

SOAN 260 – SOCIAL INSTITUTIONS – Spring 2014
(AKA: Health and Medicine as a Social Institution)

SOAN 260, Section 01
crn 1242

T/Th 12:00 noon to 1:20 p.m.
Barnett Hall Room # 2226

PROFESSOR: Paul Shapiro

MY OFFICE: Barnett 2201

PHONE: 785-4055

E-MAIL: pshapiro@truman.edu

OFFICE HOURS: M/W 10:30am – 12 noon; T/Th 3:00 – 4:00 pm; and by mutual appointment.

COURSE DESCRIPTION:

This course is designed to explore the social aspects of health, illness, and our healthcare delivery system. We will examine how the medical profession has become imbedded in our society and how definitions of health and illness are influenced by our culture. Students will be exposed to the key concepts and fundamental theories in the sociological study of health, illness, and medicine. The course will also focus on the social factors pertaining to health, illness, medical institutions, the provider-patient relationship, the process of medicalization, and the disparities in health and healthcare by age, gender, race, and social class. Additional areas for discussion may include: mental illness, autism, ADD/ADHD, cancer, HIV/AIDS, socialized medicine, Eastern and alternative medicine, medical technology, bioethics, the pharmaceutical industry, and death.

DEPARTMENT-SPECIFIC PRINCIPLES:

1. Being a successful participant in an academic discipline requires that students are taught the expectations of the discipline.
2. It is necessary to have knowledge to think with.
3. It is necessary to learn skills to read, evaluate, and craft arguments.
4. It is necessary to learn skills to identify and collect appropriate data, perform analysis, and report results.
5. It is important to encourage students to participate in activities that require them to apply and engage the knowledge and skills they learn in classes.

COURSE-SPECIFIC LEARNING OUTCOMES: The student will:

1. Identify the sociological approaches to the study of health, illness, and healthcare.
2. Understand how health and illness are socially constructed.
3. Understand the ethical, financial, and political issues pertain to health and healthcare.
4. Understand the key issues that influence the distribution of mortality and morbidity.
5. Use basic demographic and epidemiological concepts to describe and explain changing patterns of health and illness in a population.

REQUIRED TEXTS:

The Sociology of Health, Illness, and Health Care: A Critical Approach. 6th ed. 2013.
Rose Weitz. Wadsworth Cengage.

ADDITIONAL READINGS:

There will be numerous [TBA] selected journal articles and/or supplemental readings that will either be available on reserve at the library (electronically) or provided in class.

REQUIREMENTS:

Attendance and Participation :

Attendance will be taken a few times randomly throughout the semester. For each class period you miss, you lose one attendance point. You are responsible for material covered in the lectures that is not covered in the readings. You are also responsible for material from the readings that may not be covered in class. You must be in class to qualify for participation points. I believe that you as a student learn more through discussions than simply listening to lectures. Our class discussions will stress understanding issues rather than memorizing facts.

Basically: for each class period you need to be present, up-to-date on the reading(s), and be prepared to intelligently contribute to the discussion. If you are consistently unprepared for class discussion your grade may be marked down.

Examinations:

There will only be a final examination in this class. The exam will be in-class and contain long essay type questions that are culled from class lectures, discussions, the text, assigned readings, and previous paper topics. Specific questions will be made available prior to the examination.

Term Paper:

Students will be required to write an 7-9 page term paper (not including cover and reference pages) exploring one aspect (or area) of medicine, healthcare, or public health. Papers should incorporate sociological perspectives and/or theories that we have examined in the readings or in class. The term paper topic must be placed into a social context. (For example, you shouldn't write an 8 page paper exclusively on how a cell develops a mutation.) While students will choose their own topics, they must receive final approval from the instructor. Specific format and requirements for the term paper will be discussed and distributed in class. Spelling, grammar, punctuation, proper citations and references in the text count. (Special Warning: If you "Cut and Paste" your term paper, or fail to use the proper format for citations/references, you will be marked down dramatically!) Scholarly books and peer-reviewed journal publications should be the primary sources for this paper. **Except for .Gov websites, no internet or on-line sources are permitted without prior permission from the professor!**

Four or Five Short Topic Papers:

Throughout the semester short(er) 3-5 page written assignments will be given. Specific format and requirements for the "topic" papers will be discussed and distributed in class. Spelling, grammar, punctuation, proper citations and references in the text count. (Special Warning: If you "Cut and Paste" your papers, or fail to use the proper format for citations/references, you will be marked down dramatically!) **Again, except for .Gov websites, no internet or on-line sources are permitted without prior permission from the professor!**

GRADING:

Final Exam:	~30% of total grade. (~30 pts)	A range: 90% and above
4 or 5 Topic Papers:	~40% of total grade. (~40 - 50 pts)	B range: 80% - 89%
Term Paper:	~20% of total grade. (~20 pts)	C range: 70% - 79%
"In-Class":	~ 5% of total grade. (~ 5 pts)	D range: 60% - 69%
Attend/Participation:	~5% of total grade. (~ 5 pts)	F range: 59% and less

CLASS BEHAVIOR:

This class will obviously explore some controversial topics and sensitive material. It should be our goal to examine complex issues from multiple perspectives. To fully understand our social world, alternative viewpoints must be studied. While free expression and interactions are encouraged, personal attacks and disrespect of your fellow students will not be tolerated. There may be explicit photographs and/or graphic videos shown in class this semester.

Frank and serious discussions will be conducted. If you are not willing (or able) to maturely participate and be a productive student you should consider withdrawing now.

It is important to remember that examination does not equal endorsement.

Tardiness and leaving class early are distracting to other students and is strongly discouraged. I recognize that Barnett Hall is a trek from some parts of campus; but that's no excuse for not making every effort to be punctual. If you cannot make it on time please enter the classroom as quietly and as unobtrusively as possible. Students who are habitually late, or disturb the class upon their entry, after being warned may be administratively withdrawn.

If you must leave early, please let me know in advance, and sit closer to the exits to depart as quietly as possibly.

CELL PHONES:

Turn off all cell-phones and electronic communication devices when in class. Under no circumstances should any student ever answer a cell phone in class or check a phone for messages or numbers. If your cellular device goes off during class you will be asked to leave. Repeat offenders may be given an 'F' for the semester and administratively dropped from the course.

There will be no "texting" in this class. Students caught texting or attempting to read or send text messages will be asked to leave. Repeat offenders may be given an 'F' for the semester and administratively dropped from the course.

Unless you have documentation from the Disability Services office, students are not permitted to wear headsets, iPods, earpieces, or other electronic equipment.

ADA COMPLIANCE:

The university is committed to making every possible effort to comply with the Americans with Disabilities Act (ADA). If you have a disability for which you are or may be requesting an accommodation you are encouraged to contact both your instructor and the Disability Services office (x4478) as soon as possible.

WRITING CENTER:

The Writing Center in McClain 303B (x4484) is open from 8 am to 5 pm, Monday through Friday, and is a good resource for improving your writing. They can help you to brainstorm, adjust style(s), fix grammar, references, citations, and the like. Never be too embarrassed or ashamed to seek out help.

ACADEMIC (DIS)HONESTY:

The documented policies of Truman State University concerning cheating and plagiarism will be strictly enforced in this class. Anyone engaging in plagiarism, cheating, or any other forms of academic dishonesty should be prepared to fail this course, and be expelled. So don't do it.

TRUVIEW ACCOUNTS:

Your Truview student e-mail account is the official communications mechanism for this class. Any official notifications that require e-mail contact will be made through your Truview account. So please check it regularly.

DISCLOSURE OF GRADES:

As a matter of policy I am NOT permitted to discuss or release grade information via e-mail or over the phone. You must come to my office to discuss your grades.

LATE PAPERS, ASSIGNMENTS, OR EXAMS:

As a matter of policy, late papers, assignments, exams, or other graded work will NOT be accepted unless you have received prior permission from the instructor.

CONCERNS, WORRIES, FEARS, PROBLEMS, QUESTIONS:

If you have a concern about any issue, in or out of class, please come by my office, call, or e-mail me and we can discuss it. You don't need to make an appointment. If I'm around Barnett Hall my door will usually be open. Be assured that anything told to me in confidence will remain in confidence unless I am required by law to disclose it.

12. Tentative Schedule:

This schedule is tentative. The topics covered, readings, assignments, and due-dates, are all subject to change at the flighty whims and desires of the professor. Any changes that do occur will be announced in class. It is your responsibility to become aware of any changes of class times, locations, assignments, and/or topics. Unless otherwise instructed, please follow this guide.

For the week of:

			<u>Text:</u>
1/16	#1	Introduction to the course. The Sociological Approach.	Ch. 1
1/23	#2	The Source of Illness.	Ch. 2 / TBA
1/30	#3	The Distribution of Illness in the USA.	Ch. 3 / TBA
2/6	#4	Illness and Death in Developing Nations.	Ch. 4 / TBA
2/13	#5	The Social Meaning of Illness.	Ch. 5
2/20	#6	Disability, Chronic Pain, and Illness.	Ch. 6
2/27	#7	Healthcare Delivery in the USA. [No class 2/27]	Ch. 8 / TBA
3/6	#8	Healthcare Delivery in USA and other Countries.	Ch. 9 / TBA
3/13	No Classes: Midterm Break		
3/20	#9	Healthcare and Technology.	Ch. 10
3/27	#10	The Profession of Medicine.	Ch. 11/ TBA
4/3	#11	Other Providers, Alt. Medicine, Public/Community Health	Ch. 12 / TBA
4/10	#12	Heart Disease and Stroke. Cancer.	TBA
4/17	#13	HIV/AIDS. [No class 4/15]	TBA
4/24	#14	Autism and Vaccinations. Cosmetic Surgery.	TBA
5/1	#15	Bioethics. Death and Dying	Ch. 13 / TBA
5/9	FINAL EXAM [Friday May 9th: 9:30am – 11:20 am]		

13. ADDITIONAL READINGS:

This is a partial list of additional/supplemental required readings. As the semester progresses, other sources may be identified. These readings and their “due dates” will be identified, specified, and sanctified in class. ** Indicates on reserve at the library. Accessing the electronic reserves at the library requires a password. **The Course Password is “caramel” all lower-case.**

- ** Berkman, Lisa F. 1995. “The Role of Social Relations in Health Promotion.” *Psychosomatic Medicine*. 57:245-254.
- ** Cockerham, William C. 2010. Excerpt from Ch. 2. *Medical Sociology* 11th Ed. Prentice-Hall.
- ** Doerflinger, Richard M. 2010. “Old and New Ethics in the Stem Cell Debate.” *Journal of Law, Medicine, & Ethics*. 38:212-219.
- ** Evans, Joan A. 2002. “Cautious Caregivers: Gender Stereotypes and the Sexualization of Men Nurses’ Touch.” *Journal of Advanced Nursing*. 40:441-448
- ** Hyun, Insoo. 2010. “The Bioethics of Stem Cell Research and Therapy.” *Journal of Clinical Investigation*. 120:71-75.
- ** Johnson, Jeanette H. 1987. “U.S. Differentials in Infant Mortality: Why Do They Persist?” *Family Planning Perspectives*. 19:227-232.
- Latham, Stephen R. 2010. “Too Few Physicians? Or Too Many?” *Hastings Center Report*. Jan/Feb.
- ** Livingston, Martha. 1998. “Update on Health Care in Canada: What’s Right, What’s Wrong, What’s Left.” *Journal of Public Health Policy*. 19:267-288.
- ** Porter, Sam. 1992. “Women in a Women’s Job: The Gendered Experience of Nurses.” *Sociology of Health and Illness*. 14:510-527.
- Rothstein, Mark A. 2010. “Malpractice Immunity for Volunteer Physicians in Public Health Emergencies: Adding Insult to Injury.” *Journal of Law, Medicine, and Ethics*. 38:149-153.
- ** Saga, Leonard A. 1987. “The Rise of Modern Life Expectancy.” In *The Health of Nations*. New York, NY: Basic Books.
- Shapiro, Paul D. 1995. “Refusing Treatment at Home: A Paramedic Talks about Nonhospital DNR Orders.” *Choices*. 1:5.
- Shapiro, Paul D. 2002. “The 2002 State of Nevada HIV/AIDS Needs Assessment: Executive Summary.” Report prepared for the State of Nevada, Division of Health Services.
- ** Shapiro, Paul D. 2005. “How Close is Too Close?: The Negative Relationship Between Knowledge of HIV Transmission Routes and Social Distancing Tendencies.” *The Social Science Journal*. 42:629-637.
- Tucker, Tara. 2009. “Culture of Death Denial: Relevant or Rhetoric in Medical Education.” *Journal of Palliative Medicine*. 12:1105-1108.