighting and final point totals

I use a point system for calculating grades. The following table gives the weighting and final point totals for all assignments for this course:

All feedback will include grades that represent number of points earned. If you want to know your percentage on a particular assignment, divide the number of points earned by the number of points possible and then multiply it by 100.

Some of the provided rubrics on **Google Classroom** result in final points for assignments that include decimals. In the event of non-standard decimals (those other than .25, .5, or .75), I will round your grade up to the next standard decimal value (e.g. .25, .5, or .75).

Table 4.2: Course Grading Scale

GPA	Letter	Percent	GPA	Letter	Percent
4.0	A	93.0% - 100%	2.3	C+	77.0% - 79.9%
3.7	A-	90.0% - 92.9%	2.0	C	73.0% - 76.9%
3.3	B+	87.0% - 89.9%	1.7	C-	70.0% - 72.9%
3.0	B	83.0% - 86.9%	1.0	D	63.0% - 69.9%
2.7	B-	80.0% - 82.9%	0.0	F	< 63.0%

### D.1 Conflicting or Incorrect Grades

Assignment grades will generally be given both as a comment in the Google Doc itself and on Google Classroom. If you notice a discrepancy between the grade you received in the feedback and what appears on Google Classroom, please let me know as soon as possible. I will default to taking the higher of the two grades as the official grade.

Since exams and scantrons are handed back in class, I will only consider possible scantron scoring errors that I am made aware of at the end of class on the day that exams are returned. Please make sure to discuss any concerns you have about your scantron with me that day. As with other assignments, if there is a discrepancy between the grade noted on your exam and what is entered on Google Classroom, I will default to taking the higher of the two grades as the official grade.

### D.2 Letter Grades

letter grades will be calculated by taking the sum of all points earned and dividing it by the total number of points possible. This will be multiplied by 100 and then converted to a letter grade using the following table:

For this course, midterm grades will be calculated out of a total of 150 possible points (first half participation and the first exam), a “week 16” grade will be calculated out of 400 possible points (all grades except the third exam), and the final grade will be calculated out of 500 possible points. Extra credit will be factored into the “week 16” and final grades. All letter grades will be disseminated via Google Classroom, and midterm as well as final grades will also be made available through Blackboard.

### D.3 Revisions and Incompletes

No chances will be given for revisions of poor grades. Incomplete grades will be given upon request only if you have a “C” average and have completed at least two-thirds of the possible points (330 points). You should note that incomplete grades must be rectified by the specified deadline or they convert to an “F”.





# Part II

## Reading List



## Section 5

# Course Schedule

The following is a high-level schedule that details the general topic covered by each lecture.

### .1 Scheduling Notes

The lecture schedule may change as it depends on the progress of the class. In the event of a cancellation due to weather or another disruption, I may alter the lecture schedule. The web version of this document will be updated to reflect any alterations, but the .pdf version will remain unaltered.

Table 5.1: SOC 1120 Course Overview

Week	Monday	Topic
01	August 26 <sup>th</sup>	Course Introduction; Inequality & Health
02	September 2 <sup>nd</sup>	*Labor Day* / Theory & Health
03	September 9 <sup>th</sup>	Culture
04	September 16 <sup>th</sup>	Socialization
05	September 23 <sup>rd</sup>	Exam 1 / Social Structure
06	September 30 <sup>th</sup>	Social Constructionism / Urban Sociology
07	October 7 <sup>th</sup>	Urban Sociology / *Mama*, Part 1
08	October 14 <sup>th</sup>	Crime & Deviance
09	October 21 <sup>st</sup>	*Fall Break* / Class & Stratification
10	October 28 <sup>th</sup>	Stratification & Health / Exam 2
11	November 4 <sup>th</sup>	Race & Ethnicity
12	November 11 <sup>th</sup>	Gender & Sexuality / *Mama*, Part 2
13	November 18 <sup>th</sup>	The Health Care Experience / Indigenous Americans
14	November 25 <sup>th</sup>	Intersectionality & Health / *Thanksgiving*
15	December 2 <sup>nd</sup>	*Mama*, Part 3 / Course Conclusion
16	December 9 <sup>th</sup>	*No Class*
17	December 16 <sup>th</sup>	Exam 3

## Section 6

# Lecture Schedule

Select a lecture from the menu to see details about topics, readings, and assignments. Additional notes and links to course materials are available through the Google Classroom, which has dedicated pages for each lecture. Links to these pages are included on each lecture's reading list entry.

The primary readings will be referred to with an abbreviation each time they appear in the reading list:

### Week 01

#### Lecture 01 - Monday, August 26<sup>th</sup>

##### Topics

- Course Introduction
- 

#### Lecture 02 - Wednesday, August 28<sup>th</sup>

##### Topics

- Sociological Theory
- Inequality & Health

##### Documentary

- *Unnatural Causes*, Part 1 - "In Sickness and in Wealth" (Pius Library)

Table 6.1: SOC 1120 Primary Readings

Abbreviation	Citation
Anderson	Andersen, Margaret, Howard F. Taylor, and Kim A. Logio. 2016. *Sociology: The Ess
*Mamma*	Abraham, Laurie K. 2019. *Mama Might Be Better Off Dead: The Failure of Health C

**Readings**

- Andersen, Chapter 1 - “The Sociological Perspective” (Electronic Reserves)
- Carter, Gregg L. 2009. “A Primer on Critical Reading.” Pp. 1-5 in *Empirical Approaches to Sociology: A Collection of Classic and Contemporary Readings*, edited by G.L. Carter. 5<sup>th</sup> ed. New York, NY: Pearson. (Electronic Reserves)

**Assignments Due**

- Entry Ticket - Student Information Sheet (Google Classroom)

**Week 02****No Class - Monday, September 2<sup>nd</sup> - Labor Day****Topics**

- The Roots of Labor Day

**Readings**

- Kazin, Michael, and Steven J. Ross. 1992. “America’s Labor Day: The Dilemma of a Workers’ Celebration.” *The Journal of American History* 78(4):1294-1323. (Electronic Reserves)

**Lecture 03 - Wednesday, September 4<sup>th</sup>****Topics**

- Social Science Research - The Sociological Imagination
- Theory and Health - Fundamental Cause Theory

**Readings**

- Phelan, Jo C., Bruce Link, and Parisa Tehranifar. 2010. “Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence,

and Policy Implications.” *Journal of Health and Social Behavior* 51(S):S28-S40. (Electronic Reserves)

- *Mama* - Preface and Introduction (Electronic Reserves)

### Assignments Due

- Entry Ticket - Reflecting on Labor Day’s Roots (Google Classroom)

## Week 03

### Lecture 04 - Monday, September 9<sup>th</sup>

#### Topics

- Social Science Research - Praxis and Method
- What is Culture?

#### Readings

- Anderson, Chapter 2
  - Anderson, Chapter 3 - “Doing Sociological Research”, pp. 57-72
    - read up to “Research Ethics: Is Sociology Value Free?”
- 

### Lecture 05 - Wednesday, September 11<sup>th</sup>

#### Topics

- Social Science Research - Research Ethics
- Culture & Health

#### Documentary

- *Unnatural Causes*, Part 3 - “Becoming Americans” (Pius Library)

#### Readings

- Acevedo-Garcia, Dolores and Lisa M. Bates. 2008. “Latino Health Paradoxes: Empirical Evidence, Explanations, Future Research, and Implications.” Pp. 101-113 in *Latinas/os in the United States: Changing the Face of América*, edited by H. Rodríguez, R. Sáenz, and C. Menjívar. New York: Springer. (Electronic Reserves)
- Anderson, Chapter 3 - “Doing Sociological Research”, pp. 72-74
  - read “Research Ethics: Is Sociology Value Free?”

## Week 04

### Lecture 06 - Monday, September 16<sup>th</sup>

#### Topics

- Nature, Nurture, & Socialization

#### Readings

- Anderson, Chapter 4 - "Socialization and the Life Course", pp. 77-79  
– read through the end of "The Nature-Nurture Controversy"
  - Bearman, Peter. 2008. "Introduction: Exploring Genetics and Social Structure." *American Journal of Sociology* 114(S1):v-x. (Electronic Reserves)
- 

### Lecture 07 - Wednesday, September 18<sup>th</sup>

#### Topics

- The Socialization Process
- The Life Course Perspective

#### Readings

- Anderson, Chapter 4 - "Socialization and the Life Course", pp. 80-101
- Braveman, Paula and Colleen Barclay. 2009. "Health Disparities Beginning in Childhood: A Life-Course Perspective." *Pediatrics* 123(S3):S163-S175. (Electronic Reserves)

## Week 05

### Exam 1 - Monday, September 23<sup>rd</sup>

#### Topics

- covers Lectures 1 through 7, all associated readings, and the Labor Day reading
- 

### Lecture 08 - Wednesday, September 25<sup>th</sup>

#### Topics

- Structure & Structural Inequalities



### Readings

- Andersen, Chapter 5 - “Social Structure and Social Interaction”

## Week 06

### Lecture 09 - Monday, September 30<sup>th</sup>

#### Topics

- The Social Construction of Health
- Medicalization

### Readings

- Conrad, Peter and Kristin K. Barker. 2010. “The Social Construction of Illness: Key Insights and Policy Implications.” *Journal of Health and Social Behavior* 51(S):S67-S79. (Electronic Reserves)
- 

### Lecture 10 - Wednesday, October 2<sup>nd</sup>

#### Topics

- Urban Sociology

### Readings

- For the Sake of All Project. 2018. *Segregation in St. Louis: Dismantling the Divide*. St. Louis, MO: Washington University in St. Louis and Saint Louis University. (Link)
  - Chapter 1 - “Segregation at the center”, pp. 4-13
  - Chapter 2 - “St. Louis: A city of promise, a history of segregation”, pp. 14-25
  - Chapter 5 - “Segregation in St. Louis today”, pp. 64-85

## Week 07

### Lecture 11 - Monday, October 7<sup>th</sup>

#### Topics

- Neighborhoods & Health
- Urban Health Disparities in St. Louis

**Readings**

- For the Sake of All Project. 2015. *For the Sake of All: A report on the health and well-being of African Americans in St. Louis and why it matters for everyone*. St. Louis, MO: Washington University in St. Louis and Saint Louis University. (Link)
    - Chapter 1 - “Introduction: Why consider economics, education, and health together?”, pp. 10-15
    - Chapter 3 - “Place matters: Neighborhood resources and health”, pp. 26-33
    - Chapter 5 - “A health profile of African Americans in St. Louis”, pp. 46-67
- 

**QHQ 1 - Wednesday, October 9<sup>th</sup>****Topics**

- Discussion - *Mama Might Be Better Off Dead*, Part 1

**Readings**

- Abraham - Chapters 1 through 5

**Assignments Due**

- QHQ 1 (Google Classroom)
  - see the QHQ Group assignments assignments for which chapter you should write about

**Week 08****Lecture 12 - Monday, October 14<sup>th</sup>****Topics**

- The Social Construction of Deviance
- Disparities in Crime

**Readings**

- Andersen, Chapter 7 - “Deviance and Crime”, pp. 147-160
    - read through the end of “Measuring Crime: How Much Is There?”
-

## Lecture 13 - Wednesday, October 16<sup>th</sup>

### Topics

- The War on Drugs
- Social Responses to Crime
- The Mark of a Criminal Record

### Readings

- Anderson, Chapter 7 - "Deviance and Crime", pp. 160-167
  - read from "Types of Crime" onward
- Bourgois, Phillipe. 2008. "The Mystery of Marijuana: Science and the U.S. War on Drugs." *Substance Use and Misuse* 43: 581-583. (Electronic Reserves)

## Week 09

### *No Class* - Monday, October 21<sup>st</sup> - Fall Break

### Topics

- Michael Brown's Death

### Readings

- Civil Rights Division. 2015. *Investigation of the Ferguson Police Department*. Washington, DC: U.S. Department of Justice. (Link)
    - Part 1 - "Report Summary", pp. 1-6
    - Part 2 - "Background", pp 6-9
    - Part 3 - "Ferguson Law Enforcement Efforts Are Focused on Generating Revenue", pp. 9-15
- 

## Lecture 14 - Wednesday, October 23<sup>rd</sup>

### Topics

- What is Social Class?

### Readings

- Andersen, Chapter 8 - "Social Class and Social Stratification"

### Assignments Due

- Entry Ticket - Contextualizing Michael Brown (Google Classroom)

## Week 10

### Lecture 15 - Monday, October 28<sup>th</sup>

#### Topics

- Stratification & Health

#### Readings

- Dow, William H. and David H. Rehkopf. 2010. "Socioeconomic gradients in health in international and historical context." *Annals of the New York Academy of Sciences* 1186:24-36. (Electronic Reserves)
- 

### Exam 2 - Wednesday, October 30<sup>th</sup>

#### Topics

- covers Lectures 8 through 15, all associated readings, and the Fall Break reading on Michael Brown

## Week 11

### Lecture 16 - Monday, November 4<sup>th</sup>

#### Topics

- The Social Construction of Race

#### Readings

- Andersen, Chapter 10 - "Race and Ethnicity"
  - Cooper, Richard S., Jay S. Kaufman, and Ryk Ward. 2003. "Race and Genomics." *New England Journal of Medicine* 348(12):1166-1170. (Electronic Reserves)
- 

### Lecture 17 - Wednesday, November 6<sup>th</sup>

#### Topics

- Racial Disparities in Health

**Readings**

- Williams, David R. and Michelle Sternthal. 2010. "Understanding Racial-ethnic Disparities in Health : Sociological Contributions." *Journal of Health and Social Behavior* 51(S):S15-S27. (Electronic Reserves)

**Week 12****Lecture 18 - Monday, November 11<sup>th</sup>****Topics**

- Gender, Sexuality, & Health

**Readings**

- Andersen, Chapter 11 - "Gender"
  - Krieger, Nancy. 2003. "Genders, Sexes, and Health: What Are the Connections - and Why Does It Matter?" *International Journal of Epidemiology* 32(4):652-657. (Electronic Reserves)
- 

**QHQ 2 - Wednesday, November 13<sup>th</sup>****Topics**

- Discussion - *Mama Might Be Better Off Dead*, Part 2

**Readings**

- Abraham - Chapters 6 through 10

**Assignments Due**

- QHQ 2 (Google Classroom)
  - see the QHQ Group assignments for which chapter you should write about

**Week 13****Lecture 19 - Monday, November 18<sup>th</sup>****Topics**

- The Health Care Experience

**Readings**

- Boyer, Carol A. and Karen E. Lutfey. 2010. “Examining Critical Health Policy Issues within and beyond the Clinical Encounter: Patient–Provider Relationships and Help-seeking Behaviors.” *Journal of Health and Social Behavior* 51(S):S80-S93. (Electronic Reserves)
  - Spencer, Karen Lutfey and Matthew Grace. 2016. “Social Foundations of Health Care Inequality and Treatment Bias.” *Annual Review of Sociology* 42:101-120. (Electronic Reserves)
- 

**Lecture 20 - Wednesday, November 20<sup>th</sup>****Topics**

- Indigenous Americans
- Health and Native Communities

**Documentary**

- *Unnatural Causes*, Part 3 - “Bad Sugar” (Pius Library)

**Readings**

- Jones, David S. 2006. “The persistence of American Indian health disparities.” *American Journal of Public Health* 96(12): 2122-2134. (Electronic Reserves)
- Sarche, Michelle, and Paul Spicer. 2008. “Poverty and health disparities for American Indian and Alaska Native children.” *Annals of the New York Academy of Sciences* 1136(1): 126-136. (Electronic Reserves)

**Week 14****Lecture 21 - Monday, November 25<sup>th</sup>****Topics**

- Intersectionality and Health: Race, Class, Gender, and Birth Weight

**Documentary**

- *Unnatural Causes*, Part 2 - “When the Bough Breaks” (Pius Library)

**Readings**

- Collins, Jr, James W. et al. 2004. “Very Low Birthweight in African American Infants: The Role of Maternal Exposure to Interpersonal Racial Dis-

crimination.” *American Journal of Public Health* 94(12):2132-2138. (Electronic Reserves)

- David, Richard J. and James W. Collins, Jr. 1997. “Differing Birth Weight among Infants of U.S.-Born Blacks, African-Born Blacks, and U.S.-Born Whites.” *The New England Journal of Medicine* 337:1209-1214. (Electronic Reserves)

## **No Class - Wednesday, November 27<sup>th</sup> - Thanksgiving Break**

### **Topics**

- Culture and Myth

### **Readings**

- Siskand, Janet. 1992. “The Invention of Thanksgiving: A ritual of American nationality.” *Critique of Anthropology* 12(2): 167-191. (Electronic Reserves)

## **Week 15**

### **QHQ 3 - Monday, December 2<sup>nd</sup>**

#### **Topics**

- Discussion - *Mama Might Be Better Off Dead*, Part 3

#### **Readings**

- Abraham - Chapters 11 through *Epilogue*

#### **Assignments Due**

- QHQ-03 (Google Classroom)
  - see the QHQ Group assignments for which chapter you should write about

### **Lecture 22 - Wednesday, December 4<sup>th</sup>**

#### **Topics**

- Health Care Reform
- Course Conclusion

**Readings**

- Quadagno, Jill. 2010. "Institutions, Interest Groups, and Ideology: An Agenda for the Sociology of Health Care Reform." *Journal of Health and Social Behavior* 51(2):125-136. (Electronic Reserves)
- Williams, David. 2010. "Beyond The Affordable Care Act: Achieving Real Improvements In Americans' Health." *Health Affairs* 29(8):1481-1488. (Electronic Reserves)

**Week 16**

***No Class - Finals Week***

**Week 17**

**Exam 3 - Monday, December 16<sup>th</sup>**



The time for Exam 3 is different than for the rest of the course - it will be held from 2:00pm until 3:50pm. The length will not be any different than the other exams, however, so most students should be finished prior to the official end time.

**Topics**

- covers Lectures 16 through 22, all associated readings, and the Thanksgiving Break reading



**Part III**

**Honors Supplement**



## Section 7

# Honors Overview

This is the supplemental syllabus for the honors section of SOC 1120-05 (i.e. SOC 1120-05H). Students enrolled in the honors section are expected to complete all readings and assignments included in the syllabus and should look to the previous sections general course policies as well. The following sections detail the additional work expected of students in the honors section.

### A In-Depth Seminars



Seminar attendance and participation is captured in the Honors Participation grade, which is worth **6.25%** of your final grade

You are expected to complete three seminars over the course of the semester. The goal of the seminars is to go more in-depth on several topics covered during the class and to provide an additional series of venues to develop your analytic and communication skills. Each seminar will consist of three interrelated parts:

1. in-depth readings,
2. a group seminar meeting, and
3. a short response paper.

Seminar topics will be selected by the students as a group, and should align with the topics listed below. Consensus on seminar topics should be reached by class on **Wednesday, August 28<sup>th</sup>**. All students will complete the same seminars. Once the seminars are selected, Chris will provide a list of additional journal articles and book chapters to read. You will be expected to retrieve readings from SLU's Library if they are available there. If they are not, Chris will provide everyone with a pdf copy of the readings. Approximately 40 to 50 pages of additional reading per seminar should be expected.

We will schedule a when all students are available to meet together and discuss the assigned readings. Each seminar meeting will occur after the lectures on the seminar topic (ideally later that week or the next week). Chris will coordinate scheduling the seminar meetings, which will take place in one of the Sociology Department's conference rooms. You should come to seminar meetings prepared to discuss the readings themselves and draw analytic connections to the course material from both the related week and prior weeks. Attendance and participation in the seminars themselves will be factored into your honors participation grade.

### A.1 Paper Format

These discussions should inform a response paper written by each student that connects a theme from the in-depth readings and the specific content of the papers to the course as a whole. The paper should be formatted using the following guidelines:

- Times New Roman font
- 12 point font size
- Double spaced
- 1" margins on top, bottom, and sides
- Papers should be no less than four and no longer than five pages in length
- Papers should use in-text, parenthetical citations formatted using American Sociological Association (ASA) standards
- Papers should include a works cited section on a separate page that is properly formatted using ASA standards - this does not count towards the page limit

### A.2 Grading



Your papers are collectively worth **22.5%** of your final grade

Paper due-dates will be a week after each seminar meeting, and papers will be submitted via Google Classroom. Each response paper will be graded on four elements:

1. Content (35 points): How well does the paper synthesize information from the in-depth readings, other course readings, the course lectures, and other course resources such as documentaries (as appropriate).
2. Organization (10 points): How well organized is the paper? Does it have an introduction, a conclusion, and a thesis?
3. Writing (10 points): How well written is the paper? Is it free of spelling and grammatical errors?
4. Citations (5 points): Are citations correctly applied?

Papers are worth approximately 7.5% of your final grade for each paper.

## B Op-Ed



Your op-ed is worth **8.75%** of your final grade

You should pick a topic from the honors seminar topic list that you would like to use as a jumping-off point for writing an op-ed style article. With a topic in-hand, you should read ahead and pick *one narrow aspect* of the topic to focus on. Topics must be selected by **Monday, October 7<sup>th</sup>** and are “submitted” by coming to office hours (or making an appointment to see Chris if you have a scheduling conflict) to discuss your idea.

Once you meet with Chris, you should complete additional background research on the topic, and put together a 700 to 800 word op-ed style article. This article should introduce your topic succinctly and *take a position* on it, providing specific data that supports your position. Remember that the main purpose of an op-ed is to persuade your reader. Duke University provides some excellent guidance on forming your argument and approaching editorial writing.

Since this is an op-ed, you do not need to provide citations in the body of the paper. Instead, provide end-notes that describe the source of information. Please provide a bibliography on a separate page of your submission that lists all sources of data and information included in the op-ed.

A draft submission, which should contain all required elements, is due on **Monday, November 25<sup>th</sup>** for feedback via Google Classroom. It is ungraded; however, if not submitted, a 3% deduction will be applied to your final grade.

The final submission on **Monday, December 9<sup>th</sup>** should be made to two venues - Chris via Google Classroom and a publication. The publication could be your hometown paper or a local St. Louis publication if the topic is about St. Louis. Any publication that accepts op-ed submissions without invitation is acceptable. You don't have to have your op-ed published, just submitted! Make sure to forward your submission email to Chris after it is completed.

### B.1 Op-Ed Format

The op-ed should be formatted using the following guidelines:

- Times New Roman font
- 12 point font size
- Double spaced
- 1” margins on top, bottom, and sides
- 700 to 800 words
- End notes and a bibliography are used to provide sourcing and attribution, and do not count towards the word limit.

Table 7.1: SOC 1120 Honors Seminar Topics

Week	Topic
02	Theory & Health
03	Culture
04	Socialization
05/06	Social Structure
06/07	Urban Sociology
08	Crime & Deviance
09/10	Class & Stratification
11	Race & Ethnicity
12	Gender & Sexuality
13	The Health Care Experience <b>**or**</b> Indigenous Americans
14	Intersectionality & Health

## B.2 Op-Ed Seminar

Once submitted, op-eds will be shared with all honors students. Each of you should read the other op-eds and come prepared to discuss them during a final seminar session (date TBA - will be after May 1<sup>st</sup>). As with the other seminars, attendance and participation will be factored into your honors participation grade.

## B.3 Grading

Op-eds will be submitted by **Monday, December 9<sup>th</sup>** via Google Classroom. Each op-ed paper will be graded on four elements:

1. Content (45 points): How persuasive is the argument? What evidence is used to support the argument?
2. Organization (10 points): How well organized is the paper? Does it have a clear thesis and present persuasive evidence in a clear, linear manner?
3. Writing (10 points): How well written is the paper? Is it free of spelling and grammatical errors?
4. Bibliography Page (5 points): Are citations correctly applied?

## C Honors Seminar Topics

## D Honors Grading

The following point totals supersede the information on the main syllabus under Section 4.4 - "Grading" if you are enrolled in the honors section of SOC 1120.

The information listed in Sections 4.4.1 through 4.4.3 still applies to honors stu-

Table 7.2: SOC 1120 Honors Points Breakdown

Assignment	Points	Quantity	Total	Percent
Participation	25 pts	x2	50 pts	6.25%
Sociological Experiences	25 pts	x2	50 pts	6.25%
QHGs	50 pts	x2	100 pts	12.50%
Exams	100 pts	x3	300 pts	37.50%
Honors Participation	25 pts	x2	50 pts	6.25%
Honors Op-Ed	70 pts	x1	70 pts	8.75%
Honors Response Papers	60 pts	x3	180 pts	22.50%

dents, except that incompletes are based on 530 points of work being submitted.





## Section 8

# Honors Schedule



Once the honors seminars have been selected by students enrolled in the honors seminar, this section will be updated with meeting dates, reading assignments, and response paper due dates.

### Honors Week 01

**Lecture 01 - Monday, January 14<sup>th</sup>**

**Assignments Due**

- Honors Seminar selection

### Honors Week 07

**Lecture 11 - Monday, October 7<sup>th</sup>**

**Assignments Due**

- Op-ed topic selection (including meeting with Chris)

### Honors Week 14

**Lecture 21 - Monday, November 25<sup>th</sup>**

**Assignments Due**

- Draft of Op-Ed (Google Classroom)

## Honors Week 16

*No Class* - Monday, December 9<sup>th</sup>

Assignments Due

- Final Op-Ed (Google Classroom)