

**SOCY 1022-002**  
**Social and Ethical Issues in U.S. Health and Medicine**  
**Fall 2014**

**Instructor:** Tracy Deyell

**Meeting times & location:** MWF 11:00-11:50 Humanities 1B90

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**Office:** Ketchum 35

**Office hours:** M 8:30-10:50 and by appointment

**Course Description:** This course explores historical, current, and emerging ethical and policy issues in U.S. health and medical practices from a sociological perspective. I structure the topics along the model of the process of illness: exposure; getting sick; seeking treatment; receiving effective treatment; end of illness. In each section of the class we will examine issues such as: the distribution of health services and resources, ethical decision-making, and gender and race. Throughout the semester you will be applying concepts and issues to a single illness or disease.

SOCY 1022 does fulfill the Ideals and Values core curriculum requirement. In keeping with this perspective, the emphasis of the course will be on questions sociologists ask; the medical, bioethical, and health issues they study, and the social constructions of health, disease, and wellness, including power relations and social inequalities.

**Required purchases:** In lieu of readings, there are many days when the required material for class is a documentary. You will need to purchase a Netflix account to view these documentaries (\$8/month) or find them elsewhere.

Netflix streaming has removed one of my favorite documentaries for the class, “Bad Blood: A Cautionary Tale.” I haven’t been able to find a free online source, but it is available for rental through iTunes and Amazon for \$2.99. If you’re an Amazon Prime member, you can access it for free.

**Reading materials:** All readings can be downloaded from D2L (found at learn.colorado.edu). All readings (and documentaries) should be completed **before class** on the day that they are assigned. The readings (and documentaries) serve to supplement lectures and facilitate class discussion. They are not an adequate substitution for coming to class.

**Social Media:** This class has a Facebook page (<https://www.facebook.com/socy1022>) and Twitter handle (@SOCY1022). The Facebook page is a space for articles and discussion related to class material. I will monitor the page, but contribute minimally. The Twitter handle is a way for me to communicate upcoming deadline reminders, general class administrative stuff, and probably post a few articles/pictures/whatnot that doesn’t make it to the Facebook page. Tweet @SOCY1022 any questions you have for me that would also be relevant to other students, or articles/pictures/whatnot that you want me to take a look at.

## **Assignments**

Unless I say otherwise, written assignments will be turned in to Desire2Learn. Each assignment has its own dropbox to which you will upload your papers. Dropboxes are open until 10:50am the day the assignment is due. Once the dropbox closes, you cannot hand in the assignment. **All assignments must be submitted in .doc or .docx format.**

### **MUST-DO ITEMS:**

**Take-home quizzes, homework and in-class activities (150 points):** Over the course of the semester there will be a variety of homework assignments, in-class activities, and 2 take-home quizzes. Some of the homework is listed on the course calendar and the assignment will be posted on D2L. Others will be given out in class only. These are intended for attendance checks, ensuring you're understanding and are able to apply course material, and that you're keeping up with required reading and/or watching the documentaries. The number of points from assignments is undetermined, as is the total number of assignments and activities. Your grade on this will be determined using basic cross multiplication:

$$\frac{\text{\# points accumulated}}{\text{\#points possible}} = \frac{X}{150}$$

**Participation and Attendance (20 points):** At the end of the semester I will assess your overall participation and attendance. Full credit will be given to those who have not missed a single homework or in-class activity, have made use of the social media forums, made appropriate use of e-mail (no texting shorthand, not asking questions that you could find the answer to yourself). I should also know who you are based on in-class participation and/or interactions with me outside of class in office hours, e-mail communication, and/or Twitter.

**Final Project (80 points):** There are two options for the end of the semester project. Both will involve group work. You will need to choose which assignment you want to do by midterm. See D2L for the assignment options and descriptions.

### **PICK AND CHOOSE ITEMS:**

*You will not do all of the following assignments. Pick any 2 of the 30-point options (this can include 2 papers). The Office Hour Discussion and Parking Lots serve as extra credit and are optional.*

**Application and Response papers (MAXIMUM of 2@30 points each):** I will post a set of questions or activity on D2L. You will need to write a response drawing on relevant readings and outside sources to answer the question(s), or respond to the activity, and support your opinion.

**Application Presentation (30 points):** These are about 10-minute presentations and leading a class discussion on a current event or news story related to class material. See D2L for a full assignment description. Each class period we can do one presentation. This means that there are more people in the class than presentation opportunities. If you wish to do this option, sign up early to guarantee yourself a spot. To sign up, write your name on the calendar that I will have with me every class.

**Social Media Engagement (30 points):** For 8 weeks you will frequently post on either Twitter or the class Facebook page. At the end of the 8 weeks you will turn in a log of your posts. See D2L for a full assignment description.

**Office Hour Discussion (10 points):** For this option you will come to office hours (or set up a mutually convenient time outside of office hours) and do a one-on-one discussion version of an Application Presentation. See D2L for a full assignment description.

**“Parking lot” Research Update (Unlimited @4 points each):** Students often have questions relevant to class material that I cannot answer on the spot due to my own lack of knowledge. Each class period I will have a space on the board for these questions. As they come up you can volunteer to do some research on the topic, find an answer to the question, and report back to the class the next meeting time. *Must be done the following class period. Limit of one per person per class period.*

**Assignments that are emailed to me, slipped under my office door, or put into my sociology mailbox will not be accepted.**

Your final letter grade will be based on the percentage of total possible points (310) earned throughout the semester according to the following scale:

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
93.00 and above	A	73.00-76.99	C
90.00-92.99	A-	70.00-72.99	C-
87.00-89.99	B+	67.00-69.99	D+
83.00-86.99	B	63.00-66.99	D
80.00-82.99	B-	60.00-62.99	D-
77.00-79.99	C+	59.99 and below	F

**Work that is missed cannot be made up.**

**Final Comment on grading:** I do not grade on a curve. Your final grade will reflect your success in demonstrating your knowledge of the material and critical thought. To do well in this class, most of you will need to work hard and apply sustained effort over the course of the semester. That said, working hard does not guarantee an “A” – your final grade is based on the points you have earned throughout the semester. If you find that you are not doing as well as you would like in the course please come talk to me **as soon as possible**. *There will be no additional extra-credit at the end of the semester to boost low grades.*

**Note on appealing grades:** If you feel that you have been given an unfair grade on an exam or paper, I am willing to re-grade with your specific concerns in mind. When appealing the grade, you need to be aware that *the grade can be raised or lowered*. Therefore, I only advise you to appeal grades if you feel there is a very clear miscalculation. *I will not negotiate or change final course grades* (unless, of course, I have made a technical error), only grades on specific papers. You are responsible for keeping all materials that have been graded and returned to you. If you cannot provide these materials, your grades cannot be appealed. **University policy prohibits**

**discussions of grades over email to protect your privacy. If you want to discuss your grade, please come to office hours or make an appointment with me.**

Here are the standards for earning a percentage or letter grade on any assignment and overall in the course:

Letter Grade	Percentage Grade	Description
A	90-100	Exceeds all required elements of an assignment, and the quality of the work is considerably greater than what was required. The quality of the work is considerably above the class average and impressive to the evaluator.
B	80-89	Meets all required elements of an assignment, and the quality of the work is better than what is required and demonstrated by the class average.
C	70-79	Meets all required elements of an assignment, no more, no less. Quality of assignment is satisfactory for college level work.
D	60-69	Fails to meet all required elements of an assignment, and/or the quality of the assignment is less than satisfactory.
F	Less than 59	Only meets some of the required elements of an assignment, and/or the quality of the assignment is considerably lower than satisfactory. 50% of points are not guaranteed. At this level points are only given if some elements of the assignment are met. If not, very low percentages are likely.
Zero	0	Fails to meet any of the required elements of an assignment, and/or the quality of the assignment is well below basic standards of writing, comprehension, and/or ability to follow instructions; assignment is late or incomplete; assignment is not turned in at all; assignment shows signs of plagiarism or other forms of academic dishonesty. If the later is the case, I will file a formal accusation through the honor code council.

### **Course Policies**

#### **Professor and student responsibilities:**

If you enroll in this course, you should expect the following from me:

- That I will be available for assistance during regularly scheduled office hours and by appointment
- That I will return assignments within two weeks of the due date
- That I will respect your opinions and feelings, and address any concerns that you express about the course
- That I will respond to any e-mails and/or in-person questions in a timely manner (within 72 hours unless given notice that this is not possible)

If you enroll in this course, I will expect the following from you:

- That you abide by all course and university policies as outlined in the syllabus

- That you complete the requirements on the syllabus each week and come to lecture prepared to actively engage the material and participate in discussion
- That you bring any concerns regarding the course to me in a timely manner, and that you use office hours as an opportunity to discuss or review material that you find particularly challenging

**Class Etiquette:** There are a few guidelines that will make the classroom environment more conducive to learning about, discussing, and debating the issues at hand.

- Please make all possible efforts to come to class on time. Arriving late is a disturbance to your classmates and to your instructors. If for any reason you need to leave early, please let us know at the beginning of class.
- Please do not interrupt others or talk when they are speaking.
- Please turn the power off on all cell phones, mp3 players, etc. If you are awaiting an emergency call, please talk to me before class.
- Sleeping, private conversations, reading for other courses or leisure, doing cross-word puzzles, etc, are not conducive to learning and are disrespectful and distracting to your instructor and to the other students wishing to listen and learn. Please refrain from such behaviors.
- **I do not permit laptops in class** as the temptation to check email, surf the web, etc, is just too great for most of us. If a disability requires you to use a laptop to take notes, please provide documentation as soon as possible.
- Pay attention and actively participate in class. **If you are uninterested in what we are doing, please do not take this class.**

**FERPA:** The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal act in place to protect your educational information. As a university student, your educational information is confidential. This means that I can only discuss your grades and performance in class with you. If your parent(s), or anyone else who does not have explicit permission, should contact me for any reason, I am not legally allowed to speak with them about your class performance. You can find more information at

[https://registrar.colorado.edu/regulations/ferpa\\_guide.html](https://registrar.colorado.edu/regulations/ferpa_guide.html)

**Academic Dishonesty:** Cheating and plagiarism are both violations of the student code and will be treated with utmost seriousness. Evidence of either of these behaviors will result in an automatic failure in the course and the matter will be turned over to university officials. To be clear, plagiarism refers to using the work, ideas, or knowledge of other people as your own. It includes all forms of exam or quiz cheating, using other people's work, copying all or sections of papers from the web, and "borrowing" (without citing) from published sources. Please do not give me ANY reason to suspect this type of behavior. If you are unclear about the rules regarding plagiarism, paraphrasing, quoting, or collaboration, please consult me. You are also required to adhere to the University Honor Code which you can find at

<http://www.colorado.edu/academics/honorcode/>.

**Special Needs:** If you qualify for accommodations due to disability please let me know during the first two weeks of the semester. It is your responsibility to contact Disability Services and obtain documentation. The Disability Services Office is in Willard 322 and can be contacted at (303) 492-8671 or through <http://www.colorado.edu/disabilityservices>.

**Discrimination and Harassment:** The University of Colorado at Boulder policy on Discrimination, the policy on Sexual Harassment and the policy on Amorous Relationships apply

to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

**FINAL NOTE: I reserve the right to make changes to the syllabus throughout the semester if necessary.**

**COURSE CALANDAR (\* denotes documentary)**

<b>DATE</b>	<b>TOPIC</b>	<b>READING/ DOCUMENTARY</b>	<b>WHAT'S DUE</b>
<b>Monday 8/25</b>	<b>Introduction</b>		
<b>Wednesday 8/27</b>	<b>What is Sociology?</b>	<b>Night Doctors</b>	
<b>Friday 8/29</b>	<b>Sociology and medicine: orienting concepts</b>	<b>The sociological explanation for illness</b>	<b>Syllabus Quiz</b>
<b>Monday 9/1</b>	<b>Labor Day → NO CLASS</b>		
<b>Wednesday 9/3</b>	<b>Research and bioethics</b>	<b>Nazi Medicine*</b> <b>Female inmates sterilized</b>	
<b>Friday 9/5</b>		<b>Illegal, Immoral, and Deplorable</b>	<b>Homework 1</b>
<b>Monday 9/8</b>		<b>Bad Blood*</b> (Not on Netflix streaming)	<b>Homework 2</b>
<b>Wednesday 9/10</b>	<b>Exposure</b>	<b>Health disparities reading</b>	
<b>Friday 9/12</b>		<b>Social causes of illness</b>	
<b>Monday 9/15</b>		<b>Vaccines: The reality behind the debate</b> <b>Ethical issues and vaccines</b>	<b>Applying basic concepts take-home quiz</b>
<b>Wednesday 9/17</b>		<b>No reading/documentary</b>	
<b>Friday 9/19</b>		<b>No reading/documentary</b>	<b>In-class debate on mandatory vaccination</b>
<b>Monday 9/22</b>	<b>Getting sick</b>	<b>Who gets sick?</b>	
<b>Wednesday 9/24</b>		<b>Orgasm Inc*</b> <b>The making of a disease</b>	
<b>Friday 9/26</b>		<b>No reading/documentary</b>	<b>Application and response paper #1</b>
<b>Monday 9/29</b>	<b>Seeking Treatment</b>	<b>Fair shares or fair play?</b>	
<b>Wednesday 10/1</b>		<b>How to survive a plague*</b>	<b>Homework 3</b>
<b>Friday 10/3</b>		<b>New drugs outside of clinical trials</b>	
<b>Monday 10/6</b>		<b>No reading/documentary</b>	
<b>Wednesday 10/8</b>		<b>The Affordable Care Act: A Brief Summary</b>	<b>Homework 4</b>

<b>Friday 10/10</b>		<b>No reading/documentary</b>	
<b>Monday 10/13</b>		<b>Calculus of Emergency Rooms</b>	
<b>Wednesday 10/15</b>		<b>U.S. hospitals deport undocumented immigrants</b>  <b>Homeless in ERs</b>  <b>Immigrants and Health care</b>	<b>Application and response paper #2</b>
<b>Friday 10/17</b>		<b>H.O.T.: Human Organ Trafficking*</b>	
<b>Monday 10/20</b>		<b>Free market for body parts</b>	<b>In-class debate on organ markets</b>
<b>Wednesday 10/22</b>	<b>Getting Effective Treatment</b>	<b>The Waiting Room*</b>	<b>Homework 5</b>
<b>Friday 10/24</b>		<b>No reading/documentary</b>	
<b>Monday 10/27</b>		<b>Are we over-diagnosing mental illness?</b>	<b>Application and response paper #3</b>
<b>Wednesday 10/29</b>		<b>Socioeconomic status and Health in the routine clinic for diabetes</b>	<b>Homework 6</b>
<b>Friday 10/31</b>		<b>No reading/documentary</b>	
<b>Monday 11/3</b>		<b>No reading/documentary</b>	
<b>Wednesday 11/5</b>		<b>Suicide risk and coercive treatment</b>	
<b>Friday 11/7</b>		<b>Coercive and punitive governmental responses to women's conduct during pregnancy</b>	<b>Homework 7</b>
<b>Monday 11/10</b>	<b>End of Illness</b>	<b>The Anonymous People*</b>	<b>Application and response paper #4</b>
<b>Wednesday 11/12</b>		<b>No reading/documentary</b>	
<b>Friday 11/14</b>		<b>How to die in Oregon*</b>	
<b>Monday 11/17</b>		<b>Oregon Death with Dignity Act</b>	
<b>Wednesday 11/19</b>		<b>No reading/documentary</b>	<b>In-class debate on physician assisted suicide</b>
<b>Friday 11/21</b>		<b>No reading/documentary</b>	



<b>Monday 11/24 to Friday 11/30</b>	<b>THANKSGIVING BREAK</b>	<b>NO CLASSES</b>	
<b>Monday 12/1</b>		<b>In search of death</b>	<b>Homework 8</b>
<b>Wednesday 12/3</b>		<b>No reading/documentary</b>	
<b>Friday 12/5</b>	<b>In-class group work</b>		
<b>Monday 12/8</b>	<b>In-class group work</b>		
<b>Wednesday 12/10</b>	<b>In-class group work</b>		
<b>Friday 12/12</b>	<b>Wrap-up</b>		<b>Last Day to Submit Social Media Engagement  Final Project Presentations</b>
<b>SUNDAY 12/14</b>		<b>Final Project Presentations 7:30-10PM</b>	



Name: \_\_\_\_\_

## SYLLABUS QUIZ

Possible Points: 10

Due Date: August 29<sup>th</sup>

*If you do not return this quiz by the due date 10 points will be REMOVED from your final grade.*

1) What is my laptop policy? What's my rationale for it? (2pts)

2) If you were to get 100% on every assignment you do, and did every assignment allowed including 5 "Parking Lot" Research Updates, what would your course grade be as a percentage? Hint: it will be over 100%. (2pts)

4) It is the end of the semester and you are not happy with your final course grade. Considering course policies, the most appropriate reaction is to: (2pts)

- A) E-mail me requesting to do an assignment for extra points
- B) Have your parent(s) e-mail me requesting that I reconsider your grade
- C) Find out where I live
- D) None of the above

5) Start planning ahead for the semester now. Which two 30-point options do you think you'll do? (1pt)

6) You write an Application and Response Paper that answers all the questions asked without any glaring content errors. You rushed writing the paper and didn't proofread, so it has some typos and writing mistakes you wouldn't usually make. You were also really tired at the time, so you used a couple examples directly from class but didn't have the time or energy to do any outside research or come up with your own examples or ideas. What letter grade should you expect on the paper? Why? (2pts)

7) I consider a course syllabus as a contract between the instructor and students; we mutually agree to the requirements and expectations as outlined. To that end, it is important that you have read the entire syllabus and understand its contents. Please sign and date below indicating that you have read and understood the expectations of this class. (1pt)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_