COURSE DESCRIPTION
The biomedical health care system is a social institution that has grown in size and importance economically, politically, and in our personal lives. However, both the institution of medicine and health itself are fundamentally and profoundly influenced by social structures, social values, social status, social roles, and social relationships. The primary emphasis of this course is not the biomedical health care system. Instead, we will focus on how an array of social factors outside of formal medical care influence health. Accordingly, we will analyze how social factors shape our views of health and healing as well as the organization and delivery of biomedical care. Consequently, some of the findings and conclusions in this course might radically depart from what you hear in the media or glean from conventional wisdom. For example, a sociological study of the health care system in the U.S. could reveal that the system serves as a “great equalizer” of health and improves population health overall or that it plays a significant role in maintaining health-related inequalities. Likewise, though individual will and choice have some influence on health, epidemiological data indicate that these matter less than whether an individual has access to resources that promote health and a long life.

My aim for this course is to help students identify the important social factors that influence health and to analyze how and why these factors shape mental and physical health as well as life expectancy. I emphasize active learning and provide students with opportunities to apply what you learn from the course materials and discussions in class. By the end of the course, students will be able to explain why health (including life expectancy) varies across social groups and societies and to suggest interventions for enhancing population and individual health. Come prepared to think and engage in this fascinating and relevant topic!

COURSE OBJECTIVES
By the end of the semester, the student will be able to:
1. Explain the differences in and implications of the sociological and biomedical perspectives on health.
2. Identify measures of health and draw conclusions from health data.
3. Explain and illustrate how social factors, such as structural forces, resources, statuses, roles, values, and norms, affect health.
4. Articulate the strengths and limitations of various health care delivery systems.
5. Analyze how social factors, such as structural forces, resources, statuses, roles, values, and norms, shape health.
6. Use sociological concepts, ideas, and data to derive possible solutions to health problems.
7. Apply sociological concepts, principles, and data to derive possible interventions for health problems.
8. Integrate appropriate empirical findings in the literature about the links between social factors and a specific health outcome.

TEXTBOOK & REQUIRED READINGS

Text

The text will be available at the FSU Bookstore and at Bill’s. Used copies available at the “usual” websites for about $15.00. I will assign selected chapters from this text/reader. See listings in the syllabus calendar.

Note: You will only read select portions of the assigned text and not necessarily in the order in which they appear in the text.
Required Readings posted on Canvas (in addition to assigned text chapters):


**Breslau, Joshua, Sergio Aguilar-Gaxiola, Kenneth Kendler, Maxwell Su, David Williams, and Ronald Kessler.** 2006. “Specifying Race-ethnic Differences in Risk for Psychiatric Disorder in a USA National Sample.” Psychological Medicine 36:57–68. [OPTIONAL – not required reading]


**Pearlin, Leonard and Carol Aneshensel.** 2008 "Stress, Coping, & Social Supports." Ch. 7, in Brown *Perspectives.]*


**http://www.macses.ucsf.edu/downloads/Reaching_for_a_Healthier_Life.pdf**
# COURSE CALENDAR

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings &amp; Class Activities</th>
<th>Due Dates*</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1, T 1/9</td>
<td>Course Introduction</td>
<td>Mandatory Attendance, basic course overview</td>
<td></td>
</tr>
<tr>
<td>W1, R 1/11</td>
<td>Review Syllabus &amp; Sociological</td>
<td>C.W. Mills (Sociological Imagination); Holtz et al (Health is Still Social) – 1-page excerpt.</td>
<td></td>
</tr>
<tr>
<td>W2, T 1/16</td>
<td>Models of Health</td>
<td>Barry &amp; Yuill (Soc. history of healing/medicine)</td>
<td></td>
</tr>
<tr>
<td>W2, R 1/18</td>
<td>Assessment</td>
<td>No preparation required. 2 points for taking.</td>
<td>On-line Bio, 11PM</td>
</tr>
<tr>
<td>W3, T 1/23</td>
<td>Consequences &amp; Limits of Biomedicine</td>
<td>Friedman et al. antibiotics); Peikoff (genetic testing), Leape (error in medicine)</td>
<td></td>
</tr>
<tr>
<td>W3, R 1/25</td>
<td>Sociological Perspective</td>
<td></td>
<td></td>
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<tr>
<td>W4, T 1/30</td>
<td>Social Diagnoses</td>
<td>Brown et al.; Braun et al. (categs med pract.)</td>
<td></td>
</tr>
<tr>
<td>W5, T 2/6</td>
<td>Medicalization</td>
<td>Conrad (Medicalization &amp; Social Control); Abate (Plastic Mommy).</td>
<td></td>
</tr>
<tr>
<td>W5, R 2/8</td>
<td>Medicalization</td>
<td>Film: 30 Days, Medicalization and Aging</td>
<td>PLOS Assignment</td>
</tr>
<tr>
<td>W6, T 2/13</td>
<td>Fundamental Causes</td>
<td>Goldberg; Farmer et al.; Marmot;</td>
<td></td>
</tr>
<tr>
<td>W6, R 2/15</td>
<td>Fundamental Causes</td>
<td>TBL 1. Inequality</td>
<td>Attendance required</td>
</tr>
<tr>
<td>W7, T 2/20</td>
<td>Inequality &amp; Health</td>
<td>Wilkinson &amp; Pickett; Kawachi;</td>
<td></td>
</tr>
<tr>
<td>W7, R 2/22</td>
<td>Disease of Despair: The Opioid Epidemic</td>
<td>Case &amp; Deaton; Kolodny et al.</td>
<td></td>
</tr>
<tr>
<td>W8, T 2/27</td>
<td>SES &amp; Health</td>
<td>Adler (Pp. 4-22); Scott</td>
<td></td>
</tr>
<tr>
<td>W8, R 3/1</td>
<td>Race &amp; Health</td>
<td>Johnson et al (Macro); Breslau et al (mental)</td>
<td>Relevance Reflection</td>
</tr>
<tr>
<td>W9, T, 3/6</td>
<td>Gender &amp; Health</td>
<td>Mahalik et al.; Lorber &amp; Moore</td>
<td></td>
</tr>
<tr>
<td>Mar. 12-16</td>
<td>NO CLASS – SPRING BREAK – Engage in healthy behaviors!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W10, R, 3/22</td>
<td>Research Planning</td>
<td>Discuss research process &amp; proposal in teams</td>
<td>Research proposal outline</td>
</tr>
<tr>
<td>W11, T, 3/27</td>
<td>Stress and Coping</td>
<td>Pearlin &amp; Aneshensel</td>
<td>Attendance required</td>
</tr>
<tr>
<td>W11, R, 3/29</td>
<td>Stress and Coping</td>
<td>TBL 2 reporting - (first 30 minutes)</td>
<td>Attendance required</td>
</tr>
<tr>
<td>W12, T, 4/3</td>
<td>Disabilities</td>
<td>Cahill &amp; Eggleston; Maroto &amp; Pettinicchio</td>
<td>Research proposal</td>
</tr>
<tr>
<td>W12, R, 4/5</td>
<td>Research Work</td>
<td>Peer/instructor review research proposals</td>
<td></td>
</tr>
<tr>
<td>W13, T, 4/10</td>
<td>U.S. Health Outcomes</td>
<td>Bezrucha (Health Olympics); Commonwealth Fund;</td>
<td></td>
</tr>
<tr>
<td>W13, R, 4/13</td>
<td>Global Care Systems</td>
<td>Film: Sick Around the World</td>
<td>Relevance Reflection</td>
</tr>
<tr>
<td>W14, T, 4/17</td>
<td>Comparing Health Care: U.S. &amp; Canada.</td>
<td>Carroll (5 Myths); Angell; Woodward; Garrison</td>
<td></td>
</tr>
<tr>
<td>W14, R, 4/19</td>
<td>Health Policy Development</td>
<td>TBL 3, Campus health policy</td>
<td>Attendance required</td>
</tr>
<tr>
<td>W15, T, 4/24</td>
<td>Health Policy Development</td>
<td>TBL 3, Campus health policy (cont’d)</td>
<td>Attendance required</td>
</tr>
<tr>
<td>W15, R, 4/26</td>
<td>It’s a Wrap!</td>
<td>Course Review: Lessons learned, lingering questions</td>
<td>Final paper due T, 5/1</td>
</tr>
</tbody>
</table>

*Approved make-up assignments to be held during the FINAL EXAM PERIOD: Monday, 4/30/18, 7:30-9:30 AM.**

*As described in the Assignments section and discussed on the first day, videotaped reading reviews must be submitted by 11:59 PM every Monday to get credit for them.

**To be held in our usual classroom. Make-ups must be approved within a week of the missed assignment.

Note: If you miss or come more than 15 minutes late for the make-up or group work without appropriate documentation you will get a zero.
COURSE REQUIREMENTS

Canvas. Submit written assignments to Turnitin as requested by the instructor. Please check Canvas regularly to keep up with newly posted information and changes to the syllabus.

Attendance. Student attendance is required and expected. However, you must be present for all scheduled events (including team-based learning activities and relevance reflections) or you will not get points for them. You may not make them up except in emergency situations for which you have valid documentation. If you cannot attend class, please let me know ASAP via email. Class attendance and grades are very highly correlated.

Assigned Readings. Lectures, class discussion, and in-class work will build on ideas and concepts in the readings so you should finish assigned readings prior to coming to the class on the date assigned in the schedule. Being prepared for each class will also enhance your learning experience and allow you to ask questions about the material during the lecture on the assigned topic.

Homework. Starting in Week 3, every Monday, by 11:59 PM, you will submit a 3-5-minute clip summarizing the readings for that week. The intent of this homework is to help you internalize information from the course and so you are prepared to discuss and apply the concepts, findings, and ideas in class on T & R. You may miss two weeks’ submissions without penalty. Thus, you will turn in a minimum of 10 videos to Canvas.

Grading criteria: 0=Video summary is not turned in, is late without a valid excuse, incomplete, and is confusing/inaudible and/or not substantively related to the readings (i.e., the instructor cannot distinguish whether the student read the material or not). 1=Video summary is audible and complete, but mostly rote, showing limited depth and little conceptual, analytical or applied thinking about the material. 2=Video summary is complete, audible, shows good depth (illustrating engagement with the readings rather than just skimming), reflects conceptual, analytical, or applied thinking about the readings.

Assignments. Students will complete seven assignments, briefly listed below. I will discuss the details of assignments in class and will post information relevant to them on the Canvas website for this course well before they are due.
1. On-line biography. You will complete this in Canvas by the due date. 5 pts.
2. Article Summary from PLOS, an on-line journal: submit to Turnitin on our course Canvas site.
3. Research proposal outline and diagram.
4. Research proposal. You must bring three hard copies of your proposal to class on the review date and submit a copy of your edited proposal to Turnitin on our course Canvas site by the date listed in the course schedule. Proposal directions are on Canvas.
5. Relevance reflections.
6. Team-based learning (TBL) 1. Transplant exercise. Turn in a write-up completed during class by each team.
7. Team-based learning (TBL) 2. Structural resources for coping. Turn in team write-up completed during class.
8. Team-based learning (TBL) 3. Creating policies for a healthy community.
9. Final paper. You will write a research paper that examines how social factors affect a chosen health outcome.

All assignments except the TBL work must be uploaded to Bb by 11:59 PM on the due date.

Format for the In-class Team-Based Learning Assignments.
In your assigned teams, you will debate the pros and cons of different options for solving a health-related problem, write up a short summary, and briefly discuss your decision and rationale in class before handing it in. You MUST be in class that day to get credit for it unless you have a valid and clearly documented excuse (illness, emergency).

Relevance Reflections are an in-class learning activity, worth up to 2 points each. You must be present in class on the scheduled day to complete it. Reflections help you process the course information by applying it to your own life. Processing leads to better performance on your work and enhances transfer and retention of material. RUBRIC: 0=Not turned in or no evidence of having read; 1=Evidence of reading but not in-depth, rote, with little analysis or reflection; 2=Evidence of deep reading and reflection, reflects integrative and/or analytical thinking.

I will deduct 3 points the first day that an assignment is late, 3 more points on the second day after the due date and after 3 days I will give you a zero for that assignment. You must upload and submit your assignments to Turnitin by the due date. If you email me the assignment, I will not grade it until you submit it to Turnitin, subject to the above late policy.

I will allow make ups for work only for true emergencies for which you have provided me with a valid written excuse that I can keep for my records. You must make up the work during our scheduled final exam period. DO NOT SCHEDULE trips, flights, interviews, medical appointments, or any other events on dates on which group work/TBLs or in-class assignments are scheduled.
GRADING AND EVALUATION

- You will not receive letter grades for assignments; I will add your points for all assignments to derive your final grade for the course.
- Grades assigned will be based on a class curve, so that grades are distributed roughly according to class performance. This works in the students’ favor (feel free to ask me). I will periodically post grade distributions and “approximate letter grade equivalents” for total scores up to the date of posting so you know your status along the way. Note: Anything at or below 50% of points possible will earn an “F” regardless of the class curve.

Extra Credit: I will not give extra credit in this course. If you attend regularly, keep up with readings, and complete assignments on time, you will not need to do extra credit.

SUMMARY OF MEASURES AND GRADING

Course grades will be based on the following weighting of course requirements:

<table>
<thead>
<tr>
<th>Item</th>
<th>Content</th>
<th>Points Possible</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-line bio</td>
<td>Submit via Canvas site</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>PLOS Article Review Assignment</td>
<td>20</td>
<td>11%</td>
</tr>
<tr>
<td>TBL 1</td>
<td>Addressing health inequality</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Research Outline</td>
<td>Topic, variables, justification, diagram</td>
<td>10</td>
<td>6%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>Proposal</td>
<td>20</td>
<td>11%</td>
</tr>
<tr>
<td>TBL 2</td>
<td>Stress prevention/reduction on campus</td>
<td>20</td>
<td>11%</td>
</tr>
<tr>
<td>TBL 3</td>
<td>Healthy community policies</td>
<td>20</td>
<td>11%</td>
</tr>
<tr>
<td>Final Paper/Project</td>
<td>Analyzing social influences on health</td>
<td>50</td>
<td>29%</td>
</tr>
<tr>
<td>Reading videos (10)</td>
<td>Active learning/processing of material</td>
<td>20</td>
<td>11%</td>
</tr>
<tr>
<td>Relevance reflections (2)</td>
<td>Active learning/applying material</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>174</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

Note: Additional points for attendance taken will be added to the base (numerator and denominator) and used to calculate final grade. I will take attendance randomly and up to 15 additional points may be added.

I use full letter grades in this course. I use the conventional cut-points but I often assign the next highest grade if one’s score is 2-3 points from the cut point and if attendance, timeliness, and participation are all excellent. Cut-points for letter grades are: A=90-100%; B=80-89%; C=70-79%; D=60-69%; F 59% [based on curved score; see below]

ACADEMIC HONOR POLICY

Students are expected to abide by the Academic Honor Policy of the Florida State University, including the statement on Values and Moral Standards published in The Florida State University General Bulletin. The Academic Honor Policy outlines the University’s expectations for students’ academic work, the procedures for resolving alleged violations of these expectations, and the rights and responsibilities of students and faculty throughout the process. Please see the following website for a complete explanation of the Academic Honor Policy: http://www.fsu.edu/~dof/honorpolicy.htm

The on-line biography assignment will quiz you on some aspects of this policy.

CLASSROOM COURTESY

Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means no talking (unless asked by the professor), surfing the web, or texting in class. If you must text or web surf during class, you should give that your full attention and leave the classroom. Please keep your cell phone on vibrate in case you receive any emergency calls. Also, please step out of the room to manage emergencies by phone.
E-MAIL ETIQUETTE
In every e-mail note you send me please include your first and last name and the course or day/time of our class. If you include this information, I can reply to your note more quickly than without it.

Before asking questions about basic course information, please check the course Bb site and the syllabus. In most cases, you will get the information you need much more quickly by looking at what I have provided instead of e-mailing me first.

AMERICANS WITH DISABILITIES ACT
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center, 108 Student Services Bldg., Florida State University
Tallahassee, FL 32306-4167, (850)644-9566 (voice), (850)644-8504 (TDD)
E-mail: SDRC@admin.fsu.edu
Website: http://www.fsu.edu/~staffair/dean/StudentDisability/

EXCUSED ABSENCES
Only the following absences are eligible to be excused: Religious holidays, as specified in FSU policy, and when a student represents FSU at official functions, including intercollegiate debating or varsity sports events. You must inform me in advance if you will miss a class for any scheduled events (e.g., religious holidays, FSU functions, planned surgery, job interviews, court dates). Verified emergencies and/or medical illness are also excused. Medical illness refers to conditions that are serious in nature and require treatment by medical professionals and/or surgical or other treatments. I require valid documentation for absences to be excused. You are responsible for all materials assigned outside and covered in class on the day(s) missed.

INCOMPLETE GRADES
Missing work or uncompleted assignments are insufficient reasons for a grade of Incomplete. An Incomplete grade will not be given except under extenuating circumstances at the instructor’s discretion. Note that College of Social Science guidelines require that students seeking an "I" must have completed a substantial portion of the course and have a passing grade at the time the Incomplete is requested.

SYLLABUS CHANGE POLICY: This syllabus is a guide for the course and is subject to change with advanced notice. Class topics, assignments, reading assignments and scheduling may be modified by the instructor as circumstances dictate. I will announce in class meetings and/or via e-mail any changes in advance so please stay tuned!

RESOURCES TO HELP YOU SUCCEED IN THIS COURSE
Tutoring
- ACE Learning Studio @ Johnston Ground (WJB). It is fabulous! And their workshops are great, too. Hours: Monday-Thursday, 10am-8pm; Sunday 3pm-8pm. https://www.lib.fsu.edu/tutoring/other-locations
- Strozier & Dirac Libraries: For detailed information about all tutoring offered at Strozier and Dirac, please visit https://www.lib.fsu.edu/tutoring-information
- The Reading and Writing Center. The RWC is on the second floor of the William Johnston building and has satellite locations including Dirac Library and Strozier Library. If you aren’t doing well with your writing or if you just want to do better and get more experience as a writer, call the Reading/ Writing Center (R/WC) and make an appointment. Teachers in the R/WC are college writing teachers and are trained to help you with any aspect of writing for any class or for your own projects. You can also call for a single appointment and be a “walk-in.” When you call, the person answering the phone will arrange a time when you can come to the center. Call 24 hours ahead: 644-6495. The center is open 8:30-4:30, Monday-Friday. For more information and to schedule an appointment on line, go to: http://wr.english.fsu.edu/Reading-Writing-Center/Hours-of-Operation

[See next page for additional resources]
Assistance with personal issues that might affect course performance
I am happy to meet with students to discuss any aspect of course performance and for feedback and help on course work. However, if you wish to seek other help with personal issues that arise (e.g., roommate issues, financial trouble, etc.), especially if they are a serious issue in need of appropriate professional help there are three key resources for you to use at FSU (instead of or in addition to meeting with me):

- Dean of Students Office: http://deanofstudents.fsu.edu/
- Victim’s Advocacy program (within the Dean of Student’s Office)
- FSU Counseling Center: http://counseling.fsu.edu/

Need help with Canvas? Contact FSU Canvas Support:
Email: help@campus.fsu.edu
Phone: (850) 644-8004
Website: distance.fsu.edu/canvas
Hours: 8am to 5pm, Monday - Friday