

SOCI 3370 - Health, Medicine, and Society

Fall 2024 Syllabus, Section 101, CRN 15566

Instructor Information

Dr. Kyle Breen

Assistant Professor of Sociology

Email: kyle.breen@tamiu.edu

Office: AIC 384

Office Hours:

Monday & Wednesday: 2:30-3:30 PM

Tuesday & Thursday: 10:30 AM - 12:00 PM

Times and Location

MWF 1:10pm-2:05pm in Pellegrino Hall 115

Course Description

Additional Course Information

Class Overview

On Mondays, Dr. Breen will provide a lecture that overviews the weekly topic.

On Wednesdays, Discussion Leaders will lead discussion of the weekly readings/podcasts/videos with the class.

On Friday, we will wrap up any portions of our discussion from Wednesday, view and discuss documentaries, listen to guest lectures, or complete other in-class activities. Friday may also be used to workshop parts of the final project.

NOTE: To be fully successful in this course, students must be prepared for the discussion periods by reading the required material each week and actively engaging in discussion with one another. During discussions, students should be open to listening to one another, responding, and respectfully challenging ideas.

Communication

The best way to get in touch with me is via email or by stopping by my student drop-in hours for a chat. For email communication, please include a subject line for the email with the course/course number. For example: Subject: Question about midterms-Sociological Theory. I will do my very best to respond to all emails in a timely fashion. If you send an email Monday-Friday, I will do my best to respond within 24 hours. If it is the weekend, I will have a response by Monday at the latest.

Please use and check your TAMIU Email regularly!

Attendance and Presence in Class

I will not be taking attendance for each class or assigning points based on attendance; however, regular attendance is a baseline expectation of this course.

Please do NOT attend class if you are sick, having a flare-up from a chronic illness, or experiencing a personal emergency.

If you are undergoing a personal emergency or a hardship that impacts your class attendance, I strongly encourage active communication with me so we can work together to ensure your success in the class.

If you miss class:

You are responsible for ALL missed work. Before asking Dr. Breen what you missed, please use the resources available to you:

- Ask a classmate about what you missed in class
- Check Blackboard for all materials and readings
- If you are still unclear, then email Dr. Breen any questions or stop by during drop-in hours

Late Work Policy

Submitting assignments late* will result in the assignment being marked down 50% where the maximum grade the student is eligible to earn will begin at 50% of the original point total. If students need an extension, students will be required to submit a request in writing via email at least 24 hours prior to the deadline. Extensions may be granted at the discretion of the instructor.

*as a general rule, I will not consider an assignment late if submitted within an hour of the deadline. This grace period allows for technological difficulties or connectivity issues. Beyond that grace period, an assignment will be subjected to the late work policy listed above.

Technology in the Classroom

You may use your laptop, iPad, tablet, or other device to take notes during class; however please leave class to take phone calls.

While in class, please refrain from distracting activities such as online shopping or social media scrolling during class time.

Artificial Intelligence (AI) Use

Students should not have another person or AI do the writing of any assignment for them, including AI tools like ChatGPT, Caktus.ai, or others. While AI can be a useful tool to help with framing or structure, it should not be used to complete the assignments for you. We will go over an example in class of how you can use AI as a tool. Use of AI to complete assignments will result in a zero (0) on that assignment and will be subject to reporting for academic dishonesty.

**If at any time, a student feels as though they need to use AI to complete an assignment, please come talk to me, judgment-free. This allows us to work together to come up with a plan to complete the assignment with academic honesty and integrity.

Student Learning Outcomes

- Describe the relationship between society, health, and illness through social determinants of health and illness.
- Identify how social statuses and identities, including socioeconomic status, race, ethnicity, gender, disability, age, and more, inform health and illness experiences.
- Apply course material to understand students' own experiences of health and illness, as well as the social world around them.
- Enhance communication skills through asking analytical questions, leading discussion, and presenting to the class.
- Demonstrate analytical skill through a major final project.

Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Understanding the Sociology of Health: An Introduction	Anne-Marie Barry & Chris Yuill	9781529756265, 152975626X, 9781473995123, 9781526497536, 9781526497543, 9781529756272

Other Course Materials

To go to the bookstore, [click here \(https://www.bkstr.com/texasaminternationalstore/home/\)](https://www.bkstr.com/texasaminternationalstore/home/).

Additional course materials will be made available via Blackboard.

Grading Criteria

GRADE	PERCENTAGE
A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	Below 60

Assignment Overview

More detailed explanations of the assignments can be found below as well as on the Blackboard site. Rubrics for assignments will also be provided via Blackboard.

ASSIGNMENT	VALUE
Class Participation	10% (50 points)
Discussion Leading (2)	20% (50 points each, 100 total)
Article Analysis/Critiques (2)	15% (75 points total)
Documentary Analysis	10% (50 Points)
Unit Wrap Ups (4)	20% (100 Points)
Final Project - Creating a Health Research Project	20% (100 Points)
Final Presentation	5% (25 Points)

Detailed Assignment Descriptions

In Class Participation

In this course, there will frequently be class discussions to deepen their sociological knowledge by engaging within one another on the material. Therefore, it is imperative that students participate during in-class discussions, activities, reflections, and small group breakouts. To successfully participate, students are required to complete the readings, videos, podcasts, or other materials listed in the Syllabus or on the Blackboard Course Page **Before Class**.

Discussion Leading

To fully engage and discuss material in the class while enhancing critical thinking skills, each Wednesday we will have group discussions based on the readings assigned. During the first week of class, students will choose a week to facilitate discussion. Depending on the class size, students may facilitate alone, in pairs, or small groups. Also depending on class size, students may need to present more than one week. This will be determined during the first week in a collaborative process with students and Dr. Breen. Students will sign up on a sign-up sheet on Blackboard to indicate the week(s) they would like to lead discussion. There are several requirements for discussion leading:

1. A one-page **maximum** (single-spaced) summary of the main points and ideas of the assigned materials for the week they are leading. [If you are in groups, this can be done collaboratively]
2. One academic article that relates to the weekly topic (For example, if the topic is qualitative methods, find an academic article that uses those methods). For assistance on this, you may contact Dr. Breen or the Sociology Librarian. [If you are in groups, this can be done collaboratively]
3. A half-page (single-spaced) description of how the article connects to the course module and why you felt it would make a good addition to the weekly discussion. [If you are in groups, this can be done collaboratively]
4. A list of discussion questions including one question per assigned reading/podcast/video, a question for the article you chose, and 3-5 overarching questions centered on the weekly topic. NOTE: Questions should be framed to enhance and drive discussion, use What, Why, and How questions. [If you are in groups, this can be done collaboratively]

5. A one-page **minimum** (single-spaced) reflection on the assigned materials and the class discussion focused on making connections between sociological theory and concepts, critiquing any methodological issues, discussing different potential approaches, or providing any interesting insights brought up in the discussion. Students should provide some reflection on each of the assigned materials. [This **MUST** be completed individually].

When is everything due?

- The Summary, Article Choice, Half-Page Article Write-Up, and Discussion Questions are due on the **Monday before your discussion at 12:00 AM**. This allows for your classmates to read the chosen article and review the discussion questions ahead of time. Be sure to plan ahead with your group members to work collaboratively on this process. Dr. Breen is also available to help if you have questions!
- The Individual reflection is due the **Sunday after you lead discussion at 11:59 PM**. This means if you lead discussion on Wednesday, September 11, you have until Sunday September 15 at 11:59 to submit your reflection. [**Helpful hint: you can begin your reflections as you go over the materials for the summary, then add in your discussion reflections later!**]

Article Analysis/Critiques

As sociological thinkers, it is critical to understand how to read, comprehend, summarize, and critique writings in sociology. This assignment centers on being able to summarize and critique a sociological article. For this assignment, students will choose a peer-reviewed journal article from within sociology that focuses on health. Students will then be required to write a summary and critique/analysis of the article using the knowledge gained from class and the required readings. Students will complete **two** article critiques during the semester. The first will be due at the end of Week 6 and the second will be due at the end of Week 12. Critique #1 should focus on topics related to Weeks 1-6 and Critique #2 should focus on topics related to Weeks 7-12. Here is what will be required:

1. 750 word paper including:

(i) a summary of the article (no more than half of a page)

(ii) an analysis of the methods, findings, and discussion of results (What did the author find? How did they find it? How did they interpret those findings?)

(iii) a critique of the article. For the critique, students should determine if the theory, methods, findings, discussion, and conclusions were valid and why. Students should also use their knowledge from class to examine how different perspectives may view their research. For example, if an article is examining health impacts based on housing inequality, a student could critique the article by focusing on intersectional approaches such as race and gender.

IMPORTANT: Critique #1 will be worth 30 points and Critique #2 will be worth 45 points. This allows students to view feedback from the first critique to enhance their second assignment.

Documentary Analysis

It is important for us to recognize that health, wellness, and illness are sociological issues that go beyond our classroom setting. As sociological thinkers, it is crucial for us to have a broad understanding of how health impacts us, our families, our communities, and our global networks. For this assignment, students will watch and analyze a documentary focused on an issue related to health, illness, well-being, etc. Students may choose any documentary (or docuseries) as long as it fits within 2 criteria:

1. It **is a documentary**. As much as all of us would love to analyze the health-related outcomes described by the environmental destruction in Wall-E, unfortunately, it is not a documentary.

2. The topic is related to health, illness, well-being, etc. The Netflix docuseries on the Dallas Cowboys Cheerleaders is probably interesting sociologically, but it's not about health. If you need suggestions, I have provided a list of documentaries on Blackboard.

For the analysis, students will be required to provide a written analysis of their documentary. Some sample questions to consider will be provided in the full assignment description on Blackboard. In brief, here is what will be required:

1. Papers must be a minimum of 750 words.

2. Papers must include an Introduction that outlines a summary of the documentary; an Analysis section that (1) describes the key concepts and relates those concepts back to what you have learned in class, (2) describes the effectiveness of the documentary (did it accomplish the goal of the director? Did it leave anything out?), (3) using your knowledge from class lecture, readings, and discussions, argue for/against the position taken in the documentary using class resources and outside research; and a Conclusion section that ties everything together.

A rubric for this assignment as well as guiding questions to consider will be posted on Blackboard.

Unit Wrap Ups

Following each substantive unit, students will be assigned a "Unit Wrap Up" assignment that reviews key concepts and ideas from the chapters covered. These Unit Wrap Ups will consist of multiple choice and short answer questions, concept definition and example questions, and essay questions. Students will also have space to reflect on what they have learned and what questions they still have. While the Unit Wrap Ups are graded for accuracy for the questions, the purpose of this assignment, overall, is to reflect on and establish understanding of the material. Students are encouraged to use their text, class notes, and classmates to discuss their thoughts. My only ask is that you **answer the questions independently**. **If students copy answers to short answer questions they will not receive credit for that question.**

Listed below are the weeks that each Unit Wrap Up will cover:

Unit Wrap Up 1: Weeks 1-2

Unit Wrap Up 2: Weeks 3-6

Unit Wrap Up 3: Weeks 7-10

Unit Wrap Up 4: Weeks 11-13

Final - Creating a Health Research Project

Throughout the class, we have examined numerous topics within the field of the Sociology of Health. We have looked at a wide-range of research topics that have examined the social determinants of health and how health operates sociologically. However, there are several areas of research that have been underdeveloped. The final project for this course will be a completed research proposal on a topic of the students' choice. This final project will consist of examining a health-related topic that has been under-explored.

At the beginning of the semester, students will choose a research topic that is of interest to them, working alongside Dr. Breen to develop their ideas and research questions. Throughout the semester, we will use class time to go over different aspects of the research proposal project individually, discussing how to write introductions, literature reviews, and methods sections.

Student research proposals will be required to include:

1. A Cover Page including the Proposal Title, Student Name, Course Number and Section, Professor, and Date
2. A Proposal Summary – similar to an abstract, this gives a brief overview of the entire proposal
3. An Introduction – This will give background, importance of the research, research questions, and objectives
4. Importance and Broader Impacts (In this section you will use your knowledge from class to explain concepts related to your topic and explain the importance of the research and the potential broader impacts)
5. A Short Literature Review
6. A Methods Section – This section will include several aspects:
 - a. Methodology and Theoretical Framework
 - b. Data Collection Methods
 - c. Recruitment Strategy and Sampling
 - d. Data Analysis Plan
 - e. Generalizability
7. Ethical Considerations
8. Knowledge Mobilization Plan describing how you plan to share the knowledge gained with the broader public
9. References (APA 7 Formatting)

Sample proposals and a rubric will be provided via Blackboard. Please note: we will spend time on this project throughout the semester! In class we will go over each of the components so everyone is clear of what is expected and how to write each component.

Final Presentation

Rather than having a traditional exam period, students will be asked to give a short presentation on their research proposal projects. However, this can be done in a number of ways—it does not necessarily have to be a lecture and PowerPoint-style presentation. Students can create a YouTube video to play for their peers, they can record a podcast where another student interviews them about their proposed research. As long as students share each of the components, the format of the presentation is up to them! Following each presentation, students' peers will be able to ask questions in a Q&A format. The only requirement for the presentation style is to approve the choice with Dr. Breen in order for optimal Finals Week planning.

Schedule of Topics and Assignments - subject to change

Day	Date	Agenda/Topic	Reading(s)	Due
Mon	8/26	Syllabus and Course Outline	Reminder: All readings listed should be done BEFORE that class day.	Read the Syllabus
Wed	8/28	Sociological Theory Recap Sociological Imagination	Barry & Yuill Chapter 1	
Fri	8/30	Understanding Health and Well-being Effectively Reading Sociological Research	Barry & Yuill Chapter 2	
Mon	9/2	Brief History of Health and Healing	Barry & Yuill Chapter 3	Discussion Leading Sign Up Due
Wed	9/4	Social Epidemiology Part 1	Read: Joseph, C.L., Williams, L.K., Ownby, D.R., et al. (2006). Applying epidemiologic concepts of primary, secondary, and tertiary prevention to the elimination of racial disparities in asthma. <i>J Allergy Clin Immunol</i> 117(2): 233-242. Marmot, M., & Bell, R. (2016). Social inequalities in health: a proper concern of epidemiology. <i>Annals of Epidemiology</i> , 26(4), 238–240. https://doi.org/10.1016/j.annepidem.2016.02.003	
Fri	9/6	Social Epidemiology Part 2 Data Analysis Activity How to Lead Effective Discussion		
Mon	9/9	Inequality & Health	Barry & Yuill Chapter 5	Discussion Group 1 Summary, Article & Write Up, Questions Due Today at 12:00 AM
Wed	9/11	Inequality & Health Discussion Group 1 Leads	Read: Addressing Health Equity and Social Determinants of Health Through Healthy People 2030 Read: https://www.commonwealthfund.org/publications/surveys/2023/nov/cost-not-getting-care-income-disparities-affordability-health Read: Association Between Income Inequality and County-Level COVID-19 Cases and Deaths in the US Watch: https://www.youtube.com/watch?v=-3BXF2aY3Ys	Unit 1 Wrap Up Due
Fri	9/13	Inequality & Health Choosing a Research Topic	Before Class: Watch "The Healthcare Divide" https://www.youtube.com/watch?v=UVvEkeH408o	
Mon	9/16	Race, Ethnicity, & Health	Barry & Yuill Chapter 7	Discussion Group 1 Reflections Due Sunday 9/15 at 11:59 PM Discussion Group 2 Summary, Article & Write Up, Questions Due Today at 12:00 AM



Wed	9/18	Race, Ethnicity, & Health Discussion Group 2 Leads	Listen: https://www.npr.org/2024/03/13/1197955918/race-in-medicine-andrea-deyrup Read: https://www.texastribune.org/2021/12/27/laredo-texas-ethylene-oxide/#:~:text=More%20than%2040%25%20of%20Laredo's,the%20ProPublica%20and%20Tribune%20analysis. Read: Racial Disparities in Healthcare: How COVID-19 Ravaged One of the Wealthiest African American Counties in the United States Read: Cabral, J., & Cuevas, A. G. (2020). Health inequities among Latinos/Hispanics: Documentation status as a determinant of health. <i>Journal of racial and ethnic health disparities</i> , 7(5), 874-879.	
Fri	9/20	Race, Ethnicity, & Health Documentary Discussion Writing an Abstract and Introduction	Before Class: Watch "Birthing Justice" - Information will be provided via Blackboard and in class	
Mon	9/23	Gender & Sexualities Dr. Breen Research Example	Barry & Yuill Chapter 6 Barry & Yuill Chapter 9	Discussion Group 2 Reflections Due Sunday 9/22 at 11:59 PM Discussion Group 3 Summary, Article & Write Up, Questions Due Today at 12:00 AM
Wed	9/25	Gender & Sexualities Discussion Group 3 Leads	Read: Mirin, A. A. (2021). Gender disparity in the funding of diseases by the US National Institutes of Health. <i>Journal of women's health</i> , 30(7), 956-963. Read: Baldwin, A., Dodge, B., Schick, V. R., Light, B., Schnarrs, P. W., Herbenick, D., & Fortenberry, J. D. (2018). Transgender and genderqueer individuals' experiences with health care providers: what's working, what's not, and where do we go from here?. <i>Journal of health care for the poor and underserved</i> , 29(4), 1300-1318. Read: Kirstin R. Painter, Maria Scannapieco, Gary Blau, Amy Andre & Kris Kohn (2018) Improving the Mental Health Outcomes of LGBTQ Youth and Young Adults: A Longitudinal Study, <i>Journal of Social Service Research</i> , 44:2, 223-235, DOI: 10.1080/01488376.2018.1441097 Watch: https://www.youtube.com/watch?v=U1XvFSoUhWI	
Fri	9/27	Gender & Sexualities Guest Lecture: Dr. Pamela Neumann		
Mon	9/30	Sociology of the Body	Barry & Yuill Chapter 10	Discussion Group 3 Reflections Due Sunday 9/29 at 11:59 PM Discussion Group 4 Summary, Article & Write Up, Questions Due Today at 12:00 AM



Wed	10/2	Sociology of the Body Discussion Group 4 Leads	<p>Read: Mitra, M., Long-Bellil, L., Moura, I., Miles, A., & Kaye, H. S. (2022). Advancing Health Equity And Reducing Health Disparities For People With Disabilities In The United States: Study examines health equity and health disparities for people with disabilities in the United States. <i>Health Affairs</i>, 41(10), 1379-1386.</p> <p>Read: Berkowitz, D. (2017). <i>Botox nation: Changing the face of America</i> (Vol. 4). NYU Press. Chapters 4 & 5</p> <p>Read: Charmaz, K. (2020). Experiencing stigma and exclusion: The influence of neoliberal perspectives, practices, and policies on living with chronic illness and disability. <i>Symbolic Interaction</i>, 43(1), 21-45.</p>	
Fri	10/4	Sociology of the Body Writing a Literature Review and Methods Section		Article Critique # 1 Due
Mon	10/7	Aging, Death, and Dying *Content Warning this Week*	<p>Barry & Yuill Chapter 11</p> <p>Barry & Yuill Chapter 15</p>	<p>Discussion Group 4 Reflections Due Sunday 10/6 at 11:59 PM</p> <p>Discussion Group 5 Summary, Article & Write Up, Questions Due Today at 12:00 AM</p>
Wed	10/9	Aging, Death, and Dying Discussion Group 5 Leads	<p>Read: Flores Morales, J. (2021). Aging and undocumented: The sociology of aging meets immigration status. <i>Sociology Compass</i>, 15(4), e12859.</p> <p>Read: Wachterman, M. W., & Sommers, B. D. (2021). Dying poor in the US—Disparities in end-of-life care. <i>Jama</i>, 325(5), 423-424.</p> <p>Read: Funk, L. M., Peters, S., & Roger, K. S. (2017). The emotional labor of personal grief in palliative care: Balancing caring and professional identities. <i>Qualitative health research</i>, 27(14), 2211-2221.</p> <p>Watch: https://www.pbs.org/video/disparities-health-equity-npt-reports-aging-matters-qyldnm/</p>	Unit 2 Wrap Up Due
Fri	10/11	Aging, Death, and Dying Considering Ethics, Knowledge Mobilization, and Citing Your Work		
Mon	10/14	Sport, Exercise, & Health	Barry & Yuill Chapter 14	<p>Discussion Group 5 Reflections Due Sunday 10/13 at 11:59 PM</p> <p>Discussion Group 6 Summary, Article & Write Up, Questions Due Today at 12:00 AM</p>



Wed	10/16	Sport, Exercise, & Health Discussion Group 6 Leads	Read: Atherton, E. (2021). Moralizing hunger: Cultural fatphobia and the moral language of contemporary diet culture. <i>Feminist Philosophy Quarterly</i> , 7(3), 1-36. Listen: https://open.spotify.com/episode/1v3HchWF5YfbixYE7CVFZ?si=ZZXxmS22TfGbc1q2URssOA Watch: https://www.youtube.com/watch?v=dLjPiTE0-FQ Read: Hensley-Clancy, Molly. "Reeling from suicides, college athletes press NCAA: 'This is a crisis.'" <i>Washington Post</i> , 19 May 2022, p. NA. Gale OneFile: Health and Medicine, link.gale.com/apps/doc/A704306161/HRCA?u=txshracd2563&sid=googleScholar&xid=001 Accessed 25 Aug. 2024.	
Fri	10/18	Sport, Exercise, & Health Potential Guest Lecture: Dr. Lori L. Martin, Louisiana State University		
Mon	10/21	Environment & Health	Barry & Yuill Chapter 4	Discussion Group 6 Reflections Due Sunday 10/20 at 11:59 PM Discussion Group 7 Summary, Article & Write Up, Questions Due Today at 12:00 AM
Wed	10/23	Environment & Health Discussion Group 7 Leads	Read: Roberts, J. D., Dickinson, K. L., Hendricks, M. D., & Jennings, V. (2022). "I can't breathe": examining the legacy of american racism on determinants of health and the ongoing pursuit of environmental justice. <i>Current environmental health reports</i> , 9(2), 211-227. Read: Nagra, R., Taylor, R., Hampton, M., & Hilderbrand, L. (2021). "Waiting to Die": Toxic Emissions and Disease Near the Denka Performance Elastomer Neoprene Facility in Louisiana's Cancer Alley. <i>Environmental Justice</i> , 14(1), 14-32. Watch: https://www.youtube.com/watch?v=-5DRIBeqn0o Listen: https://open.spotify.com/episode/5JD3BJ6JVzP1Cuww2z9FCd?si=a17fbe83956b4736	
Fri	10/25	Environment & Health	There's Something in the Water Documentary Day	
Mon	10/28	Pandemics & Society	Barry & Yuill Chapter 12	Discussion Group 7 Reflections Due Sunday 10/27 at 11:59 PM Discussion Group 8 Summary, Article & Write Up, Questions Due Today at 12:00 AM



Wed	10/30	Pandemics & Society Discussion Group 8 Leads	Read: Strong, P. (1990), Epidemic psychology: a model. <i>Sociology of Health & Illness</i> , 12: 249-259. https://doi.org/10.1111/1467-9566.ep11347150 Read: Gauthier, G. R., Smith, J. A., Garcia, C., Garcia, M. A., & Thomas, P. A. (2021). Exacerbating inequalities: Social networks, racial/ethnic disparities, and the COVID-19 pandemic in the United States. <i>The Journals of Gerontology: Series B</i> , 76(3), e88-e92. Read: Pellowski, J. A., Kalichman, S. C., Matthews, K. A., & Adler, N. (2013). A pandemic of the poor: social disadvantage and the U.S. HIV epidemic. <i>The American psychologist</i> , 68(4), 197–209. https://doi.org/10.1037/a0032694 Read: Grigsby-Toussaint, D. S., Shin, J. C., & Jones, A. (2021). Disparities in the distribution of COVID-19 testing sites in black and Latino areas in new York City. <i>Preventive Medicine</i> , 147, 106463.	Documentary Analysis Paper Due
Fri	11/1	Pandemics & Society Guest Lecture: Dr. Siyu Ru, Dalhousie University		
Mon	11/4	Health Technologies	Barry & Yuill Chapter 16	Discussion Group 8 Reflections Due Sunday 11/3 at 11:59 PM Discussion Group 9 Summary, Article & Write Up, Questions Due Today at 12:00 AM
Wed	11/6	Health Technologies Discussion Group 9 Leads	Read: Nicholas, J., Bell, I. H., Thompson, A., Valentine, L., Simsir, P., Sheppard, H., & Adams, S. (2021). Implementation lessons from the transition to telehealth during COVID-19: a survey of clinicians and young people from youth mental health services. <i>Psychiatry Research</i> , 299, 113848. Read: Sharma, M., Yadav, K., Yadav, N., & Ferdinand, K. C. (2017). Zika virus pandemic –analysis of Facebook as a social media health information platform. <i>American journal of infection control</i> , 45(3), 301-302. Read: Zhao, Y., & Zhang, J. (2017). Consumer health information seeking in social media: a literature review. <i>Health Information & Libraries Journal</i> , 34(4), 268-283. Listen: https://open.spotify.com/episode/0lvVNuwnpX1rGVydgoxDFw	Unit 3 Wrap Up Due
Fri	11/8	Health Technologies		
Mon	11/11	Health Policy	Barry & Yuill Chapter 13	Discussion Group 9 Reflections Due Sunday 11/10 at 11:59 PM Discussion Group 10 Summary, Article & Write Up, Questions Due Today at 12:00 AM



Wed	11/13	Health Policy Discussion Group 10 Leads	Read: Sommers, B. D., Maylone, B., Blendon, R. J., Orav, E. J., & Epstein, A. M. (2017). Three-year impacts of the Affordable Care Act: improved medical care and health among low-income adults. <i>Health Affairs</i> , 36(6), 1119-1128. Watch: https://www.youtube.com/watch?v=BytzrjEfyfA Read: Health Care Reform: Obamacare and Beyond	
Fri	11/15	Health Policy		Article Critique #2 Due
Mon	11/18	Health Systems	The U.S. Healthcare System - PDF available on Blackboard	Discussion Group 10 Reflections Due Sunday 11/17 at 11:59 PM
Wed	11/20	Health Systems	Read: Scott, D. (2020, January 29). Nine things Americans need to learn from the rest of the world's health care systems. <i>Vox</i> . Retrieved from https://www.vox.com/health-care/2020/1/29/21075388/medicare-for-all-what-countries-have-universal-health-care Listen: Dubner, S. J. and Tam, S. (Producers). (2018, April 25). <i>Freakonomics: The Most Ambitious Thing Humans Have Ever Attempted</i> [Audio podcast]. Retrieved from http://freakonomics.com/podcast/atul-gawande/ . Read: Kumar, S., Ghildayal, N. S., & Shah, R. N. (2011). Examining quality and efficiency of the US healthcare system. <i>International journal of health care quality assurance</i> , 24(5), 366-388.	
Fri	11/22	Health Systems		
Mon	11/25	Workshop Day		Unit 4 Wrap Up Due
Wed	11/27	No Class		
Fri	11/29	No Class		
Mon	12/2	Final Presentations	Project Presentations	
Wed	12/4	Final Exam Period - 1:10 PM	Project Presentations	Final Paper Due by 11:59 PM on 12/4
Fri	12/6	No Class		
Mon	12/9	No Class		
Wed	12/11	No Class		

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMIU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMIU Honor Code: Plagiarism and Cheating

As a TAMIU student, you are bound by the TAMIU Honor Code to conduct yourself ethically in all your activities as a TAMIU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml/>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to

give freshmen and sophomore students a “zero” for the assignment and to allow them to revise the assignment up to a grade of “F” (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.

- **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that “it was only a draft” will not be accepted.
- **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”
 - **Caution:** Chat groups that start off as “study groups” can easily devolve into “cheating groups.” Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student’s responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from

making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml/>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiau.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml/>)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.