

**Sociology, Demography, and Health**  
**Sociology 242 (61540R)**  
**Spring 2018**  
**2:00-3:20**  
**THH 212**

<b>Professors:</b>	<i>Dr. Lynne M. Casper</i>	<i>Dr. Karen Sternheimer</i>
<b>E-mail:</b>	<a href="mailto:lcasper@usc.edu">lcasper@usc.edu</a>	<a href="mailto:sternhei@usc.edu">sternhei@usc.edu</a>
<b>Phone:</b>	213-740-8847	213-740-3541
<b>Office Hours:</b> Wednesday 5:00-7:00pm and by appointment		Tuesday & Thursday 11:30-1:30 pm and by appointment
<b>Office:</b>	HSH, Room 313	HSH, Room 318

<b>TAs:</b>		
<b>Jihye Lee</b> <b>Office Hours:</b> Wednesday 2pm-4 pm and by appointment  <b>Office:</b> HSH, Room 221 <b>Email:</b> <a href="mailto:yoojihye@usc.edu">yoojihye@usc.edu</a>  <b>Sections:</b> W 10:00-10:50, VKC 258 W 11:00-11:50, VKC 258	<b>Alli Coritz</b> <b>Office Hours:</b> Monday: 10am-1pm and by appointment  <b>Office:</b> HSH, Room 203 <b>Email:</b> <a href="mailto:coritz@usc.edu">coritz@usc.edu</a>  <b>Sections:</b> M 8:00-8:50, VKC 252 M 9:00-9:50, VKC 252	

**Course Website:**

Announcements, links to readings, assignments, class notes, and all other information will be posted to <https://blackboard.usc.edu> and can be accessed with your USC username and password.

**Introduction:**

This course was specifically designed for students considering taking the MCAT exam for medical school admission and/or planning careers in the health industry. After completing this course, you will understand the sociological and demographic concepts and approaches important in explaining disease, health and well being and why they vary by race, class, religion, gender, and geography.

According to the [Association of American Medical Colleges](#), students must understand “people’s perceptions and reactions to the world; behavior and behavior change; what people think about themselves and others; cultural and social differences that influence well-being; and the relationships among socio-economic factors, access to resources, and well-being.”

Important factors influencing human behavior and social interaction include culture, group processes, socialization, social structure, stratification, and demographic composition and processes. In this class we will investigate how these factors influence health-related behaviors. We will analyze social institutions such as education, family, health and medicine, and political and economic structure to ascertain how they encourage certain behaviors and discourage other behaviors.

The new MCAT will also include a “Critical Analysis and Reasoning Skills” section, which requires mastery in analyzing, evaluating, and applying data on population health. This course includes several assignments that require you to analyze, evaluate, and apply country demographic data to better understand issues such as fertility, mortality, migration, and population growth, composition, and distribution as well as to predict future health services needed based on your findings.

Health disparities are inequalities in health behaviors and outcomes that are socially patterned and rooted in social stratification by class, race/ethnicity, religion, gender and geographic location. Disparities in healthcare also exist and help to explain health inequalities among various populations, across neighborhoods, between rural and urban populations and across nations and regions of the world. This course will analyze how local, national, and global issues impact health and health care.

This course will be team taught by two instructors; Dr. Casper will focus on demographic structure and the population processes that set the stage for population health. Dr. Casper’s lectures will be posted on blackboard by 12:00 PM the day of class. Please print them and bring them with you for note taking. Dr. Sternheimer will focus on sociological approaches to understanding health and health care.

### **Course Objectives:**

By the end of this course, students will be able to:

1. Identify the role demographic structures and shifts play in human behavior, health, and well-being.
2. Comprehend how and why population processes and structure impact health and health care.
3. Apply sociological concepts and approaches to better understand health-related behavior, population health, and health disparities.

### **Statement for Students with Disabilities:**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your TA as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

### **Statement on Academic Integrity:**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the

Student Conduct Code in Section 11.00; the recommended sanctions are located in Appendix A:  
<http://www.usc.edu/dept/publications/SCAMPUS/gov/>

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at:  
<http://www.usc.edu/student-affairs/SJACS/>.

### **Emergency Preparedness/Course Continuity in a Crisis:**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic method for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See USC's website on campus safety and preparedness <http://safety.usc.edu/>

### **Required Course Materials:**

The required books are available for purchase at the University Bookstore and will be placed on reserve at Leavey library:

1. Poston, Dudley L. and Leon F. Bouvier. 2017. *Population and Society: An Introduction to Demography, Second Edition*. New York: Cambridge University Press (Referred to as Population below). **MAKE SURE TO PURCHASE SECOND EDITION.**
2. Conley, Dalton. 2017. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist, Fifth Edition*. New York: W. W. Norton and Company. **DO NOT PURCHASE "CORE" ed!**

Additional required readings will be posted on our class website. These readings are labeled "Blackboard" on the syllabus.

### **Course Requirements:**

#### ***1. Midterm and Final Examinations***

The midterm and final will be take home essay exams. Both exams will cover material from lectures, CDP assignments, discussion sections, and the readings. You will be given the questions at least one week in advance of the due date. The midterm will be due on 3/8 at the start of class. Late midterms will be reduced by 10% per day; no midterms will be accepted after 3/15 except in the case of a documented emergency. **No late finals will be accepted.**

#### ***2. Quizzes***

Starting at the end of the third week, a quiz will be posted on Blackboard each Friday by noon. You will have until noon the following Monday to complete the quiz, which will consist of 20 objective questions (multiple choice, matching, or fill in the blank) to test your knowledge on that week's content. Each question will be worth one point, and your total percentage will determine your grade in this portion of the class.

### 3. Attendance and Participation

This course is designed to foster dialogue about issues and ideas that come up in lectures, readings, and group discussion over the course of the semester. For this reason, students are expected to attend lecture and discussion *regularly* and *punctually*, do all required reading on time, and come to class prepared to participate in class discussions.

We will begin each class with a short discussion of health related current events and how sociology and demography help us to interpret them. Please come to class each day prepared to suggest a news topic for discussion. National Public Radio airs a program called *The World* that covers many appropriate topics. Other sources include BBC, CNN, and the *Los Angeles Times*.

Students are expected to welcome differing viewpoints and to respect the thoughts and ideas of all class participants, listen quietly while others are speaking, and arrive and leave on time. Note that information covered in lectures and discussion sections may not be in the readings, and vice versa.

Students often overlook how important participation and attendance are in their education. In this course, your grade for participation and attendance is based on the percentage of class meetings you attend (you can't participate if you're not here!), and will be increased or decreased based on your participation.

It is your responsibility to sign in on the class roster sheet every lecture and discussion section; attendance will be taken at the beginning of each meeting. *To receive full attendance credit, you must attend the entire class session.* The sign-in sheet will provide proof of attendance. Signing in for a previous day is not possible, so be sure to sign in. **Signing in for another student is not permitted and is a form of academic dishonesty.**

### 4. Empirical Assignments

Over the course of the semester you will complete a seven-part assignment designed to provide you with practical experience working with and analyzing demographic data and applying sociological and demographic concepts to interpret your findings. When linked together, these assignments, accompanied by a short introduction and conclusion, result in a "Country Demographic Profile." The CDP is worth **30%** of your final grade. Late CDPs will be reduced by 10% per day; no CDPs will be accepted more than 7 days from their original due date.

Throughout the semester, you will prepare a demographic profile of one of six of the world's "more developed" (Japan or Sweden), "less developed" (China or Mexico) or "least developed" (Afghanistan or The Congo) countries. Your demographic profile will include the following components:

CDP Assignments	Due Dates*
1. Introduction (10%)	2/1
2. Age and Sex Composition (5%)	2/15
3. Fertility (5%)	2/27
4. Mortality (5%)	4/3
5. Conclusion (5%)	4/24

\*Due dates are tentative and may be changed as necessary.

You will use data compiled from the United Nations website (<http://esa.un.org/unpd/wpp/DVD/>) to complete your project. The assignments and data for each country are available on blackboard. The ability to perform mathematical calculations is required. Details of the assignments and their requirements will be discussed in class and in discussion section. Your TA will assign you your country on the first day of discussion section.

### **Grading Summary:**

The majority of your grade will be based on evidence of your knowledge, comprehension, and critical analysis of course materials; however, the quality of your writing (including grammar, spelling, and clarity) will also affect your grades.

- 10% Lecture attendance, class participation, discussion attendance and active learning activities
- 10% Weekly quizzes (starting at the end of week 3)
- 25% Midterm exam (Due 3/8)
- 30% CDP assignments
- 25% Final exam (Due 5/3 by 4pm)

### **JEP Extra Credit:**

Earn up to another **3%** toward your final grade by participating in service learning supervised by the Joint Educational Project (JEP). For this option, you will submit lesson plans to a JEP Program Assistant each week for approval and have the chance to observe the classroom and meet the teacher before teaching.

You will be overseen by and provide reports of your activities to JEP and its staff. Evidence of the successful completion of your placement will be provided to me by JEP. Placements are made on a first-come, first-served basis. Details will be announced in class.

### **General Guidelines and Policies:**

*No make-up exams will be given and no late assignments will be accepted unless you can provide clear evidence that circumstances beyond your control prevented your timely performance.* Written assignments must be double-spaced in 12-point font and stapled, and you must keep a copy of all work that you turn in. ***As the course progresses, it may be necessary to make some adjustments to the schedule of readings, topics, assignments, and due dates printed in this syllabus.*** You should check Blackboard on a regular basis for updates and changes. If you miss a class, it is your responsibility to find out what you missed.

*Please do not leave and re-enter the classroom during class unless you are ill. Such behavior interrupts the lecture and is inconsiderate to us, your TAs and your fellow students.*

Each student must hand in his or her own writing assignments and respect USC's standards for academic integrity. Authors and researchers work hard on their papers and books; plagiarism will not be tolerated!

### **Technology Etiquette:**

**The use of electronic devices in this class is prohibited. The use of computers, cell phones, tablets, etc. during class without permission will result in dismissal from lecture.**

E-mail is a great resource but never takes the place of a conversation. Please put “**SOCI 242**” in the subject line of any message. Your **TA** should be your **primary** contact for this class. Lengthy questions or concerns should be addressed during office hours or in a special appointment. Keep in mind that your professors are quite busy and probably cannot check e-mail as often as you may. **Absolutely no assignments will be accepted via e-mail.** We will be using Blackboard (<https://blackboard.usc.edu>) to post announcements, most handouts, and some articles, so check this site periodically.

**Schedule of Topics and Readings:**

(This schedule may change as appropriate)

<b>I. What are Sociology and Demography?</b>			
	<b>Date</b>	<b>Topic</b>	<b>Reading/Assignment due</b>
1	T 1/9 LC/KS	Introduction to the course: what are sociology and demography?	
2	TH 1/11 KS	Developing a sociological imagination	<ul style="list-style-type: none"> <li>• Rosich and Hankin, “Key Findings from 50 years of Medical Sociology” (Blackboard)</li> <li>• Conley, pp. 3-15</li> </ul>
3	T 1/16 KS	Theories of sociology and demography	<ul style="list-style-type: none"> <li>• Conley, pp. 16-41</li> <li>• Population, ch 2</li> </ul>
4	TH 1/18 LC	Developing a demographic imagination: Is demography destiny?	<ul style="list-style-type: none"> <li>• Population, ch 1</li> <li>• Casper and Jayasundera, “Socioeconomic and Demographic Context, Child-Wellbeing and Child Development” (Blackboard)</li> </ul>
5	T 1/23 KS	Methods: The science of sociology and demography	<ul style="list-style-type: none"> <li>• Conley, ch 2</li> <li>• Population, ch 3</li> </ul>
<b>II. The Self and Society</b>			
6	TH 1/25 KS	Who are we? Culture, groups and society	<ul style="list-style-type: none"> <li>• Conley, ch 3 &amp; 5</li> </ul>
7	T 1/30 KS	Who are we? Religion, culture, and health	<ul style="list-style-type: none"> <li>• Conley, ch 16</li> </ul>
8	TH 2/1 KS	Who am I? Identity and the self in society	<ul style="list-style-type: none"> <li>• Conley, ch 4</li> <li>• Lindner, “Epilepsy, Personally and Socially” (Blackboard) CDP #1 DUE</li> </ul>
<b>III. Population Composition, Fertility, and Health</b>			
9	T 2/6 KS	What is gender? How is it socially constructed?	<ul style="list-style-type: none"> <li>• Conley, ch 8</li> </ul>

10	TH 2/8 LC	How is a population's age and sex composition related to health?	<ul style="list-style-type: none"> <li>Population, ch 10</li> </ul>
11	T 2/13 LC	Age and sex composition, con't	
12	TH 2/15 KS	Gender and health outcomes	Marsiglio, "Healthy Dads, Healthy Kids" (Blackboard) CDP #2 DUE
13	T 2/20 LC	Why we were born: Fertility	<ul style="list-style-type: none"> <li>Population, ch 4</li> </ul>
14	TH 2/22 LC	Fertility, con't	
<b>IV. Social Determinants of Health and Mortality</b>			
15	T 2/27 KS	How is race socially constructed?	<ul style="list-style-type: none"> <li>Conley, ch 9 CDP #3 DUE</li> </ul>
16	TH 3/1 KS	Race, ethnicity and health disparities	<ul style="list-style-type: none"> <li>Sue et al., "Racial Microaggressions in Everyday Life" (Blackboard)</li> <li>Carr, "Black Death, White Death." (Blackboard)</li> </ul>
17	T 3/6 LC	Mortality: The demography of death	<ul style="list-style-type: none"> <li>Population, ch 5</li> </ul>
18	TH 3/8 LC	Mortality, con't	MIDTERM DUE
<b>V. Social Institutions, Social Inequality, and Health</b>			
19	T 3/20 KS	Social structure and social institutions: Medicine as a social institution	<ul style="list-style-type: none"> <li>Conley, ch 11</li> </ul>
20	TH 3/22 KS	How do social institutions shape families, health and well-being?	<ul style="list-style-type: none"> <li>Conley, ch 12 Suggested reading: Conley ch 13-15</li> </ul>
21	T 3/27 KS	Social class and spatial inequality	<ul style="list-style-type: none"> <li>Conley, ch 7 &amp; 10</li> </ul>
22	TH 3/29 KS	Social class and health outcomes	<ul style="list-style-type: none"> <li>Serad, Susan Starr and Fernandopulle, Rushika. "Sick Out of Luck." (Blackboard)</li> <li>Berkman, Lisa F. 2004. "The Health Divide." (Blackboard)</li> <li>Gengler, Amanda M. "Getting the Most out of the U.S. Healthcare System" (Blackboard)</li> </ul>

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<b>IV. Population and Social Change</b>			
23	T 4/3 LC	International migration: Population movement and health implications	<ul style="list-style-type: none"> <li>Population, ch 9 CDP #4 DUE</li> </ul>
24	TH 4/5 LC	International migration, con't	
25	T 4/10 LC	World population change	<ul style="list-style-type: none"> <li>Population, ch 12</li> </ul>
26	TH 4/12 LC	World population change	
27	T 4/17 LC	Population distribution and urbanization	<ul style="list-style-type: none"> <li>Population, ch 14</li> </ul>
28	TH 4/19 LC	Population distribution and urbanization	
29	T 4/24 LC	Population, the environment and health	<ul style="list-style-type: none"> <li>TBA CDP #5 DUE</li> </ul>
30	TH 4/26 KS	Conclusions: Collective action, social movements, and social change	<ul style="list-style-type: none"> <li>Conley, ch 18</li> </ul>

**FINAL: DUE IN HSH 314 THURSDAY MAY 3 BY 4 PM**