Illness is the night-side of life, a more onerous citizenship. Everyone who is born holds dual citizenship, in the kingdom of the well and the kingdom of the sick. Although we all prefer to use only the good passport, sooner or later each of us is obliged, at least for a spell, to identify ourselves as citizens of that other place.

-- Susan Sontag

Description of the course

What does it mean to dwell in “the night-side of life”? In this course, we will use our sociological imaginations to examine the role and meaning of health and illness in modern US society. Social, economic, and political forces powerfully influence who gets sick, the types of diseases that affect them, the treatments that are available, and the outcomes of those treatments. We will explore key social determinants of health, including: socioeconomic status, race/ethnicity, neighborhood environments, social relationships, gender, and healthcare. We will discuss explanations for the relationships between these factors and various health outcomes, as well as related policy ideas. Students will spend a substantial amount of time developing their own specific interests in this field, culminating in a research paper that analyzes the relevant literature and discusses research-based policy solutions to a specific health disparity.

Course objectives

By the end of the course, students can expect to:

- Describe multiple aspects of the social environment that matter for health and identify the ways they contribute to health disparities.
- Critically evaluate evidence for social determinants of health and identify key gaps in knowledge.
- Apply a theoretical framework to understand one social determinant of health through research experience in a specific topic area.

Required reading

All of the required readings are posted in electronic format on the course Canvas site. The reading load in this course is high, commensurate with an upper-level course. I expect you to read all course material before class on the day that we are discussing it.
Course requirements

1. Participation (20%)

Small group discussions (50 pts total; 25 pts for facilitating one discussion, and 25 pts for actively participating in all discussions). We will form six permanent groups of six students each. On most Fridays, we will use the first 45 minutes of the class period for small group discussions related to articles that apply or extend the week’s conceptual topic. During the last 15 minutes of class, we will reflect on the readings as a class to ensure that all of our questions were answered.

Each week, one student will serve as discussion leader in the small groups. Discussion leaders should come prepared with:

1. Questions that help us come to a common understanding of the readings’ main arguments.
2. Outside information related to the topic. This can take the form of recent news articles, websites, examples of organizations that are taking up these issues in the real world, or other related materials that add depth to our understanding of the reading.
3. Questions that reflect on the greater implications of the findings.

The discussion facilitator should post these discussion questions and supplementary materials to Canvas under your Project Group Discussion thread at least an hour before class.

Large group discussions and activities (50 pts). Participation in class discussions and group activities makes up a very important part of your grade. How does one demonstrate participation?

1. By actively contributing to class discussion in a critical, insightful manner; and,
2. By actively contributing to small group exercises.

If you come class and sit attentively every day without actively contributing to larger group discussions or small group exercises, you will receive a 0 for your participation grade. I will keep track of your participation in discussions and in-class activities, and this record will comprise your participation grade.

2. Critical writing (20%)

Response Memos (75 pts). You will have an opportunity to write six Response Memos during the term, five of which will be graded. You may choose to write six memos and I will drop your lowest grade, or you may write five response memos. Each memo should be a 1-page, single-spaced critical response to the readings. If there is more than one reading assigned for the day, you must include a synthetic account of all the readings. I suggest that you spend less time summarizing the main arguments, and more time analyzing common threads you discover across readings. Please upload an electronic copy to Canvas before class (by noon) on the day the readings are being discussed.
Response Memos should consist of two parts. First, you will work to determine the argument of the pieces, and what strategies/evidence the authors are using to support it. The first paragraph of your memo should briefly explicate how the authors convey and support their arguments. The following questions may serve as a guide:

- What are the authors’ arguments?
- What evidence do they use to support their arguments?

Second, you should focus on your synthetic analysis and reflections on the piece(s). This means you should create and communicate your own argument about the readings. The following questions may serve as a guide:

- What are the strengths and weaknesses of this reading (from your perspective)?
- What questions/reflectios does this piece bring up for you?
- Do the ideas in this reading relate to other concepts from the course, your life, ideas that are important to you, or current events?

News reflections (25 pts). Over the course of the term, I will post current news articles to the Discussion board on Canvas. You are responsible for reading and critically reflecting on these posts by commenting before class.

3. Papers (40%)

You are required to write two papers in this course. I will hand out detailed descriptions of each writing assignment before it is due.

Paper 1 (50 pts). A reflection on behavior modification. (3-5 pages, double spaced, 12 pt font.)

Paper 2 (150 pts). A research paper on a health disparities topic that interests you. In support of this research project, you are also responsible for writing a one-page proposal describing your topic and your research approach; and an outline containing your thesis statement (your argument), topic sentences (your main claims), and supporting bullet points for each body paragraph (your evidence). (8-10 pages, double spaced, 12 pt font.)

4. Exams (20%)

Midterm exam (50 pts). This will be a 2-hour, take-home, open-book exam. The midterm exam will require you to synthesize and analyze the course readings, discussion and lecture material. You will be graded on how well you incorporate all elements of course material into your short essay answers.

Final exam (50 pts). This will be a 3-hour, take-home, open-book exam. The final exam will be cumulative, requiring you to synthesize and analyze the course readings, discussion and lecture material. You will be graded on how well you incorporate all elements of course material into your short essay answers.
Grading

I follow the grading conventions as defined by the Organization, Regulations, and Courses (ORC) at Dartmouth. [http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html](http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html)

A **Excellent** mastery of course material (student performance indicates a very high degree of originality, creativity, and excellent performance in analysis, synthesis, critical expression, and independence)

B **Good** mastery of course material (student performance indicates a high degree of originality, creativity, and good performance in analysis, synthesis, critical expression, and independence)

C **Acceptable** mastery of course material (student performance indicates some degree of originality, creativity, and acceptable performance in analysis, synthesis, critical expression, and independence)

D **Deficient** in mastery of course material (student performance indicates some degree of originality, creativity, and deficient performance in analysis, synthesis, critical expression, and independence)

E **Serious deficiency** in mastery of course material (student performance clearly lacking originality, creativity, and seriously deficient performance in analysis, synthesis, critical expression, and independence)

I will determine your final letter grade according to the following percentage breakdown:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>92-94.9%</td>
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<tr>
<td>B+</td>
<td>89-91.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-88.9%</td>
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<tr>
<td>B-</td>
<td>80-82.9%</td>
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<tr>
<td>C+</td>
<td>77-79.9%</td>
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<tr>
<td>C</td>
<td>73-76.9%</td>
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<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
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<tr>
<td>E</td>
<td>&lt; 60%</td>
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</tbody>
</table>

Please note the following about grades: 1) I do not round grades; 2) I do not negotiate grades unless an error was made.
Important Notes

Attendance
It is my expectation that you will attend each class meeting—and that you will arrive to each class on time and stay for the duration. I will circulate an attendance sign-in sheet at the beginning of each class meeting; it is your responsibility to make sure you sign it each day. There are no opportunities to make up missed in-class participation work. If you miss more than three days of class, your course grade will decrease by one whole letter grade (e.g., A to B), and decrease by one step (e.g., B to B-) for each additional absence. In the event that you miss a class for any reason, you are responsible for getting notes from another student. As a general policy, I do not make my notes available. After you review your classmate’s notes, I would be happy to meet with you to talk about the material or answer questions about anything that is unclear. If you anticipate missing class meetings because of athletic team participation, religious observances, or some other reason, please arrange a meeting with me at the start of the term, and bring documentation of the expected conflicts.

Late work
Unexpected things will come up over the course of the term. To ensure you don’t wind up in a difficult position, plan ahead: start your assignments early and finish them in advance of the deadline. Please speak with me at the beginning of the term if you anticipate any circumstances that might affect your ability to get your work in on time.

Response Memos are designed to help you prepare for in-class discussion, so we can make the most of our time together; therefore, they will not be accepted late.

For the papers (and all their components), the maximum grade you may earn will be reduced by one letter grade for each day late. In other words, if you turn your assignment in 1-24 hours after the deadline, the maximum grade you can receive is a B; if you turn your assignment in 25-48 hours after the deadline, the maximum grade you can receive is a C; if your turn your assignment in 49-72 hours after the deadline, the maximum grade you can receive is a D. I will not accept your assignment after 72 hours.

Extensions will only be given if a deadline was missed because of extreme circumstances beyond your control. For example: severe illness requiring a doctor’s visit or hospitalization, or death in the family. Generally not feeling well, forgetting about the deadline, having computer problems, needing to help your friend or family member with something, scheduling conflicts with interviews, appointments, or exams in other classes, etc. are not considered extreme circumstances. If you believe you are eligible for an extension, it is your responsibility to notify me before missing the deadline, and explain in writing why your circumstances warrant an exception.

Accommodations
Students requiring disability-related accommodations must register with the Student Accessibility Services office. Once SAS has authorized accommodations, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to their professor. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential.
Communication
My office hours are for you. You are welcome to come in and talk with me about anything during my posted hours. I am also available by appointment if my office hours do not coincide with your schedule. I regularly check e-mail during the school day (9am-4pm) and will make every effort to reply to messages as soon as possible. I expect students to regularly check their Dartmouth e-mail and Canvas accounts for class announcements and updates.

Academic Honor
I will be following the Academic Honor Principle described in the Dartmouth College Student Handbook and will enforce this policy to the full extent. Students must do their own work—they will write their own papers and exams, prepare their own presentations, and cite the original sources of any material they draw on for their papers. Any student who submits work which is not his or her own, or commits other acts of academic dishonesty is subject to disciplinary action, up to and including suspension or separation. For a broad overview on the practice of citing sources, see http://dartmouth.edu/writing-speech/learning/materials/sources-and-citations-dartmouth.

Classroom Responsibility and Courtesy
All students are expected to have a voice in our class dialogue. Class participation involves thinking carefully, listening, and posing questions to others as much as it involves sharing your own ideas. This requires us to be present, set aside distractions, and focus our attention on engaging with one another. Please put your cell phones on vibrate, do not text, and do not use your laptop during class.

The tone with which we engage one another is also extremely important, and should come from a place of mutual respect and understanding. You are free to disagree with the views raised in the material or by others in the class, but must do so with a reasoned critique based on a complete consideration of their argument. Your own argument should be supported by sociological evidence rather than personal opinion or anecdotes. Disrespectful behavior such as talking while others are talking, dominating the floor, or engaging in personal attacks will not be tolerated. You are expected to treat one another and me with respect at all times.

Additional Support for Learning
Student Center for Research, Writing, and Information Technology (RWIT): At RWIT, you can meet one-on-one with an undergraduate tutor to discuss a paper, research project, or multimedia assignment.

Academic Skills Center (ASC): The mission of Dartmouth's Academic Skills Center is to assist students in achieving academic success through a wide variety of services and programs. The Center is available to all students who wish to improve their academic skills and ability to learn, thereby maximizing their academic experience and allowing them to achieve greater academic performance and personal fulfillment.
Course Plan and Readings

Week One (Jan 3-5): What are health disparities?

Wednesday  Introduction to the course: Defining health disparities
   • Gladwell (2008), Outliers

Friday  Health, disease, and equity
   • Sen (2002), “Why Health Equity?”
   • Braveman et al. (2011), “Health Disparities and Health Equity”

Week Two (Jan 8-12): Socioeconomic status

Monday  Watch film in class
   • Unnatural Causes, Episode 1: “In Sickness and In Wealth”

Wednesday  Education, income, and occupation
   • Adler and Newman (2002), “Socioeconomic Disparities in Health”

Friday  SES as a fundamental cause of health and disease

Week Three (Jan 15-19): Unpacking the black box -- health behaviors

Monday  No class, MLK Holiday

Wednesday  Small group discussion 1: Fundamental cause, an application
   • Lutfey and Freese (2005), “Toward Some Fundamentals of Fundamental Causality”
   • Response Memo 1 due

Friday  Health behaviors
   • Pampel, Krueger and Denney (2010), “Socioeconomic Disparities in Health Behaviors”
   • Marantz (1990), “Blaming the Victim”

Week Four (Jan 22-26): More on the black box -- stress and social relationships

Monday  The stress process
   • Thoits (2010), “Stress and Health”
   • Schneiderman, Ironson and Siegel (2005), “Psychological, Behavioral, and Biological Determinants”
Wednesday  Social integration and social networks
    • Berkman et al. (2000), “From Social Integration to Health”
    • Smith and Christakis (2008), “Social Networks and Health”

Friday  Small group discussion 2: Stress and behavioral interventions
    • Umberson, Liu and Reczek (2008), “Stress and Health Behavior over the Life Course”
    • Verplanken and Wood (2006), “Interventions to Break and Create Consumer Habits”
    • Response Memo 2 due

Week Five (Jan 29-Feb 2): Race and ethnicity

Monday  Institutional racism
    • Behavior Modification paper due

Wednesday  The interpersonal and intrapersonal burden of racism
    • Kwate and Meyer (2011), “On Sticks and Stones and Broken Bones”
    • Williams (2012), “Miles to Go before We Sleep”

Friday  Small group discussion 3: Racism, two extensions
    • Factor, Kawachi and Williams (2011), “Understanding High-Risk Behavior among Non-Dominant Minorities”
    • Viruell-Fuentes (2007), “Beyond Acculturation”
    • Response Memo 3 due
    • Receive Midterm Exam at 5pm (2-hour, take-home, open-book exam. Due Monday, Feb 5 at noon)

Week Six (Feb 5-9): The power of place

Monday  Neighborhood context
    • Chitewere et al. (2017), “How Neighborhoods Influence Health”
    • Keene and Padilla (2010), “Race, Class, and the Stigma of Place”

Wednesday  The built environment: access to healthy food, housing, and recreation
    • Caspi et al. (2012), “The Local Food Environment and Diet”
    • Jacobs (2011), “Environmental Health Disparities in Housing”
    • Bedimo-Rung, Mowen and Cohen (2005), “The Significance of Parks”

Friday  Small group discussion 4: Environmental equity
- Response Memo 4 due

**Week Seven (Feb 12-16): Gender and Sexuality**

**Monday**  
**Gender Disparities**
- Bird and Rieker (1999), “Gender Matters”
- Research paper proposal due

**Wednesday**  
**Sexual and Gender Minority Health**
- Mayer et al. (2008), “Sexual and Gender Minority Health”
- Meyer (2003), “Prejudice, Social Stress, and Mental Health in Lesbian, Gay, and Bisexual Populations”

**Friday**  
**Small group discussion 5: Intersectionality**
- Response Memo 5 due

**Week Eight (Feb 19-23): The patient experience**

**Monday**  
**The sick role**
- Glenton (2003), “Striving for the Sick Role”
- Research paper outline due

**Wednesday**  
**Medicalization**
- Schwartz (2016), “Generation Adderall”

**Friday**  
**Small group discussion 6: Biomedicalization and diagnosis**
- Clarke et al. (2013), “Biomedicalization”
- Jutel (2009), “Sociology of Diagnosis”
- Response Memo 6 due

**Week Nine (Feb 26-Mar 2: Health care past, present, and future**

**Monday**  
**Money-driven medicine**
- Film: *Money Driven Medicine*, “Inside the Medical-Industrial Complex”

**Wednesday**  
**Health care in the U.S.**
- Guest lecture: “History of the US Healthcare System”
- Denise Anthony, Professor of Sociology

**Friday**

**Health care reform**
- Gawande (June 1, 2009), “The Cost Conundrum”
- Light and Terrasse (2017), “Immigrant Access in the Affordable Care Act”
- Research paper due

**Week Ten (Mar 5)**

**Monday**

**Course wrap-up**
- Woolf (2009), “Social Policy as Health Policy”
- Receive Final Exam at 5pm (3-hour, take-home, open-book exam. Due Thursday, Mar 8 at 5pm)

**References**


Beauboeuf-Lafontant, Tamara. 2007. "You Have to Show Strength: An Exploration of Gender, Race, and Depression." *Gender & Society* 21(28-51).


