

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

Instructor: Tracy Deyell

Meeting times & location: MWF 10:00-10:50 Humanities 1B80

Email: tracy.deyell@colorado.edu

Office: Ketchum 35

Office hours: W 8:30-9:30, 11:00-12:00 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 purchase: In lieu of readings, there are many days when the required materials for class is a documentary. You will need to purchase a Netflix account to view these documentaries (\$8/month) or find the movies elsewhere.

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. Additional readings, activities, and links to websites not listed on the syllabus will be posted on the class Facebook page (<https://www.facebook.com/socy1022>). These are not required; they are for your reference if you would like to know more about a certain topic or current event.

Class Structure: Because this is an ethics class, I plan on doing minimal lecturing and rely more on group work and discussion. In order to facilitate this, you will be working with the same group of people using the same illness example throughout the semester as we travel along the process of illness. Illness groups will be assigned by the end of the second week of class. *There will be no discussion of changing or switching illnesses once they are assigned.* In order for this to be effective, attendance and engagement in class material is crucial. If you do not want to come to class or are not interested in the material, I highly suggest that you drop this class. Do not waste your own and your classmates' time.

Assignments

Important note: If you count up the point total for all the assignments and exams listed, you will note that *there are more possible points than the 400 points the class is out of*. Some of the evaluation tools are required, whereas others you can choose which ones you are most interested in. This is also a way for me to account for effort: students who do more work have the opportunity to accumulate more points and do better in the class.

All written assignments will be turned in to Desire2Learn. Each assignment has its own dropbox that you can upload your papers to. Dropboxes are open until 9:50am 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 and homework (60 points): Over the course of the semester I will assign short (1 page max) papers in class that will be due the next class period, in-class activities, and 2 take-home quizzes. 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:

$$\frac{\text{\# points accumulated}}{\text{\#points possible}} = \frac{X}{60}$$

Policy Forum (115 points): At the end of the semester each illness group will debate a topic relevant to your illness with 2-3 people taking a stakeholder's perspective. You will be graded based on your debate, a paper, and group member evaluations. These debates will take place during our finals period, and the paper will be due on the final day of class. More detailed information to come.

Participation (80 points): Because this course does center itself around highly debated topics with no inherent right or wrong answer, I expect students to engage in discussion, conversation, and even debate, in and out of class. Participation and an active engagement with the material is one of my foremost goals for students in this class because you cannot strengthen your own perspective and arguments without knowledge of other opinions. I understand that not all students are comfortable talking in front of the entire class, so you do have multiple opportunities for participation.

- 1) In-class in the form of large class discussions and smaller group work.
- 2) Illness group discussion on D2L.
- 3) Class Facebook page postings.
- 4) Out-of-class with me during office hours.

You will get a grade for participation at midterm (out of 30) and at the end of the semester (out of 50). For each grading period you will need to write a 1-2 page self-evaluation. We will develop a participation policy as a class to outline how I will grade your participation and the weight of each activity listed above.

PICK AND CHOOSE ITEMS:

Application and Response papers (MAXIMUM of 3@40 points each): I will post a set of questions, or activity for 6 weeks 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. *You may do 4 and I will drop the lowest grade.*

Application Presentation (MAXIMUM OF 2@25 points each): You may do up to two application presentations this semester. These are short (5 minutes max!) and informal. I want you to reflect on how the course material has furthered your thinking about a current health topic under debate. Each class day we can do a maximum of two presentations. If more than two want to present on a given day, the first two who sign up will get the spots. I will have a presentation calendar with me every class period. You may sign up whenever you wish; however, I suggest that you do so early to guarantee yourself a spot. These will be graded on a A(25), B(20), C(15), F(0) scale.

“Parking lot” Research Update (Unlimited @7 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.*

Attendance: Attendance in lecture is especially important for a class of this structure; however, I do not formally take attendance. I do not teach this class out of a textbook, and I don’t post lecture slides on D2L. You will probably find that you learn as much from your peers in this class as you do from myself. In order to succeed in, and get the most out of this class, you need to be here. I will occasionally do an in-class assignment at some point during class that will count toward the 15% mentioned above. Homework will also be given in class and not mentioned on D2L or the Facebook group. If you are absent, please do not email me to ask what you missed – make a friend in class and borrow their notes. If you have questions after viewing the material, feel free to ask me for further clarification.

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 total number of points you earned throughout the semester according to the following scale:

<u>Points</u>	<u>Grade</u>		
372-400	A	292-307	C
360-371	A-	280-291	C-
348-370	B+	268-279	D+
332-347	B	252-267	D
320-331	B-	240-251	D-
308-319	C+	Below 240	F

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.

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.**

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 crossword 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

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)

DATE	TOPIC	READING/ DOCUMENTARY	WHAT'S DUE
Monday 1/13	Introduction		
Wednesday 1/15	What is Sociology?		
Friday 1/17	Sociology and medicine: orienting concepts	The sociological explanation for illness	Syllabus Quiz
Monday 1/20	MLK Day → NO CLASS		
Wednesday 1/22	Research and bioethics	Nazi Medicine*	

		Female inmates sterilized	
Friday 1/24		Intro to bioethics	
Monday 1/27		Bad Blood*	
Wednesday 1/29	Exposure	Health disparities reading	
Friday 1/31		Social causes of illness	Applying basic concepts take-home quiz
Monday 2/3		Vaccines: The reality behind the debate	
		Ethical issues and vaccines	
Wednesday 2/5		No reading/documentary	Application and response paper #1
Friday 2/7	Getting sick	Who gets sick?	
Monday 2/10		Orgasm Inc*	
		The making of a disease	
Wednesday 2/12		No reading/documentary	
Friday 2/14	NO CLASS		
Monday 2/17	Seeking Treatment	Fair shares or fair play?	Application and response paper #2
Wednesday 2/19		How to survive a plague*	
Friday 2/21		New drugs outside of clinical trials	
Monday 2/24		No reading/documentary	
Wednesday 2/26		Health Benefits in 2013	
		Health Care Law in CO	
Friday 2/28		No reading/documentary	Midterm Participation Evaluation
Monday 3/3		Calculus of Emergency Rooms	
Wednesday 3/5		U.S. hospitals deport undocumented immigrants	Application and response paper #3
		Homeless in ERs	
		Immigrants and Health	

		care	
Friday 3/7		H.O.T.: Human Organ Trafficking*	
Monday 3/10		Doctors who take only cash Free market for body parts	
Wednesday 3/12	Getting Effective Treatment	Money and Medicine*	
Friday 3/14		No reading/documentary	
Monday 3/17		Are we over-diagnosing mental illness? The cost of homelessness facts	Application and response paper #4
Wednesday 3/19		Socioeconomic status and Health in the routine clinic for diabetes	
Friday 3/21		No reading/documentary	
Monday 3/24 – Friday 3/28	SPRING BREAK	NO CLASS	
Monday 3/31		No reading/documenatry	
Wednesday 4/2		Coercive and punitive governmental responses to women’s conduct during pregnancy	
Friday 4/4		Suicide risk and coercive treatment	
Monday 4/7	End of Illness	Aftercare of suicide victims Nevada buses hundreds of mentally ill patients	Application and response paper #5
Wednesday 4/9		No reading/documentary	
Friday 4/11		How to die in Oregon*	
Monday 4/14		Oregon Death with Dignity Act	
Wednesday 4/16		TBD	

Friday 4/18		TBD	
Monday 4/21		In search of death	
Wednesday 4/23		No reading/documentary	
Friday 4/25	In-class group work		Application and response paper #6
Monday 4/28	In-class group work		End-of-semester Participation Evaluation
Wednesday 4/30	In-class group work		
Friday 5/2	Wrap-up		Policy Forum Group Paper
SATURDAY 5/3		POLICY FORUM 4:30-7:00PM	Group member evaluations

Name: _____

SYLLABUS QUIZ

Possible Points: 10

Due Date: January 17th

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? (2pts)

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

- 3) What are two reasons given in the syllabus that explains why attendance and participation are particularly important in this class? (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

OVER→

5) Below is a list of the 5 illness categories that will make up groups for the semester and each group's end of the semester debate topic. List your top 3 choices and tell me why you are interested in looking into each for the duration of the semester. (1pt)

Bipolar Disorder	Coercive treatment (inpatient and outpatient)
HIV/AIDS	Mandatory Disclosure laws
Pregnancy and (in)fertility	Fetal and pre-implantation genetic testing
Type 2 diabetes	Effectiveness and legality of bans on unhealthy foods (ex: NYC soda and fast food)
Coronary heart disease	Lifestyle taxations (ex: smoking, obesity, lack of exercise, ect.)

1) _____ Why?

2) _____ Why?

3) _____ Why?

6) I consider a course syllabus as a contract between the instructor and students; we mutually agree to the requirements and expectations as outlined. Please sign and date below indicating that you have read and understood the expectations of this class. (1pt)

Signature: _____ Date: _____