

# SOC 1120-05: Introduction to Sociology - Diversity & Health

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*2018-08-21*

# Preface and Warning

This is the hardcopy version of the **Fall 2018** 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  $\text{\LaTeX}$  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:* 2718 Morrissey Hall

## Course Website

<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:* Wednesdays, 10:00am to 12:00pm in 3600 Morrissey (GeoSRI Lab)

## Hardcopy 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 21, 2018 - Fall 2018 release

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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 **About** 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. Assignments posted to the **Stream** allow you to submit work for the course. You can use the **Topics** on the left-hand menu of the **Stream** to filter posts, isolating posts related to assignments, lecture materials, and announcements among other topics.

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 login* (e.g. `doej` for Jane Doe) entered as an email - `doej@slu.edu`. The password will be the same as your password used to login to mySLU and SLU computers. Using another Google account for this course is not permitted.

In order to facilitate quick access to course materials, each lecture's section of the **Reading List** will include a button that links to that lecture's post with lecture slides and notes. The button will look like this for posts that are available:

View on Google Classroom

If the button is red, it means that the post with lecture resources is not yet available on the **Stream**:

View on Google Classroom

Assignments will also be linked from the **Reading List** to the relevant post on the **Stream**. These will be noted with a hyperlink in parantheses that looks like this: (Google Classroom)

## 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. 1993. *Mama Might Be Better Off Dead: The Failure of Health Care in Urban America*. Chicago, IL: The University of Chicago Press. ISBN-13: 978-0226001395; 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 Electronic 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 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 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.

Making up missed classes are 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.

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

## 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

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

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 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 Harrassment 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 expression/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

# 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 6 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 08) and another 25 points (5%) for the second half (Weeks 09 to 16). 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 Sociological Experiences



Sociological experiences are worth **10%** of your final grade

Students will be required to complete two sociological experiences and write a short response paper summarizing your own experience. Additional details and a grading rubric are available on **Google Classroom** under the ‘Classwork’ tab. “The Bus” will be due on **Monday, October 1<sup>st</sup>** and “The Suitcase” will be due on **Monday, November 5<sup>th</sup>**. Each reflection paper is worth 5% of your final grade.

## A.3 QHQ Papers



QHQ Papers are worth **20%** 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 10<sup>th</sup>**, QHQ Paper 2 will be due on **Wednesday, November 14<sup>th</sup>**, and QHQ Paper 3 will be due on **Wednesday, December 5<sup>th</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 10% of your final grade.

## A.4 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 24<sup>th</sup>**, Exam 2 will be given on **Wednesday, October 31<sup>th</sup>**, and Exam 3 will be given during our class’s scheduled final exam period on **Wednesday, December 12<sup>th</sup>** from 2:00pm to 3:50pm. 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 **Stream** under the **Assignments** topic. 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 timestamps 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 hospitalization, I do not allow students to make up exams if I have not been notified prior to the original exam date.

# 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.

Table 3.1: SOC 1120 Points Breakdown

Assignment	Points	Quantity	Total	Percent
Participation	25 pts	x2	50 pts	10%
Sociological Experiences	25 pts	x2	50 pts	10%
QHQs	50 pts	x2	100 pts	20%
Exams	100 pts	x3	300 pts	60%

Table 3.2: 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%

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).

## D.1 Conflicting or Incorrect Grades

I will maintain Blackboard's grade center as work is returned via Google Classroom (or, for exams, via hardcopies returned in class). *This will be the only official use of Blackboard this semester.* If you notice a discrepancy between the grade you received in class or on Google Classroom and what appears on Blackboard, please let me know as soon as possible. The same goes for any grades reported in Google Classroom that do not match the grade given back in the assignment feedback. In either case, 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.

## D.2 Final Grades

Final grades will be calculated by taking the sum of all points earned and dividing it by the total number of points possible (500). This will be multiplied by 100 and then converted to a letter grade using the following table:

## 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 4

# 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. Alterations will be appended to this document.

Table 4.1: SOC 1120 Course Overview

Week	Monday	Topic
01	August 27 <sup>th</sup>	Course Introduction; Inequality and Health
02	September 3 <sup>rd</sup>	Theory and Health
03	September 10 <sup>th</sup>	Culture
04	September 17 <sup>th</sup>	Socialization
05	September 24 <sup>th</sup>	Exam 1 / Social Structure
06	October 1 <sup>st</sup>	Social Structure / Urban Sociology
07	October 8 <sup>th</sup>	Urban Sociology / *Mama*, Part 1
08	October 15 <sup>th</sup>	Crime & Deviance
09	October 22 <sup>nd</sup>	*Fall Break* / Class & Stratification
10	October 29 <sup>th</sup>	Class & Stratification / Exam 2
11	November 5 <sup>th</sup>	Race & Ethnicity
12	November 12 <sup>th</sup>	Gender / *Mama*, Part 2
13	November 19 <sup>th</sup>	The Health Care Experience; *Thanksgiving*
14	November 26 <sup>th</sup>	Indigenous Americans / Intersectionality & Health
15	December 3 <sup>rd</sup>	Globalization / *Mama*, Part 3
16	December 10 <sup>th</sup>	Course Conclusion / Exam 3

## Section 5

# 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 27<sup>th</sup>

[View on Google Classroom](#)

##### Topics

- Course Introduction
- 

#### Lecture 02 - Wednesday, August 29<sup>th</sup>

[View on Google Classroom](#)

##### Topics

- Inequality and Health

Table 5.1: SOC 1120 Primary Readings

Abbreviation	Citation
Anderson	Andersen, Margaret, Howard F. Taylor, and Kim A. Logio. 2016. *Sociology: The Essentials*. 9 <sup>th</sup> edition.
*Mamma*	Abraham, Laurie K. 1993. *Mama Might Be Better Off Dead: The Failure of Health Care in Urban America

**Documentary**

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

**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)
- Entry Ticket - Speaking Up In Class Survey (Google Classroom)

**Week 02****No Class - Monday, September 3<sup>rd</sup> - Labor Day**

[View on Google Classroom](#)

**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 5<sup>th</sup>**

[View on Google Classroom](#)

**Topics**

- Social Science Research - Praxis and Method
- Theory and Health - Fundamental Cause Theory



## Readings

- Anderson, Chapter 3 - “Doing Sociological Research”, pp. 57-72  
– read up to “Research Ethics: Is Sociology Value Free?”
- 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* - Introduction (Electronic Reserves)

## Assignments Due

- Entry Ticket - Reflecting on Labor Day (Google Classroom)

## Week 03

### Lecture 04 - Monday, September 10<sup>th</sup>

[View on Google Classroom](#)

#### Topics

- Social Science Research - Research Ethics
- What is Culture?

#### Readings

- Anderson, Chapter 3 - “Doing Sociological Research”, pp. 72-74  
– read “Research Ethics: Is Sociology Value Free?”
  - Anderson, Chapter 2
- 

### Lecture 05 - Wednesday, September 12<sup>th</sup>

[View on Google Classroom](#)

#### Topics

- Culture and 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)

**Week 04****Lecture 06 - Monday, September 17<sup>th</sup>**

[View on Google Classroom](#)

**Topics**

- Nature, Nurture, and 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 19<sup>th</sup>**

[View on Google Classroom](#)

**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 01 - Monday, September 24<sup>th</sup>**

[View on Google Classroom](#)

**Topics**

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

**Lecture 08 - Wednesday, September 26<sup>th</sup>**

[View on Google Classroom](#)

**Topics**

- Structure and Structural Inequalities

**Readings**

- Andersen, Chapter 5 - "Social Structure and Social Interaction"

**Week 06****Lecture 09 - Monday, October 1<sup>st</sup>**

[View on Google Classroom](#)

**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)

**Assignments Due**

- Sociological Experience - "The Bus" (Google Classroom)
- 

**Lecture 10 - Wednesday, October 3<sup>rd</sup>**

[View on Google Classroom](#)

**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 8<sup>th</sup>

[View on Google Classroom](#)

## Topics

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

## Documentary

- *Unnatural Causes*, Part 5 - “Place Matters” (Pius Library)

## 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
- 

### Lecture 12 - Wednesday, October 10<sup>th</sup>

[View on Google Classroom](#)

## Topics

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

## Readings

- Abraham - Chapters 1 through 5

### Assignments Due Before Lecture 13

- QHQ-01 (Google Classroom)
  - see the QHQ Group assignments for which chapter you should write about (Google Classroom)

## Week 08

### Lecture 13 - Monday, October 15<sup>th</sup>

[View on Google Classroom](#)

#### 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 14 - Wednesday, October 17<sup>th</sup>

[View on Google Classroom](#)

#### 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 22<sup>nd</sup> - Fall Break

[View on Google Classroom](#)

**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 15 - Wednesday, October 24<sup>th</sup>**

[View on Google Classroom](#)

**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 16 - Monday, October 29<sup>th</sup>**

[View on Google Classroom](#)

**Topics**

- Stratification and 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 02 - Wednesday, October 31<sup>st</sup>

[View on Google Classroom](#)

### Topics

- covers Lectures 8 through 16, all associated readings, and the Fall Break reading

## Week 11

### Lecture 17 - Monday, November 5<sup>th</sup>

[View on Google Classroom](#)

### Topics

- The Social Construction of Race

### Readings

- Andersen, Chapter 10 - “Race and Ethnicity”

### Assignments Due

- Sociological Experience - “The Suitcase” (Google Classroom)
- 

### Lecture 18 - Wednesday, November 7<sup>th</sup>

[View on Google Classroom](#)

### Topics

- Racial Disparities in Health

### Readings

- Cooper, Richard S., Jay S. Kaufman, and Ryk Ward. 2003. “Race and Genomics.” *New England Journal of Medicine* 348(12):1166-1170. (Electronic Reserves)
- 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 19 - Monday, November 12<sup>th</sup>

[View on Google Classroom](#)

#### Topics

- Gender and 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)
- 

### Lecture 20 - Wednesday, November 14<sup>th</sup>

[View on Google Classroom](#)

#### Topics

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

#### Readings

- Abraham - Chapters 6 through 10

#### Assignments Due

- QHQ-02 (Google Classroom)
  - see the QHQ Group assignments for which chapter you should write about (Google Classroom)

## Week 13

### Lecture 21 - Monday, November 19<sup>th</sup>

[View on Google Classroom](#)

#### 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)
- 

## **No Class - Wednesday, November 21<sup>st</sup> - Thanksgiving Break**

[View on Google Classroom](#)

## 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 14**

### **Lecture 22 - Monday, November 26<sup>th</sup>**

[View on Google Classroom](#)

## Topics

- Native American Health

## 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)

**Assignments Due**

- Entry Ticket - Myth and Culture (Google Classroom)
- 

**Lecture 23 - Wednesday, November 28<sup>th</sup>**

[View on Google Classroom](#)

**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 Discrimination.” *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)

**Week 15****Lecture 24 - Monday, December 3<sup>rd</sup>**

[View on Google Classroom](#)

**Topics**

- Globalization and Health

**Documentary**

- *Unnatural Causes*, Part 7 - “Not Just a Paycheck” (Pius Library)

**Readings**

- Andersen, Chapter 15 - “Economy and Politics”, pp. 363-376
-

## Lecture 25 - Wednesday, December 5<sup>th</sup>

[View on Google Classroom](#)

### Topics

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

### Readings

- Abraham - Chapters 11 through *Epilogue*

### Assignments Due

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

## Week 16

## Lecture 26 - Monday, December 10<sup>th</sup>

[View on Google Classroom](#)

### Topics

- Politics
- Health Care Reform
- Course Conclusion

### Readings

- Andersen, Chapter 15 - “Economy and Politics”, pp. 376-392
  - 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)
- 

## Exam 03 - Wednesday, December 12<sup>th</sup>



The Exam will be held during our scheduled finals week slot from 2pm to 3:50pm

[View on Google Classroom](#)

**Topics**

- covers Lectures 17 through 26, all associated readings, and the Thanksgiving Break reading

## Part III

# Honors Supplement



## Section 6

# 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 analytical 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, September 5<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 analytical 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 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 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 three 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

## A.2 Grading



Your papers are collectively worth **25%** 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 (25 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 8.33% of your final grade for each paper.

## B Presentation



Your presentation is worth **6.25%** of your final grade

You should pick a topic from the honors seminar topic list that they would like to present on during one of the related class lecture periods. Topic selection for this assignment can occur independently of the selection of seminar topics, and no more than one student can present on a single topic. Once you have settled on a topic, let Chris know. Topics will be “reserved” on a first-come, first-served basis.

With a topic in-hand, you should read ahead and pick *one narrow aspect* of the readings that you want to learn more about and present on. You are *strongly* encouraged to meet with Chris after selecting your narrow focus area to make sure it is appropriate for the assignment. You should complete additional background research on the topic, and put together an (approximately) ten minute presentation that introduces students to the area. Presentation is conceived of broadly here, and you should feel free to search for creative ways to communicate your topic with the class. Again, you are encouraged to meet with Chris to discuss this aspect of the assignment.

Since presentation is conceived broadly, there is not a formal rubric for this assignment. Students will be assessed holistically on how well they communicate their topic to the class.



Table 6.1: SOC 1120 Honors Seminar Topics

Week	Monday	Topic
02	September 3 <sup>rd</sup>	Theory and Health
03	September 10 <sup>th</sup>	Culture
04	September 17 <sup>th</sup>	Socialization
05/06	September 24 <sup>th</sup>	Social Structure
06/07	October 1 <sup>st</sup>	Urban Sociology
08	October 15 <sup>th</sup>	Crime & Deviance
09/10	October 22 <sup>nd</sup>	Class & Stratification
11	November 5 <sup>th</sup>	Race & Ethnicity
12	November 12 <sup>th</sup>	Gender
13	November 19 <sup>th</sup>	The Health Care Experience
14	November 26 <sup>th</sup>	Indigenous Americans **or** Intersectionality & Health
15	December 3 <sup>rd</sup>	Globalization

Table 6.2: 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%
QHQS	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 Presentation	50 pts	x1	50 pts	6.25%
Honors Response Papers	65 pts	x3	200 pts	25.00%

## C Honors Seminar Topics

## D Honors Grading

The following point totals supercede the information on the main syllabus under Section 3.4 - “Grading” if you are enrolled in the honors section of SOC 1120.

To keep the points simple, 5 points will automatically be added to the sum of your three response papers so that they total to a possible 200 points (since  $65 \times 3 = 195$ ).



## Section 7

# 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.