

Child & Adolescent Health
SOCY 4733
Fall 2019 – MWF 10:00-10:50am

Professor: Dr. Jennifer Pace

Office: O’Donohoe 131

Office Hours: MW 12:00-2:00pm
& T 9:30-10:30am

Email: Jennifer.Pace@msutexas.edu

**Note: I will return emails within 48 hrs, excluding weekends.*

Classroom: Prothro-Yeager Hall Room 204

Required Text: Reich, Jennifer. 2016. *Calling the Shots: Why Parents Reject Vaccines.*
**All additional readings will be available on our D2L course website.*

Course Description:

The aim of this course is to study child and adolescent health from a social scientific perspective. In this course, we will connect a sociology of childhood perspective with the study of child health, illness, and well-being. Much of the research in this area focuses on either children’s health predictors/outcomes or on adult/caregiver experiences supporting children’s health. A growing interest in children’s own experiences and understandings of health and illness has brought nuance and complexity this body of research. This course integrates both perspectives and includes a review of theoretical and empirical research.

Goals:

This is an upper division, senior level course, and our goals require that we challenge ourselves intellectually and discursively. This class is intense and involves critical thinking and active learning to critically engage and analyze a wide range of ideas and concepts regarding child and adolescent health. This class is also reading and discussion heavy, and will be run as a “senior seminar.” With this, you should come to class every week having completed, engaged with, and summarized readings, as well as prepared to contribute to our discussion. This is a small, “seminar” style class, meaning that classes will be less lecture heavy and more discussion based. Because we are a small group that will be working closely together, it will be plainly obvious if you come to class unprepared. To reach course goals, be sure to attend class regularly and prepared to contribute. Our goals are as follows:

1. Understand and critique the sociology of child and adolescent health.
2. To discuss and explore the sociological dimensions/theories/analytic approaches to child and adolescent health.
3. To become confident handling potentially challenging issues in future work that includes families and children. (Such as a teacher, counselor, health care worker, social worker, psychologist, etc.)
4. To create a respectful atmosphere in which students can learn with an open mind.

Evaluation: Grading for this course will be determined by the following breakdown:

Participation	10%
Discussion Leader	20%
Weekly Reading Summaries	20%
Interview & Report (2)	20%
<u>Final Exam</u>	<u>30%</u>
TOTAL	100%

Course Requirements:

Participation & Discussion (10%): Because we will be working collaboratively and because there will be regular in-class discussions and exercises, it is essential that you attend class and that you are prepared to participate. This portion of your grade will be calculated by your attendance, completion of in-class exercises, and participation in class discussions.

Discussion Leader (20%): At the beginning of the semester each student will sign up to be the discussion leader for one week of this course. To complete this assignment, you should create an extended **introduction, summary, and critique of the weeks reading(s), as well as at least five well considered discussion questions**. You should be prepared to present your summary to the class and use your questions to lead class discussion for the day. Plan for ~45 minutes (including sharing your summary/critique, questions, and leading discussion). Take this assignment seriously. It will be your responsibility to introduce the class to our topic/readings and get us started for the week. As such, **discussion leaders will present on Mondays**.

Weekly Reading Summaries (20%):

There will be 11 weekly reading summaries collected over the course of the semester and 9 will count toward your grade. This means:

- 1) You do not need to turn in a separate summary on the week you are the discussion leader. You only need to turn in your presentation.
- 2) You also get 2 free “drops” – use them wisely. This means that you can choose two days to skip the week’s summary assignment. There are no “make-ups” for weekly summaries. If you are sick, need to travel, over sleep, etc., then you can use one of your free drops.

***Weekly Summary Assignment Description:** Every week (by class time on **Monday**), you should prepare for class by writing a **summary of ALL of the week’s readings** along with **three discussion questions**. Your summary of the week’s readings should be approximately 1-2 pages in length (**typed, double spaced**). Handwritten assignments will not be accepted. Summaries should demonstrate that you have read all of the readings assigned for the week. Your discussion questions should be based on the readings for the entire week. You will use these summaries/questions to facilitate your participation in class, for group discussions, and/or to help prepare you for exams.

Interview & Reports (20%): There will be two “Interview and Report” assignments, each worth 10% of your final grade. These assignments are your opportunity to explore child and adolescent health in a real world environment and bring your feedback back to our class.

You should interview at least three people (outside of class) about their experiences with childhood/adolescence and health. This can be from the perspective of caregiver or child/teen. For example, you may interview a parent about their choice to vaccinate/not vaccinate their child(ren). Or, you may interview someone about their experience with a health issue when they were a child/teen. Be sure that everyone you interview is 18 years or older.

You should develop at least 5 questions to ask your interviewees about their experiences. Your questions should be informed by course readings/discussions. Ask the same 5 questions of each person so that you can compare their answers. What did you notice? Did gender appear to affect their answers? Perhaps age? Or socio-economic status?

Your report should be typed, double spaced, and 3-4 pages. It should include the following:

- A list of the questions you asked your interviewees.
- An explanation for why you chose those questions. (What is the bigger research question you hoped they would help you answer?)
- A brief description of each interviewee (gender, approximate age, and anything else you think is important in understanding their answers).*
- A brief description of their responses. (You do not need to transcribe the interviews or report *exactly* what they said. Just a brief synopsis in your own words is fine.)
- A detailed analysis of your findings. (What did you learn? How do your findings connect back to course readings? Your analysis should be at least one page.)

IMPORTANT: Your report should **NOT** include any identifiable information about the people your interviewed. You want to keep their identities private and confidential. Don’t include names, where they live/work, or any other details that could identify them. *We are not applying for Institutional Review Board approval for this project, so you will not be able to use any of the data you collect outside of informal contexts (such as a class assignment).

Final Exam (30%): There will be a final exam that is worth 30% of your overall grade. Exam material will be drawn from lectures, readings, and other course content/activities. The exam will consist of a combination of short answer and essay questions. Exam questions will synthesize content from across course topics. Both exams will be taken in class, during our regular class time.

Exam Make-Up Policy: Missed exams can only be made up with official documentation of an extenuating circumstance (see below).

Extenuating Circumstances:

Emergencies and other extenuating circumstances happen. If you experience an extenuating circumstance, you must produce documentation to “excuse” your absence from class.

Documentation includes:

- A written excuse from a physician, or MSU infirmary
- Written evidence of attending a *mandatory* university function (band, choir, sports, etc.)
- A written excuse from a physician for a dependent child’s illness

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- Proof of death in immediate family (check in with professor about documentation)

A Note on Attendance:

You'll find an exceptionally high correlation between attendance and your grades. Exams will be based on readings and our in-class discussions. In addition, in-class exercises and summary assignments can only be submitted if you are in class on the date they are due. Therefore, good attendance is a necessity. ***I may drop a student for excessive absences (3+), at my discretion. Absences will affect your grade.***

OTHER IMPORTANT COURSE INFORMATION

Grading Scale:

Letter	Percentage	Description
A	90-100	Exceptional: Exceeds all required elements of the assignment, and the quality of the work is considerably greater than what is required.
B	80-89	Good: Meets all required elements of the assignment, and the quality of the work is better than what is required.
C	70-79	Average: Meets all required elements of the assignment, no more, no less. Quality of assignment is satisfactory for college level work.
D	60-69	Below average: Does not meet all the required elements of the assignment, and/or the quality is below satisfactory.
F	59 and below	Failing: Almost none of the requirements of the assignment are met and/or the quality of the assignment is unacceptable.

The Americans with Disabilities Act:

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Office of Disability Accommodation. The telephone number is 397-4618.

Religious Observance:

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. If you have a religious observance conflict, you will need to provide written proof of the conflict and I will work with you on an individual basis to address the issue. It is your responsibility to review the syllabus, note any possible conflicts, and discuss alternatives with me at the beginning of the semester.

Academic Honesty:

Academic dishonesty will no be tolerated in this class. All students of Midwestern State University are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, fabrication, lying, bribery, threatening

behavior, and aid of academic dishonesty. Those found to be in violation of the MSU Texas Student Honor Creed will be reported to the university.

Classroom Behavior:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavior standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and tops dealing with differences of race, color, culture, religion, creed, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities.

Course Policies:

1. No laptops or cell phones are allowed in lecture. If you have a disability accommodation that allows the use of a laptop, see me outside of class so we can discuss your accommodations.
2. There are no “make-ups” or “early turn-ins” for in-class work/assignments/exams (without documentation of extenuating circumstances).
3. If you miss class, it is your responsibility to find out what you missed. For in-class notes, please contact one of your classmates (see “class contacts” at the end of this syllabus).
4. In this class, our discussions will often focus on controversial issues that may arouse intense feelings and disagreement. While enthusiastic discussion and debate of these issues is wholeheartedly encouraged, insensitive or inappropriate comments will not be tolerated.
5. As the instructor, I reserve the right to ask you to leave if I believe your comments and/or actions are contributing to a classroom environment where not all individuals feel respected and safe.
6. Please do not get up and leave class, or start packing up to leave, before our time is up. Avoid consistent lateness to class. It is distracting to both me and the other students. If you must leave early or come late, please let me know ahead of time. Repeatedly disrupting class by being late/leaving early will have a negative impact on your in-class participation grade. For repeated tardiness, you may also be asked to leave class for the day.
7. I do not post lecture slides online. However, they are available for review in office hours.

(Students who violate these rules are subject to being dropped with an F for the class at the faculty member’s discretion)

Peer Contact Information (your first source for missed material)

Name _____ Email/Number: _____

Name _____ Email/Number: _____

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COURSE SCHEDULE

- ❖ Readings/summaries of readings for the week are due by **Monday** at the beginning of class.
- ❖ Discussion leaders will facilitate class on **Mondays**.
- ❖ Readings marked with * can be found on our D2L course website.
- ❖ “Reich” readings are found in the required book for the course (see page 1 of this syllabus).
- ❖ *Note: Readings and scheduled items are subject to change.*

Week 1 (8/26-8/30): Course Introduction & Core Concepts

Readings: *Mills: *The Sociological Imagination*

- * Brady, Geraldine, Pam Lowe, and Sonja Olin Lauritzen. 2015. “Connecting a sociology of childhood perspective with the study of child health, illness, and wellbeing: Introduction.” *Sociology of Health & Illness* 37(2): 173-183.

Due & Events: In-class group assignment: Summarize reading for the week
Friday: Sign up sheet for Discussion Leader weeks

Week 2 (9/2-9/6): Construction of Children, Adolescents, and Health

Readings: *Pace, Jennifer A., Stefanie Mollborn, and Bethany Rigles. “I Just Want Her to be Happy and Healthy: Parents’ Decision-Making for Children’s Health.”

- * Dornbusch, Sanford M. 1989. “The Sociology of Adolescence.” *Annual Review of Sociology* 15(1):233–59.

Due & Events: Summary #1 due

Week 3 (9/9-9/13): Experiencing Childhood Illness

Readings: *Gengler, Amanda M. 2015. “He’s Doing Fine”: Hope Work and Emotional Threat Management Among Families of Seriously Ill Children.” *Symbolic Interaction* 38(4):611–30.

- *Bray, Lucy, Sue Kirk, and Peter Callery. 2014. “Developing Biographies: The Experiences of Children, Young People and Their Parents of Living with a Long-Term Condition.” *Sociology of Health & Illness* 36(6):823–39.

Due & Events: Summary #2 due

Week 4 (9/16-9/20): Debates About Children's Physical Well Being

Readings: *Stead, Martine, Laura McDermott, Anne Marie MacKintosh, and Ashley Adamson. 2011. "Why Healthy Eating Is Bad for Young People's Health: Identity, Belonging and Food." *Social Science & Medicine* 72(7):1131-39.

*Reading #2: TBA

Due & Events: **Interview & Report #1 due (Friday)**
No Discussion Leader

Week 5 (9/23-9/27): Mental and Emotional Health

Readings: *Snedker, K.A. and J.R. Herting. 2016. "Adolescent mental health: Neighborhood stress and emotional distress." *Youth & Society* 48(5): 695-719.

*Reading #2: TBA

Events & Due: Summary #3 due

Week 6 (9/30-10/4): Disability

Readings: *Rigles, Bethany. 2019. "The Development of Health Lifestyles in Families Experiencing Disability." *Journal of Family Issues* 40(7): 929-953.

*Reading #2: TBA

Events & Due: Summary #4 due

Week 7 (10/7-10/11): Children, Teens, and Moral Panics, pt. 1: Risk, Fear, and Vulnerability

Readings: *Elliott, Sinikka and Sarah Bowen. 2018. "Defending motherhood: Morality, Responsibility, and double binds in feeding children." *Journal of Marriage and Family* 80(2): 499-520.

*Reading #2: TBA

Events & Due: Summary #5 due

Week 8 (10/14-10/18): Children, Teens, and Moral Panics, pt. 2: Sexual Health

Readings: *Mollborn, Stefanie. 2011. "Children having children." *Contexts* 10(1) 32-37.

*Reading #2: TBA

Events & Due: Summary #6 due

Week 9 (10/21-10/25): Constructing Children's Health Capital

Readings: *Mollborn, Stefanie, Jennifer A. Pace, and Bethany Rigles. "Healthier than just healthy: Families transmitting health as cultural capital."

*Reading #2: TBA

Events & Due: **Interview & Report #2 due (Friday)**
No Discussion Leader

Week 10 (10/28-11/1): Contemporary Social Issues: Parents, Children, & Vaccinations

Readings: Reich: Introduction & Chapter 1

Events & Due: Summary #7 due

Week 11 (11/4-11/8):

Readings: Reich: Chapters 2 & 3

Events & Due: Summary #8 due

Week 12 (11/11-11/15): Contemporary Social Issues: Parents, Children, & Vaccinations

Readings: Reich: Chapters 4 & 5

Events & Due: Summary #9 due

Week 13 (11/18-11/22): Contemporary Social Issues: Parents, Children, & Vaccinations

Readings: Reich: Chapters 6 & 7

Events & Due: Summary #10 due

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Week 14 (11/25-11/29): Contemporary Social Issues: Parents, Children, & Vaccinations

Readings: Reich: Chapter 8

Events & Due: Summary #11 due

Fall Break (No Class on Friday)

Week 15 (12/2-12/6):

Readings: No Readings

Events & Due: Exam Review & Course Wrap Up

FINAL EXAM: DATE TBA (TAKEN DURING FINALS WEEK)