

SOC 1120-02 and H02: Introduction to Sociology  
- Diversity & Health

Christopher Prener, Ph.D.

2022-02-03

## Preface and Warning

This is the hardcopy version of the **Spring 2022** 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:* Monday and Wednesday, 2:10pm CST to 3:25pm CST

*Where:* Morrissey Hall 0600

## Course Materials

<https://canvas.slu.edu>

## Chris's Information



Please note that while I am teaching face to face this semester, all other interactions for this course will take place virtually.

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

**Text or Call:** 314-884-0386 (Google Voice)

**Office Hours, Appointment Only:** Wednesdays, 9:00 AM CST to 10:30 AM CST; sign-up via Calendly to receive personalized calendar and Zoom invitations (SLU log-in required)

## 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

- January 12, 2022 - Add schedule for Spring 2022
- January 13, 2022 - Modify readings for selected days
- January 13, 2022 - Remove references to QHQ paper, adjust honors grading breakdown
- January 14, 2022 - Remove seating chart section per Provost’s email

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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 1120-02 is the “regular” course section, and SOC 1120-H02 is the honors section. If you are a University Honors student, you may enroll in SOC 1120-H02 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**

By the *end* of the semester, you should be able to:

1. Describe the major theoretical traditions within sociology and the way that we use social theory, and apply these theories to current events.
2. Identify sociological contributions to a number of substantive areas, including urban sociology, crime and deviance, race, class, and gender.
3. Apply core sociological concepts by analyzing data and your own experiences to understand how they reflect fundamental social issues.
4. Integrate core sociological concepts into analyses of population health and health disparities using both fundamental cause theory and the social determinants of health perspective as well as other sociological concepts and data.

## C Core Requirements - *New Core*

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate Core Student Learning Outcomes (SLOs).

### C.1 Identities in Context

**Identities in Context** is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below.

#### C.1.1 University Core Student Learning Outcomes

The Core SLO(s) that this component is intentionally designed to advance are:

- SLO 5: Analyze how diverse identities influence their lives and the lives of others

#### C.1.2 Component-level Student Learning Outcomes

Students who complete this course will be able to:

- Examine interdependent / interrelational qualities of identity categories such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation
- Analyze how interdependent / interrelational identities are constructed through and shaped by relations of power
- Assess how other people's social identities and biases shape and are shaped by their interactions within a social context



- Articulate how one's own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape

## C.2 Ways of Thinking: Social and Behavioral Sciences

**Ways of Thinking: Social and Behavioral Sciences** is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below.

### C.2.1 University Core Student Learning Outcomes

The Core SLO(s) that this component is intentionally designed to advance are:

- SLO 2: Integrate knowledge from multiple disciplines to address complex questions
- SLO 3: Assess evidence and draw reasoned conclusions

### C.2.2 Component-level Student Learning Outcomes

Students who complete this course will be able to:

- Understand a range of social or behavioral theories and principles
- Use these theories and principles to acquire knowledge about individual, cultural, political, economic, or social events/processes
- Describe competing paradigms of knowledge (from the dominant discipline or field)
- Draw reasoned conclusions through the use of evidence and theories
- Apply social and behavioral knowledge to better understand contemporary issues and challenges

## D Core Requirements - *Old Core*

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.

## E Canvas

**Canvas** is a learning management system similar to Google Classroom and Blackboard. We will use Canvas this semester for accessing all course materials, including assignments, grades, quizzes, course meeting slides and notes, and other links. Announcements and communications about the course will also come through Canvas, so it is important to check our Canvas site regularly.

## F 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.
  - I do not require students to buy physical copies of *Mama Might Be Better Off Dead*. You are free to select a means for accessing *Mama* that meets your budget and learning style.
2. Khan, Shamus, Patrick Sharkey, and Gwen Sharp, eds. *A Sociology Experiment*; e-book only.
  - This is a unique “textbook” where you purchase it by chapter instead of buying the entire book. Each chapter is written by one or more leading sociologists in the fields that the chapter covers. Each chapter costs \$1. If you have a concern about accessing this non-traditional resource, please let me know as soon as possible.

- I recommend purchasing all of the chapters at once rather than one at a time to reduce any associated credit card fees.
- Once you purchase a chapter, you will be able to download a .pdf copy of the text to keep.
- You will need to purchase the following Chapters:
  - All of Part 1- “1 - A Sociology Experiment,” “2 - Research Methods,” and “3- Social Structure and the Individual”
  - All of Part 2 - “4 - Social Class, Inequality, and Poverty,” “5 - Culture,” “6 - Gender and Sexuality,” and “7 - Race and Ethnicity”
  - From Part 3 - “12 - Urban Sociology” and “15 - Health and Illness”



Only *Mama Might Be Better Off Dead* is available through the bookstore! Use this link or the link below to access *A Sociology Experiment*! All chapters can be purchased through the text's website.

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).

Many of the readings on the syllabus are peer reviewed journal articles that you'll be able to access through the library. Being “peer reviewed” 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.
7. Follow my best practices for using Zoom and Canvas (see Canvas for more details).

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

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

## A COVID-19

I think acknowledging that we are all starting from varying places of exhaustion, stress, and anxiety is critical. Please, first and foremost, focus on what matters most and practice self care. Please follow SLU's guidance both for your own health and for maintaining community. If you are living on-campus, please follow all of SLU's policies for social distancing and mask wearing. These are critical for our collective safety.

Again, my biggest priority this semester is your health and well-being. Please reach out if you want to talk about strategies for managing our "new normal," if you find yourself struggling, or just need someone to vent to. Alternatively, you can reach out to either the University Counseling Center at 314-977-TALK or Campus Ministry at 314-977-2425 or campusministry@slu.edu.

### A.1 Planning for Disruptions

While we are starting the semester with all of you in St. Louis, and I am certainly rooting for a semester where you all are able to remain on-campus through Thanksgiving Break, we should recognize that there may be disruptions. For some of you, you may find yourselves quarantined because of an exposure to someone infected with COVID-19. You may become sick yourselves. Changes both on-campus and in the greater St. Louis community may mean changes to how SLU operates and even whether or not you can continue to remain on-campus.

Given that these are not abstract concerns, everything laid out here represents a best case scenario for the semester. We may find ourselves needing to change some course policies, reading and assignment schedules, and even teaching modalities based on the challenges we are confronted with this semester. I ask for your patience and your flexibility if and when we do need to make these changes. For my part, I will do my best to stay in touch with you and communicate clearly how these changes will impact our course.

One way that I am proactively preparing for disruptions is to add two "**flex days**" to the syllabus. I do not have any content planned for **March 9th** and **May 9th**. If there is a widespread disruption, such as the need for many of you to move off campus, I will use these flex days as a buffer so that we can adjust our course schedule without changing the basic structure of the course. If we approach each day and it appears that we will not need to use it, I will announce alternate plans for the meeting.

Another way that I am proactively preparing for disruptions is to have meeting recordings from prior semesters available. In the event that I cannot teach due to illness, I may share recordings from prior semesters in-place of having in-person meetings.

**You should therefore treat all of the course dates and content as provisional.** This is my plan as of January 12th, and I may modify it further as we progress through the semester. If I become sick or a member of my family becomes ill, modifications will likely be required. If another faculty member has to take over teaching my class, there may be changes to course content, teaching modality, and assignments. I will do my best to keep everyone updated in a timely fashion. Please check your email and Canvas regularly. I appreciate everyone's willingness to roll with the many punches we are all facing right now. Remember, we are in this together.

## A.2 Face Masks

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

**Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class.** This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

**When a University-wide face mask requirement is in effect,** the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the Student Handbook. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
  - dismissal from the course(s)
  - removal from campus housing (if applicable)
  - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

**When a University-wide face mask requirement is in effect**, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.



We do not know when the City of St. Louis will roll back their mask mandate, or what SLU will do after that in terms of mask policies. Even if the mask mandate on-campus is rescinded, I will continue to mask in class to keep my family healthy. If the mask mandate does get rescinded, I'll ask for your cooperation and continued masking during class!

### A.2.1 ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's ADA Policy. Inquiries or concerns may also be directed to the Office of Institutional Equity and Diversity. Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

## A.3 Attendance Policies

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any potential COVID-19 symptoms (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the University Student Health Center for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent



themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.

3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the University Attendance Policy, students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the University Attendance Policy, students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current University Attendance Policy, all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences.

#### A.4 Zoom Policies



This section of the syllabus will only apply if we switch to having class remotely.

If we have to meet via Zoom, there will be several additional policies to note:

1. Attending via Zoom is required. There is not an alternative means for completing this course. *If you have a concern about technology, internet access, or other barriers to regularly attending class via Zoom, please let me know as soon as possible.*
  - If there is a need for some or all of you to change from learning on-campus to learning from home or another location, we will work together to identify strategies for you to successfully complete the course.
2. Do not share Zoom details, including login information, links, and passwords, with anyone outside of this course.
3. Using your camera is *strongly encouraged* during group discussions, but is not otherwise required.

4. Please keep your microphone muted unless you are actively speaking.

The Course Docs contain some additional tips for using Zoom. Please review them closely.

## B Attendance and Participation

### B.1 General Attendance Policy

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. That said, it is important to recognize that our normal attendance policies are not well suited to a pandemic. 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 if at all possible. I define family issues broadly - if your family or friends become sick or are being affected by COVID-19 in other ways, please know that I want you to keep your focus on what is most important.

I may ask for more information, such as a note from a health care provider, a travel letter from Athletics, or other documentation for absences. I will not be asking for health care provider documentation for acute illnesses or injuries, though, since if you're sick but not *very* sick, the last thing most of you will want to do is go to a doctor just to get a note. I am proceeding with a spirit of trust in all of you, and ask you to reciprocate that with me. If you need to modify assignment due dates, please let me know prior to those deadlines.

Please see the University's attendance policy for additional details.

### B.2 Attendance Collection

In order to help identify students who might need extra support, I do keep track of who attends class. Attendance check-ins will be collected through a simple web-form. Students will need a QR code reader application installed on their smartphone to check-in if their phone does not support it automatically. The Course Docs contain some additional details and links for learning more about how this works.

This QR code will be available as print-outs in the back and front of the classroom. Please scan them as you come into class. Attendance submissions must be received by the end of the class period.

These web forms are **time stamped**, so if you sign the form 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 concern about regularly being able to arrive to class on time.

If you do not own a smartphone, please let me know as soon as possible. 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.



If we have to switch to having class remotely, the QR code will be available on-screen. This means that you need to arrive to class at least a minute or two before we begin. If you arrive after the QR code has been taken down, I'll put it up again at the end of the "front matter" and "back matter" sections of the course meeting slides. Attendance submissions must be received by the end of the class period.

### B.3 Missed Classes

My priority with attendance is to identify students who may be struggling or in need of additional support. However, because attending class is crucial, I do factor attendance into your overall participation grade. In order to give you some flexibility, I do not apply any penalties to your first two unexcused absences. Any unexcused absences beyond those two will result in no credit (for an absences). Regular late arrivals may result in partial credit being earned for that day's participation grade.

Specific elements of the course, such as participation in group discussions during course meetings as well as the *Mama Might Be Better Off Dead* discussions, will also be factored into your participation grade. If there is a need for you to miss a significant portion of your coursework, such as because of an illness, please reach out to me and we will make a plan for alternative ways to make-up these activities based on the circumstances.

It is your responsibility to make-up missed classes, including viewing the course meeting recording and, if needed, obtaining notes from a classmate. All course meeting slides will be posted on Canvas before class begins along with relevant notes for that course meeting. Please note that course meetings and discussions cannot be recorded by any means (e.g. audio or video recordings, or photographs) without my permission.

To help students who miss class, I will make recordings of our meetings (or the recording from a prior semester) available on a case-by-case basis. Class recordings will be made via Zoom and/or Panopto, and will be shared with students who cannot attend class. Recordings should not be shared with anyone inside or outside our course.



Meeting recordings will capture whatever is happening on my screen, which may include sharing your name and whatever is actively shown via your webcam. *If this presents a privacy concern for you, please let me know as soon as possible.*

## C Communication

The best ways to get in touch with me are email, texting, or calling:

- Email - [chris.prener@slu.edu](mailto:chris.prener@slu.edu)
- Text or call - 314-884-0386 (Google Voice)

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.

I don't have an office land-line anymore, but I do have a Google Voice number that students can use to text or call me. If you do call or text, please let me know who you are and what section you are in! I'll respond to calls or texts during the workweek, just like with email.

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.

## D 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 Zoom, course readings, notes, and other course materials.

There is evidence that using electronic devices during course meetings 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.

## E Student Support

### E.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.

### E.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 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. This follows the University policies on disability accommodations:

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

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or by phone at 314-977-3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

### **E.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.4 Student Success Coaching**

Academic coaches are staff members who can assist with study skills, time management, test and note taking, goal setting, and motivations. They can also help deal with navigating homesickness, making connections on campus, and being successful in online/remote coursework. Coaches will work with you on a weekly basis to develop the skills that are most important to you. For more information, please contact Emily Tuttle.

## **F Academic Honesty**

All students should familiarize themselves with Saint Louis University's policies the the College of Arts and Sciences 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 through which SLU fulfills 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, and will be addressed by the instructor. Collaborating on quizzes, such as taking them in groups (whether in-person or virtually), is also prohibited. Any student who is found to have been academically dishonest in their work risks failing both the assignment and this course.

All relevant assignments should include in-text citations and references formatted using an accepted citation format.

Any student who is found to have been academically dishonest in their work risks failing both the assignment and this course.

## G 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 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 harassment, including sexual assault, stalking, domestic or

dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. 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.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, Room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at [https://www.lighthouse-services.com/\\_StandardCustomURL/LHILandingPage.asp](https://www.lighthouse-services.com/_StandardCustomURL/LHILandingPage.asp). To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

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) Canvas and Zoom, 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 summary schedule with all due dates is available as part of the Course Schedule.



Students enrolled in the honors section should see Section 6 for additional assignment descriptions as well as their weighting and final point totals.

## A Assignments

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.



As a reminder, all due dates are provisional due to the uncertainty around COVID-19 and how it will affect our semester. I will continually update you during class and via Canvas about the status of each assignment's due dates as the semester progresses.

## A.1 Attendance and Participation



Attendance and participation are worth 100 points, or approximately **17%** 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 (including being present for and participating in course discussions), 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 (see Grading). 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 20 points for Part 1 and 40 points each for Parts 2 and 3. 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 final score that matches the points available for that part of the course. I provide the final number of points earned for each part 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.

## A.2 Theory Isn’t Dead Posts



Theory posts are worth 40 points, or approximately **7%** of your final grade

Over the course of the semester, there will be four short exercises that ask you to tie social theory, social science research, and current events together. For each of these assignments, I will post a news article. Based on your read of the article, you should pick one of the social theories we have discussed in class or in readings, briefly describe why you selected that theory (in 2-3 sentences), and then craft a theoretically motivated research question and hypothesis (a sentence each). Finally, you will briefly describe how you would propose to

study this hypothesis (in 2-3 sentences). Your assignments will be posted to Canvas before 5pm on the due date.

Additional details and a sample assignment will be made available via Canvas. Each Theory Post is worth 20 points. Both elements will be assessed using a scale that awards full, partial, or no credit (see Grading).

Due dates for the Theory Post are as follows:

1. Theory Isn't Dead 1 - **Wednesday, February 2**
2. Theory Isn't Dead 2 - **Wednesday, March 2**

### A.3 Sociological Experiences



Theory reflections are worth 80 points, or approximately **13%** of your final grade

Over the course of the semester, there will be four short exercises that ask you to link data to your own personal experiences. Data for these exercises will be drawn primarily from Social Explorer, a tool that makes it easy to find demographic data about various places in the United States. These reflections should be approximately 1-2 paragraphs in length.

Additional details and a sample assignment will be made available via Canvas. Each Sociological Experience is worth 20 points, and will be assessed using a scale that awards full, partial, or no credit (see Grading). Assignments are due by the beginning of class on the due date.

Due dates for the Sociological Experiences are as follows:

1. Sociological Experience 1 - High School - **Wednesday, February 16**
2. Sociological Experience 2 - Socioeconomic Status - **Wednesday, March 9**
3. Sociological Experience 3 - Segregation - **Monday, April 11**
4. Sociological Experience 4 - St. Louis - **Wednesday, April 27**

### A.4 *Mama* Papers



*Mama* Papers are worth 150 points, or approximately **25%** of your final grade

Each student will write a 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 will be available on Canvas. Papers must be completed and submitted by the beginning of class on the date due. Each paper is worth 50 points.

Due dates for the *Mama* papers are as follows:

1. *Mama* Paper 1 - **Monday, March 21**
2. *Mama* Paper 2 - **Wednesday, April 13**
3. *Mama* Paper 3 - **Monday, May 2**

## A.5 Quizzes



Quizzes are worth 150 points, or approximately **25%** of your final grade

Three non-cumulative multiple choice quizzes will be given throughout the semester. Each quiz will cover the breadth of the material in the course, including readings, lectures, and videos. Each quiz will consist of 30 multiple choice questions and will be worth 50 points. They will be administered via Canvas. Quizzes must be taken between 7am CST and 10pm CST on the quiz date. They can be started at any point within that range, but once you begin the quiz, you will have only 45 minutes to complete it. Since they occur remotely, quizzes are open book and note.

Quiz dates are as follows:

1. Quiz 1 - **Friday, February 25**
2. Quiz 2 - **Friday, April 1**
3. Quiz 3 - **Wednesday, May 11**
  - This overlaps with our scheduled final exam time, so you can take the quiz during that period if you wish.

## A.6 Final Project



The Final Project is worth 75 points, or approximately **13%** of your final grade

This project involves the creation of a single page handout that illustrates the origins of a health disparity present in American society. On the handout, you should provide some background information, data about the disparity, and connect the disparity to fundamental cause theory and/or the social determinants of health perspective. You have creative license to design the handout as you see fit, and should feel free to add graphs, maps, or photographs that help you illustrate the issues you are describing. The second page of the handout should contain a list of works cited. More details and a rubric will be provided on Canvas. The final project will be due by **Monday, May 16**.

## B Submission and Late Work

### B.1 Canvas Submissions

All assignments must be submitted via Canvas *as a .pdf file* unless otherwise noted in the assignment instructions. Feedback will be returned to students via comments embedded in each document.

### B.2 Late Work

Once the due date has passed, any assignments shared will be treated as late. Be advised that Canvas 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** a due date 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 if at all possible* to discuss alternate submission of work. I may ask for more information, such as a note from a physician, a travel letter from Athletics, or other documentation for alternative deadlines.

### B.3 Missed Quizzes

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 quiz scheduling. I may ask for more information, such as a note from a physician, a travel letter from Athletics, or other documentation for rescheduled quizzes.

## 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 Canvas and will typically consist of a paragraph describing the event and a paragraph connecting the event to the class material in some way. 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 7 for additional assignment descriptions as well as their weighting and final point totals.

All grades that use a “check” system (the Theory Isn’t Dead and Sociological Experience assignments as well as “entry” and “exit” tickets) will be calculated using the following approach. A “check-plus-plus” represents exceptional work and will get full credit. A “check-plus” represents great work and will get 92% of the points available for the assignment. A “check” represents satisfactory work and will get 85% of the points available for that assignment. A “check-minus” represents work that needs substantial improvement and will get 75% of the points available for that assignment. For other assignments, rubrics will be provided prior to the due date that break down how grading works.

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

Table 3.1: SOC 1120 Points Breakdown

Assignment	Period	Points	Quantity	Total	Percent
Participation	Part 1	20 pts	x1	20 pts	17%
	Part 2	30 pts	x1	40 pts	
	Part 3	30 pts	x1	40 pts	
Theory Isn't Dead		20 pts	x2	40 pts	7%
Sociological Experiences		20 pts	x4	80 pts	13%
Mama Papers		75 pts	x2	150 pts	25%
Quizzes		50 pts	x3	150 pts	25%
Final Project		75 pts	x1	75 pts	13%

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 Canvas 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

If you notice a discrepancy between the grade you received in the feedback and what appears on Canvas, please let me know as soon as possible. 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:

Updates to grades will be provided at midterms, and you can follow your progress via the **My Grades** area on Canvas. I round-up final grades that are within a half percentage point of the next highest letter grade. Requests for final grade changes outside of this range will not be honored.



No chances will be given for revisions of poor grades. Incomplete grades will be given upon request only if you have a "C" average

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%

and have completed at least two-thirds of the possible points (392 points). You should note that incomplete grades must be rectified by the specified deadline or they convert to an “F”. This policy reflects the University’s policy on incomplete coursework.



# Part II

## Reading List



## Section 4

# Course Schedule

The following is a high-level schedule that details the general topic covered by each module. Modules are collections of two or more lectures and class discussions under the broad headings provided below.

### .1 Scheduling Notes

The course schedule may change as it depends on the progress of the class and the challenges we are confronted by this semester. The web version of this document will be updated to reflect any alterations, but the `.pdf` version will remain unaltered.

This semester, we will not have class on **March 15th**, **March 17**, and **April 18th** because they fall on University breaks. Additionally, no class activities are scheduled for **March 9th** or **May 9th**. These are “flex days,” which I have left without a scheduled plan to accommodate changes due to COVID-19. If we are approaching these dates without having had to use them, these will become days off from this course.

Table 4.1: SOC 1120 Course Overview

Part	Module	Planned Start Date	Title
<b>**1**</b>			
1	1	Wednesday, January 19	Engaging the Social World
1	2	Monday, February 7	Structuring the Social World
<b>**2**</b>			
2	3	Wednesday, February 23	Culture
2	4	Wednesday, March 2	Socioeconomic Status
2	5	Wednesday, March 23	Gender and Sexuality
<b>**3**</b>			
3	6	Wednesday, March 30	Race and Racism
3	7	Wednesday, April 13	Intersectionality
3	8	Monday, April 25	Urban Sociology
3	9	Monday, May 2	Course Conclusion

## Section 5

# Meeting Schedule

Select a module from the menu to see details about topics, readings, and assignments. Additional notes and links to course materials are available through Canvas, which has dedicated sections for each module and meeting.

## A Module 1 - Engaging the Social World

### Meeting 1-1 - Wednesday, January 19 - Course Introduction

- **Before Class:**
    - Read *A Sociology Experiment*, “Chapter 1 - A Sociology Experiment,” pp. 1-9 ([Link](#))
    - Complete the Course Onboarding tasks ([Canvas](#))
  - **After Class:**
    - Complete the Student Information Sheet for Monday, January 24 ([Canvas](#))
- 

### Meeting 1-2 - Monday, January 24 - Social Theory

- **Before Class:**
    - Read *A Sociology Experiment*, “Chapter 1 - A Sociology Experiment,” pp. 9-24 ([Link](#))
    - Complete the Student Information Sheet ([Canvas](#))
- 

### Meeting 1-3 - Wednesday, January 26 - Theorizing Health Disparities

- **Before Class:**
    - Read *A Sociology Experiment*, “Chapter 15 - Health and Illness,” pp. 1-10 and pp. 23-35 ([Link](#))
    - Read Phelan et al. (2010)
      - \* 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. ([Link](#))
    - Watch *Unnatural Causes*, Part 1 - “In Sickness and in Wealth” ([Kanopy](#)) and complete the accompanying entry ticket ([Canvas](#))
-

## Meeting 1-4 - Monday, January 31 - Studying Society

- **Before Class:**

- Read *A Sociology Experiment*, “Chapter 2 - Research Methods”  
([Link](#))

- **After Class:**

- Complete Theory Isn’t Dead 1 for Wednesday, February 2 ([Canvas](#))

## B Module 2 - Structuring the Social World

### Meeting 2-1 - Monday, February 7 - Nature or Nurture?

- **Before Class:**

- Read *A Sociology Experiment*, “Chapter 3 - Social Structure and the Individual,” pp. 1-4 ([Link](#))
  - Read Bearman (2008)
    - \* Bearman, Peter. 2008. “Introduction: Exploring Genetics and Social Structure.” *American Journal of Sociology* 114(S1):v-x. ([Link](#))
- 

### Meeting 2-2 - Wednesday, February 9 - Social Structure

- **Before Class:**

- Read *A Sociology Experiment*, “Chapter 3 - Social Structure and the Individual,” pp. 4-14 ([Link](#))
- 

### Meeting 2-3 - Monday, February 14 - Socialization

- **Before Class:**

- Read *A Sociology Experiment*, “Chapter 3 - Social Structure and the Individual,” pp. 15-26 ([Link](#))
- Read Braveman and Barclay (2009)
  - \* Braveman, Paula and Colleen Barclay. 2009. “Health Disparities Beginning in Childhood: A Life-Course Perspective.” *Pediatrics* 123(S3):S163-S175. ([Link](#))

- **After Class:**

- Complete Sociological Experience 1 - High School for Wednesday, February 16 ([Canvas](#))
-



## Meeting 2-4 - Wednesday, February 16 - The Institution of Medicine

- **Before Class:**

- Read Wright and Perry (2010)
    - \* Wright, Eric and Brea Perry. 2010. “Medical Sociology and Health Services Research: Past Accomplishments and Future Policy Challenges.” *Journal of Health and Social Behavior* 51(S):S107-S119. (Link)
- 

## Meeting 2-5 - Monday, February 21 - Medicalization

- **Before Class:**

- Read *A Sociology Experiment*, “Chapter 15 - Health and Illness,” pp. 10-16 (Link)
- Read Conrad and Barker (2010)
  - \* 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. (Link)

- **After Class:**

- Study for Quiz 1 on Friday, February 25 (Canvas)

## C Module 3 - Culture

### Meeting 3-1 - Wednesday, February 23 - Decoding Culture

- **Before Class:**
    - Read *A Sociology Experiment*, “Chapter 5 - Culture” ([Link](#))
- 

### Meeting 3-2 - Monday, February 28 - Culture and Health

- **Before Class:**
  - Read Acevedo-Garcia and Bates (2008)
    - \* 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. (Canvas)
- **After Class:**
  - Watch *Unnatural Causes*, Part 3 - “Becoming American” (Kanopy) and complete the accompanying entry ticket (Canvas)
  - Complete Theory Isn’t Dead 2 for Wednesday, March 2 (Canvas)

## D Module 4 - Socioeconomic Status

### Meeting 4-1 - Wednesday, March 2 - Social Class

- **Before Class:**
    - Read *A Sociology Experiment*, “Chapter 4 - Social Class, Inequality, and Poverty,” pp. 1-15 ([Link](#))
- 

### Meeting 4-2 - Monday, March 7 - Inequality and Poverty

- **Before Class:**
    - Read *A Sociology Experiment*, “Chapter 4 - Social Class, Inequality, and Poverty,” pp. 15-35 ([Link](#))
  - **After Class:**
    - Complete Sociological Experience 2 for Wednesday, March 9 (Canvas)
- 

### Meeting 4-3 - Wednesday, March 9 - Socioeconomic Status and Health

- **Before Class:**
    - Read Dow and Rehkopf (2010)
      - \* 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. ([Link](#))
  - **After Class:**
    - Watch *Unnatural Causes*, Part 7 - “Not Just a Paycheck” (Kanopy) and complete the accompanying exit ticket (Canvas)
    - Make sure you are wrapping up *Mama* Paper 1 for Monday, March 21 (Canvas)
-

**Meeting 4-4 - Monday, March 21 - *Mama* Discussion 1**

- **Before Class:**

- Read *Mama Might Be Better Off Dead*, Chapters 1-5
- Complete *Mama* Paper 1 (Canvas)

## E Module 5 - Gender and Sexuality

### Meeting 5-1 - Wednesday, March 23 - Gender and Health

- **Before Class:**

- Read *A Sociology Experiment*, “Chapter 6 - Gender and Sexuality,” pp. 1-28 (Link)
  - Read Krieger (2003)
    - \* Krieger, Nancy. 2003. “Genders, Sexes, and Health: What Are the Connections - and Why Does It Matter?” *International Journal of Epidemiology* 32(4):652-657. (Canvas)
- 

### Meeting 5-2 - Monday, March 28 - Sexuality and Health

- **Before Class:**

- Read *A Sociology Experiment*, “Chapter 6 - Gender and Sexuality,” pp. 28-36 (Link)

- **After Class:**

- Study for Quiz 2 on Friday, April 1 (Canvas)

## F Module 6 - Race and Racism

### Meeting 6-1 - Wednesday, March 30 - Race and Racism 1

- **Before Class:**

- Read *A Sociology Experiment*, “Chapter 7 - Race and Ethnicity,” pp. 1-23 (Link)
  - Read Cooper et al. (2003)
    - \* Cooper, Richard S., Jay S. Kaufman, and Ryk Ward. 2003. “Race and Genomics.” *New England Journal of Medicine* 348(12):1166-1170. (Link)
- 

### Meeting 6-2 -Monday, April 4 - Race and Racism 2

- **Before Class:**

- Read selections from *Segregation in St. Louis: Dismantling the Divide* (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
- 

### Meeting 6-3 - Wednesday, April 6 - Race and Racism 3

- **Before Class:**

- Read *A Sociology Experiment*, “Chapter 7 - Race and Ethnicity,” pp. 23-28 (Link)

- **After Class:**

- Complete Sociological Experience 3 for Monday, April 11 (Canvas)
-

## Meeting 6-4 - Monday, April 11 - Racism and Health

- **Before Class:**

- Read Jones (2006)
  - \* Jones, David S. 2006. “The persistence of American Indian health disparities.” *American Journal of Public Health* 96(12): 2122-2134. (Link)
- Read Sarche and Spicer (2008)
  - \* 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. (Link)
- Read Williams and Sternthal (2010)
  - \* 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. (Link)

- **After Class:**

- Watch *Unnatural Causes*, Part 4 - “Bad Sugar” (Kanopy) and complete the accompanying exit ticket (Canvas)
- Make sure you are wrapping up *Mama* Paper 2 for Wednesday, April 13 (Canvas)

## G Module 7 - Intersectionality

### Meeting 7-1 - Wednesday, April 13 - *Mama* Discussion 2

- **Before Class:**

- Read *Mama Might Be Better Off Dead*, Chapters 6-10
  - Complete *Mama* Paper 2 (Canvas)
- 

### Meeting 7-2 - Wednesday, April 20 - Intersectionality and Health

- **Before Class:**

- Read Collins et al. (2004)
  - \* 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. (Link)
- Read David and Collins (1997)
  - \* 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. (Link)

- **After Class:**

- Watch *Unnatural Causes*, Part 2 - “When the Bough Breaks” (Kanopy) and complete the accompanying exit ticket (Canvas)



## H Module 8 - Urban Sociology

### Meeting 8-1 - Monday, April 25 - Urban America

- **Before Class:**
    - Read *A Sociology Experiment*, “Chapter 12 - Urban Sociology” ([Link](#))
    - Read Prener (2020)
      - \* Prener, Christopher. 2020. “Finding the city in sociology: Broadening and deepening the geographic scope of the urban and inequality literatures.” *Sociology Compass* 14(2):e12756. ([Link](#))
  - **After Class:**
    - Complete Sociological Experience 4 for Wednesday, April 27 ([Canvas](#))
- 

### Meeting 8-2 - Wednesday, April 27 - Cities and Health

- **Before Class:**
  - Read selections from *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* ([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
- **After Class:**
  - Watch *Unnatural Causes*, Part 5 - “Place Matters” ([Kanopy](#)) and complete the accompanying exit ticket ([Canvas](#))
  - Make sure you are wrapping up *Mama* Paper 3 for Monday, May 2 ([Canvas](#))

## I Module 9 - Course Conclusion

### Meeting 9-1 - Monday, May 2 - *Mama* Discussion 3

- **Before Class:**

- Read *Mama Might Be Better Off Dead*, Chapters 11-Epilogue
  - Complete *Mama* Paper 3 (Canvas)
- 

### Meeting 9-2 - Wednesday, May 4 - Course Conclusion

- **Before Class:**

- Read Quadagno (2010)
  - \* 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. (Link)
- Read Williams (2010)
  - \* Williams, David. 2010. “Beyond The Affordable Care Act: Achieving Real Improvements In Americans’ Health.” *Health Affairs* 29(8):1481-1488. (Link)

- **After Class:**

- Study for Quiz 3 on Wednesday, May 11 (Canvas)
- Complete the Final Project, which is due on Monday, May 16 (Canvas)

**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-H05). 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 your participation 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 **Monday, August 31**. 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 **18.4%** of your final grade

Paper due-dates will be a week after each seminar meeting, and papers will be submitted via Blackboard. 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 6.1% of your final grade for each paper.

## B Op-Ed



Your op-ed is worth **9.2%** 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, February 22** 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 **Tuesday, April 5** for feedback via Blackboard. It is ungraded; however, if not submitted, a 3% deduction will be applied to your final grade.

The final submission on **Monday, May 10** should be made to two venues - Chris via Blackboard 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.

### 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). 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 **Wednesday, December 14** via Blackboard. 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 (15 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 3.4 - "Grading" if you are enrolled in the honors section of SOC 1120.



Table 6.1: SOC 1120 Honors Seminar Topics

Module	Topic
2	Nature or Nurture?
2	Social Structure
2	Socialization
2	The Institution of Medicine
2	Medicalization
3	Culture
4	Socioeconomic Status
5	Gender and Sexuality
6	Race and Racism
7	Intersectionality and Health
8	Urban Sociology

Table 6.2: SOC 1120 Honors Points Breakdown

Assignment	Period	Points	Quantity	Total	Percent
Participation	Part 1	20 pts	x1	20 pts	12%
	Part 2	40 pts	x1	40 pts	
	Part 3	40 pts	x1	40 pts	
Theory Isn't Dead		20 pts	x2	40 pts	6%
Sociological Experiences		20 pts	x4	80 pts	10%
Mama Papers		75 pts	x2	150 pts	18%
Quizzes		50 pts	x3	150 pts	18%
Final Project		75 pts	x1	75 pts	9%
Honors Response Papers		50 pts	x3	150 pts	18%
Honors Op-Ed		75 pts	x1	75 pts	9%

The information listed in Sections 3.4.1 and 3.4.2 still applies to honors students.

## 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.