

Sociology of Health  
SOVI 5364 CRN 18811  
Fall 2022  
Thursdays 6-8:50 pm  
Hudspeth 213

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Office hours: MW 12:00-1:00 pm or by appointment

In this course, we begin with the idea that we cannot understand the topics of health and illness simply by looking at biological phenomena and medical knowledge, but instead, we must also consider a variety of social, political, economic, and cultural forces. This course uses sociological perspectives to explore the role and meaning of medicine in modern U.S. society. How do we define health and illness, and how does the structure of society shape who gets sick and who gets care? We will discuss some of the basic tenets of the sociology of medicine--what it means to be sick, the social and biological dimensions of disease, the ways doctors, nurses, and patients interact with each other, the changing nature of health-related professions, and the cultural, organizational, and economic functioning of various healthcare institutions. We will also explore how medicine functions as a form of social control and how our society constructs problems and settles on solutions. We will also examine from a sociological perspective some ethical dilemmas in medicine that are socially embedded, socially determined, and socially resolved. Essentially, we will use medicine as a window into our social world and the human condition.

**Required Books:**

- Susan Starr Sered and Rushika Fernandopulle. 2007. "Uninsured in America: Life and Death in the Land of Opportunity." UC Press. ISBN: 9780520250062
  - THIS BOOK IS ALSO ON RESERVE AT THE UTEP LIBRARY
- Patricia Illingworth and Wendy E. Parmet. 2017. The Health of Newcomers: Immigration, Health Policy, and the Case for Global Solidarity. NYU Press. ISBN 9780814789216
- Katrina Kimport. 2021. No Real Choice: How Culture and Politics Matter for Reproductive Autonomy. Rutgers University Press. 9781978817913
  - THIS BOOK IS ALSO ON RESERVE AT THE UTEP LIBRARY

- Jennifer A. Reich. 2016. "Calling the Shots: Why Parents Reject Vaccines." NYU Press. 9781479874835
  - THIS BOOK IS ALSO ON RESERVE AT THE UTEP LIBRARY

### Grading:

- **Participation:** Students must speak during class and show that you have done the readings. Minus 1 point for no participation per class period (you get one freebie for an absence).
- **Weekly response papers:** These will be in the form of questions for discussion leadership or an essay weekly writing assignment:

**Discussion Leadership:** Each student will be required to prepare discussion questions for half of the class sessions (see last column in Course Schedule, it is called LEADER). The discussion questions must span ALL assigned chapters. You will lose points if there are no questions from all assigned chapters. Because of the effort involved in developing questions, student leaders will not be required to turn in a weekly paper during the weeks in which they are writing questions.

Please submit a **Word** document (not a pdf) in Blackboard. Please do not put your answers in the document. Please use APA citation style in your questions.

To maintain a high level of academic rigor during our discussions, the format of the student questions will be based on 4 higher order thinking Bloom's Taxonomy of Cognitive Domains. Discussion leaders are required to write 2 questions at each of the 4 levels (total: 8 questions) and identify which domain each question relates to. The levels are explained at the end of the syllabus in Appendix 1. **Please put both of your questions at each level in subsequent order.** For example, both *analyze* questions are listed one right after the other.

Example Question Format:

How does Gawande's patient story in the Introduction represent a tension in Evidence Based Medicine (Gawande, 2002, pp. 3-10)? *Analyze*.

The questions must be submitted via Blackboard by 6 PM on the Wednesday of the week of class (the day before class). I will compile a discussion guide for the seminar that draws off a subset of questions from all students that will be handed out in class. During the discussion, students will be responsible for leading their questions, so they should be prepared by bringing notes to class for each question.

Students will be graded on: 1) Having at least one question **from each chapter reading (2 points)**; 2) Having 2 questions at each level (**8 points**); 3) Quality of questions (e.g., ability to understand the question clearly; potential to stimulate thinking; accuracy/validity of question; depth of thought; focus directly on theory) (**8 points**); and 4) Leadership during discussion (**2 points**). Comments and a grade will be posted on Blackboard before the next class session.

**Weekly Writing Assignment:** On weeks when you are not a discussion leader (see last column in Course Schedule, called PAPER), you will turn in a 3 page minimum writing assignment (you

can write more) that will cover the week's reading. Please submit a **Word** document (not a pdf) in Blackboard no later than 6:00 pm on Thursday (right before class). The paper should use APA citation style (see Appendix 2).

The assignment must include all of the following graded parts:

- 1) Short summary of all chapters assigned – **4 points**
- 2) Demonstration of higher-order level of thinking at all 4 levels (*Application, Evaluation, Creation, Analysis*) – **12 points**
  - a. Use new paragraphs (or even headings) to demarcate when these sections begin.
  - b. Consider applying theory to the reading in a way that the author did not; critiquing the reading; or bringing together another sociological or academic concept. The possibilities are endless.
- 4) Correct in-text citations and reference list following APA format. – **2 points**
- 5) Grammar and mechanics. – **2 points**

Your paper will be contain comments and a grade in Blackboard before the next class session.

- **End of semester reflection paper**
  - This will be a short 5 page paper about how the topics covered in this class might relate to what you want to focus on in your own graduate work. A draft of this paper will be due before the end of the semester.
- Extra credit options may be made available during the semester as occasions arise.

Total Points = 335

Participation = 15 points

Weekly Response Papers = 13\*20=260

Reflection Paper Draft= 10

Reflection Paper = 50

**Blackboard:** You can access this course's Blackboard site through your my.utep.edu portal (use your email address and password to sign in). As a requirement of this class, you must regularly check your Blackboard for this class. This is where I will send all class announcements, send personal messages to students, post the syllabus and any extra credit opportunities. All your work will get submitted via Blackboard and my comments and grades will appear with all of your assignments on Blackboard.

**Drop Policy:** I will NOT drop students from the course. If a student chooses to drop the course, it is the student's responsibility to do so. Failure to do so will result in a grade of "F" for the course.

**Classroom Conduct:** Unprofessional behavior (e.g., texting, sleeping, talking, using Facebook, and internet surfing) will not be tolerated. Students who arrive late or need to leave early should sit near the door to minimize class disruptions. All cell phones and other electronic devices must

be turned off. If a student is acting unprofessionally, he/she will be required to leave class for the day. Permission is required to have guests attend class with you. Unauthorized guests will be asked to leave.

**Making up work:** Make up work is acceptable only if I receive written documentation, prior to the absence, if it is a valid excuse. If you have an emergency and cannot contact me prior, contact me within 48 hours of your missed test/assignment. Religious observers and student competitors also need to inform me of absences.

**Academic Integrity:** This course is based on the principle of academic integrity. Students are responsible for their own academic behavior, and for making themselves fully aware of UTEP's policies. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students' Office for disciplinary action. In addition to receiving a failing grade in the class, the student may be suspended or expelled from UTEP for such actions. Further information can be gained from the UTEP Dean of Students' web page. Go to <http://www.utep.edu/dos/>, then click the "Student Conduct" tab on the top.

**Disability:** Any student with a disability that may prevent her/him from fully demonstrating her/his abilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and facilitate educational opportunity. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass). This should be done within the first 2 weeks of classes.

**Schedule of Classes (subject to change)**

DATE	Reading Due	Group A's role	Group B's role
Aug 25	Syllabus		
Sept 1	"Uninsured in America" Introduction, Chs 1-3	LEADER	PAPER
Sept 8	"Uninsured in America" Introduction, Chs 4-7	PAPER	LEADER
Sept 15	"Uninsured in America" Introduction, Chs 8-11, Afterword	LEADER	PAPER
Sept 22	"The Health of Newcomers" Introduction, Chs 1-3	PAPER	LEADER
Sept 29	"The Health of Newcomers" Chs 4-6	LEADER	PAPER
Oct 6	"The Health of Newcomers" Chs 7-10	PAPER	LEADER
Oct 13	"No Real Choice" Chs 1-3	LEADER	PAPER
Oct 20	"No Real Choice" Chs 4-5	PAPER	LEADER
Oct 27	"No Real Choice" Chs 6,7, Methodological Appendix  <b>Dr. Kimport Zooms in to class</b>	LEADER	PAPER
Nov 3	"Calling the Shots" Introduction, Chs 1,2	PAPER	LEADER
Nov 10	"Calling the Shots" Chs 3-5	LEADER	PAPER
Nov 17	"Calling the Shots" Chs 6-8	PAPER	LEADER
Nov 24	<b>NO CLASS- THANKSGIVING</b>  <b>Paper Draft Due by Tuesday</b>		
Dec 1	"Calling the Shots" Conclusion, Appendix A (Methods)	LEADER	PAPER
Dec 8	<b>Final Paper Due (10:00 PM)</b>	No Class	<b>Final Paper Due (10:00 PM)</b>

Appendix 1

Cognitive Domains	Verb & Question Examples
Apply	<p>Applying information to something else            Demonstrating</p> <p>How is ... an example of ...?</p>
Analyze	<p>Criticizing            Analyzing            Separating a whole into parts</p> <p>What are the parts or features of...? Classify ... according to ...            ...            How does ... compare/contrast with...?</p>
Create	<p>Constructing additional arguments            Proposing combining ideas to form a new whole</p> <p>What would you predict from ...?            How would you create a new... ?</p>
Evaluate	<p>Arguing/Defending Assessing/Evaluating</p> <p>Do you agree that ...?            What is the most important ...?            How would you justify the use of this theory?            What criteria would you use to assess...?            What evidence can you use to support...?</p>

## APA Citation Tips

Regular Quotes – used when the quote is less than 40 words.

Example: McPherson (2007) coined the phrase “goblet of motivation” (p.71).

### Tips:

- Keep the author and the year of publication together.
- Use quotation marks to identify the exact words of the author.
- Include the page number in parenthesis immediately after the direct quote.
- Place the period after the parenthesis.

Block Quotes – used when quote is over 40 words. Refer to

<http://owl.english.purdue.edu/owl/resource/560/02/>

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Citations for Paraphrased Information – use the author-date method of citation by inserting the surname of the author and the year of the publication at the appropriate point in the text. Paraphrasing is used when you take someone else’s direct quote and state their idea in your own words.

- Beginning of sentence
  - o Krakenstein (2006) reported that empirical research was needed.
- Middle of sentence
  - o After looking into the issue, Lynch (2007) stated that the findings were not valid.
- End of sentence
  - o The report concluded were victims of cyberterrorism (Windhorst, 2004).

### Citations with Direct Quotes

- Author and quote together
  - o The principal stated clearly that students “needed parental permission to leave school” (Abbott, 2005, p. 25).
- Author and quote separated
  - o MacDougall (2004) stated that the “Information Literacy Model needed to be implemented” (p. 34).

Multiple Citations by the Same Author in Same Paragraph - When the same author is cited multiple times in the same paragraph (with no other authors mentioned) and the author’s name is part of the narrative, you need to include the year in the subsequent non-parenthetical and parenthetical citations:

Example: A study by Tunon (2007) found that the quality of the two sets of citations were comparable. The subjective rubric developed by Tunon (2007) helped establish this. The study went on to show a difference between academic programs (Tunon, 2007).

Note: If you were to start a new paragraph with the same author, you would cite as follows:

Tunon (2007) established that the rubric met the rigorous standard of compliance for accredited United States based universities.

## Formatting Citations in the Reference Lists:

- Book by single author – Author’s name. (Year). Title of book. Place of publication: Publisher.
  - Chitty, D. Do lemmings commit suicide? Beautiful hypotheses and ugly facts. New York, NY: Oxford University Press.
  
- Book by two or more authors - Author’s name. (Year). Title of book. Place of publication: Publisher.
  - Rosellini, G., & Worden, M. (2004). Of course you’re angry: A guide to dealing with the emotions of substance abuse (Rev. ed.). Center City, MN: Hazelden.
  
- Work in an edited book - Author’s name. (Year). Title of selection. In Editor’s name (Ed.), Title of edited book (Vol. volume number), then if appropriate, pp. page#s). Place of publication: Publisher.
  - Updike, J. (2205). Reading Trends. In M. Meyer (Ed.), The Bedford introduction to literature: Reading, thinking and writing (Vol. 1, p. 307). New York, NY: Greenwood Press.
  
- Electronic version of republished book – Author. (Year.) Title of work. Retrieved from URL (Original work published in XXXX)
  - Freud, S. (1933). An Autobiographical study. New York, NY: Knopf. Retrieved from <http://books.google.com/books> (Original work published 1900).
  
- Article in a journal or magazine - Author’s name. (Year). Title of article. Title of journal or journal number (issue number), page numbers.
  - Gerry, R. (2000). Tempo training for freestyle. Journal of Swimming Technique, 34(1), 40-42.
  
- Website-magazine, journal or newspaper article – Cite as you would a printed source, followed by a retrieval statement that includes the Internet address or URL of the article. Start it with the word Retrieved and end with the Internet address/URL.
  - Reed, M.L. (2000). Algebraic structure of generic inheritance. Bulletin of the American Mathematical Society, 34, 107-130. Retrieved from <http://www.ams.org/bull/1997-34-02>
  
- Film or video recording – Name of the producer (Producer), & Name of the director (Director). (Year of release). Title [Medium of recording: CD, record, cassette, etc.]. Country of origin or city and state: Distributor or studio.
  - Carr, P. (Producer), & Sommers, S. (Director). (2004). The Mummy [DVD]. New York, NY: MCA Universal Home Video.

Source: Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)