

AESTHETICS, VALUES, & AUTHORITY
IDH 3035
Treating the Person, Not Only the Disease:
the Social Determinants of Health & What Really Matters in Life

Class Number: 16020
Section: U07
Spring 2023

Tuesdays and Thursdays
11:00AM-12:15

TBD

Florida International University

Honors College

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Overview:

For the better part of a century, the medical field has been dominated by a disease-oriented model of treatment. In this paradigm, the medical doctor diagnosed and treated the patient's bio-physiological maladies, and nothing more. Little concern was paid to the psychosocial and behavioral causes of disease. The admissions process to enter medical schools reflected this paradigm with MCAT examinations exclusively assessing applicants' knowledge of biochemical principles, etc. Recent changes have signaled larger shifts in the admission and education of the next generation of medical doctors. The emphasis is shifting toward the psychological and social foundations of behavior and their relation to health outcomes.

This course will attempt to expose students to the undergirding mechanisms of health and wellbeing. Specifically, this course we will cover topics related to the individual's place in society and the larger societal structures and interactions that influence human behavior and subsequent health outcomes. In addition, we will consider the doctor-patient relationship at length and analyze its evolution and current parameters.

Moreover, the course will focus on developing specific scientific reasoning skills: critical evaluation of design and execution of research, data-based evaluation of interventions and ability to draw evidence-based conclusions.

Activities for students to demonstrate their knowledge of the material will vary. Quizzes may be used to ensure reading and comprehension of material. Reaction papers that require students to critique current research will be assigned both semesters. Additionally, an opportunity for creative projects will be explored to allow students to showcase their understanding of the material using alternative means of assessment.

All students with an interest in the psychosocial biological foundations of human behavior are welcome. In the interdisciplinary spirit of the Honors College, this course will attempt to connect psychology, sociology, biology, and anthropology.

Course Objectives/Outcomes:

- Students will gain an understanding of the various ways in which psychology, sociology and biology interact to influence human behavior.
- Students will understand the influence of biological and psychological forces in shaping emotion and stress responses.
- Students will understand how to read and interpret peer-reviewed journal articles.
- Students will demonstrate the ability to explain and analyze the findings of peer-reviewed journal articles.
- Students will know the basics of research methods and design as applied to the social sciences in general and psychological sciences in specific.
- Students will learn to recognize the influence of Western values on how they perceive themselves and others.
- Students will be willing to engage in discussion that includes salient analysis and debate.

Required Texts:

Gawande, A. (2014). *Being Mortal*. New York: Metropolitan Books | ISBN: 978-1-4214-1860-5

Katz, J. (1984). *The Silent World of Doctor and Patient*. Baltimore: Johns Hopkins | ISBN: 0-8018-5780-5

Required Readings (PDFs provided on Canvas):

Check Canvas for additional readings not listed in the syllabus

Free Resources:

<https://courses.lumenlearning.com/boundless-sociology/> (Listed as BS in *Readings* below)

Attendance/Classroom Etiquette:

This course is *heavily* reliant on student participation and interaction. Failure to attend class on a regular basis will deprive you of the needed context from which to understand the readings and assignments. It is your responsibility to check with your peers regarding missed work or discussions. It is **your** responsibility to catch up on what you missed in class. Any major changes to assignment due dates will be posted to Canvas; however, in general, you are responsible for knowing about what happened in class.

Preferred Communication Channels & Email Etiquette:

There are two ways to get in touch with me: Canvas or my FIU email. I prefer to receive email directly to my FIU email (see above). I am generally available to meet with you. For the time being, I will not hold regular office hours; rather, we can set up meetings individually, just email me to set up a time.

When emailing me, include all the following information: full name, Panther ID, course enrolled, and be specific with your request or question. You are expected to read all emails that I send, and I'll assume that you're aware of all material and calendar changes and other messages communicated through email. Do not submit assignments via email, I will not accept them. All assignments are to be submitted via Canvas. If you're emailing to set up an appointment, offer some dates and times that you are available.

Do not submit assignments via email, I will not accept them. All assignments are to be submitted via Canvas. Unfortunately, I can (will) not accept Google Docs, convert them to some other file that is more easily opened. Google Doc assignments will not be accepted.

Missing Submission Policy:

All assignments are to be submitted and done online through Canvas (unless explicitly told otherwise). Assignments are due when they are due, no exceptions. Do NOT email the me at 11:58p.m. stating there was a problem uploading the material or taking an exam/quiz. *It is your responsibility to submit assignments in a timely manner.* Unsubmitted assignments will automatically receive a zero grade in Canvas.

Expectations of Performance:

This section is meant to clarify and state my expectations of students and their performance in this class. To perform well, I expect that student will do the following:

- Read **all materials** that are assigned, BEFORE class
- Ask questions and engage in discussion and conversation
- Review material from previous courses that might be relevant to this course (e.g., statistics)
- Put forth maximal effort in all assignments (don't half-ass it)
- Make time for this course, even if that means making personal sacrifices
- Inform me of personal emergencies (don't need all the details, just the basics)
- Organization is key, write down all due dates, be diligent, don't let things pass!
- Come prepared for class

Expectations of Remote Learning:

In the even that we must go remote, here are some pointers for succeeding in a remote teaching and learning environment:

- Treat the course just as if you were going to go in person
 - Dress up for class, don't just lay in bed!
- If possible, find a quiet space to be in (or as quiet as possible)
- Put your phone on DO NOT DISTURB while in class
 - Avoid texting or making any updates to social media
- Avoid having any other browsers open that are not related to the course content
 - Avoid searching the internet for other things unrelated to the course content
- Focus on the course by being and active participant in discussion
 - Participation helps the time go by faster and increases your knowledge of course material

Religious Observances:

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental and Sensory Challenges:

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center at <http://drc.fiu.edu>, if you have not done so already.

Academic Misconduct Procedures and Penalties:

In the Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <http://integrity.fiu.edu/misconducts.html>.

Academic Misconduct Policy:

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity: <http://undergrad.fiu.edu/academic-integrity/index.html>

FIU Honors College Plagiarism Policy: <http://honors.fiu.edu/students/policies/#misconduct>

Student Portfolios:

~~The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. You will decide (with instructor consultation) what “artifacts” or assignments to include for consideration in your portfolios to demonstrate successful achievement of each of the student learning outcomes. For more information, see <http://honors.fiu.edu/current-students/portfolio>.~~

~~Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment.~~

~~Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.~~

Engagement Requirements:

~~Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. See: <http://honors.fiu.edu/current-students/citizenship/>.~~

Community Service:

~~As always, Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 citizenship points discussed above. See <http://honors.fiu.edu/current-students/community-service/>.~~

Honors Education in the ARTS (HEARTS):

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See: <http://honors.fiu.edu/current-students/hearts/>.

Additional Resources:

Panthers Care

If you are looking for help for yourself or a peer, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website <https://studentaffairs.fiu.edu/get-support/panthers-care/>

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at <http://caps.fiu.edu>. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Global Learning Objectives:

This course has been certified as meeting the university’s Global Learning requirement. The current affairs assignment will satisfy all three of the Honors College Global Learning Objectives.

Global Awareness: Through your engagement in the current affairs assignment, you will demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the diverse thinking of multiple figures in diverse cultural contexts.

Global Perspective: Through your engagement in the current affairs assignment, you will be able to analyze the multiple causal forces that shape the perspectives of historical individuals — economic, political, sociological, technological, cultural, etc.

Global Engagement: Through your engagement in the current affairs assignment and research proposal, you will demonstrate a willingness to engage in evidence-based investigation in order to solve a global issue.

Global Learning Co-Curricular Activity: You will perform at least twenty hours of Community Service per academic year either through the Honors College service partnerships or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.

Course Assignments

Mini Literature Review (Individual Assignment)

- In order to better understand the role of research in clinical practice, students will write a mini literature review in an area of their choice related to **the psychosocial basis of behavior, health, and well-being**. The focus must be on an *analysis* of the subject matter, not just summary.
- Additional Considerations:
 - Take your paper to the Writing Center: <http://writingcenter.fiu.edu>
 - Excellent papers are free of major grammatical errors and have a clear logic and flow to the arguments; they've been proofread.
 - All papers must be... typed, double-spaced, front and back printed, and stapled. Citations will need to follow APA Style (American Psychological Association). You are expected to adhere to the Academic Integrity Policy of the Honors College and Florida International University.
 - And must include the following information: Full Name, Panther ID, Course & Section, and Course Title.

Reflection Papers (Individual Assignment)

- At a few moments in the semester, you'll be asked to reflect on what you've been learning and how you've been growing. Reflections are meant to help place what you've learned into context and to demonstrate your acquisition and comprehension of the course materials.
 - Reflections are also meant for personal growth and development; they're meant to show *you* where you've been and how far you've come along. Those who write thoughtful, comprehensive, and detailed reflections can expect to receive higher points than those who write surface-level summaries.

Current Affairs Discussion (Team Assignment)

- Every other week or so, one team will provide a reading to the class about a current topic in the news. The topic need not be political in nature, though it must have a focus on health and/or well-being and its psychosocial aspects.
EVERYONE IS EXPECTED TO READ THE ARTICLE!
- Using the email available in Canvas, the group will send a link or copy of the article to the entire class **the night before they present**. The group will give a brief presentation and lead a discussion on the article. The presentation may include a brief summary of the article; but more importantly, it must **analyze, synthesize, and evaluate** the article's importance to our understanding of current trends in health and well-being. The group will need to develop **five discussion questions**.
- Use the readings from the class (i.e., text and PDFs) to help provide a vocabulary for understanding health and wellness from a psychosocial perspective. Groups will be assessed on their ability to clearly identify the problems presented in the article, provide clear solutions, collaborate with each other, and promote discussion among their classmates.
 - DO NOT simply summarize. Remember, analysis is more than just summary (i.e., describing). Analysis involves breaking down ideas into smaller parts, synthesis involves assembling and arranging ideas, and evaluation involves making and defending judgments based on evidence. The purpose of this assignment is to **demonstrate your ability to explain and apply the topics** being discussed in class and in the readings.

- The current politicization of knowledge is making it more difficult to discover the truth in a biased-free manner (or as close to biased-free as we can get). Therefore, I'm limiting the sources from which you may draw your current affairs articles to the following news media outlets:
 - *The New York Times, The Wall Street Journal, The Economist, National Public Radio, The Washington Post, The Atlantic Monthly, BBC News, Marketplace*
 - Notice the omission of all the major cable news channels.
- Teams will be assessed not only on the novelty of the topic chosen but also their ability to engage the entire class in discussion, as well as their ability to collaborate with each other. (15 mins for discussion)

Student-Lead Discussions (Team Assignment)

- Every other week, one team will provide a discussion and analysis of a designated research article, or other assigned reading. **EVERYONE MUST READ THE ARTICLE!**
 - The group will give a brief presentation and lead a discussion on the assigned reading. The presentation may include a brief summary of the article; but more importantly, it must **analyze, synthesize, and evaluate** the article's importance to our understanding of current trends in the psychosocial basis of health and well-being. The group will need to develop **five discussion questions**.
 - Use the other readings from the class (i.e., text, PDFs and videos) to help provide a vocabulary for understanding health and wellness from a psychosocial perspective. Groups will be assessed on their ability to clearly identify the problems presented in the article, provide clear solutions, collaborate with each other, and promote discussion among their classmates.
- DO NOT simply summarize. Remember, analysis is more than just summary (i.e., describing). Analysis involves breaking down ideas into smaller parts, synthesis involves assembling and arranging ideas, and evaluation involves making and defending judgments based on evidence. The purpose of this assignment is to **demonstrate your ability to explain and apply the topics** being discussed in class and in the readings.
- Teams will lead a class discussion on the chapter and may include a classroom activity. Teams will be assessed not only on the novelty of their presentation of the material but also their ability to engage the entire class in discussion, as well as their ability to collaborate with each other. (40 mins for discussion).

Creativity Project: Creating a Health Zine (Team Assignment)

- Zines are amateur magazines that revolve around a specific topic and include such things as artwork, poetry, cartoons, editorials, and short stories. They feature images and ideas reflecting on unconventional ways of thinking and presenting materials.
 - Based on the theory and research of the topics discussed in class, create a fan zine on a health issue of your choice. While this will be done with paper, creative license is afforded and students can make their zine using whatever materials they choose.
 - Individuals will be assessed not only on novelty and creativity but also on their ability to integrate the course material into their final product.
- <https://thecreativeindependent.com/guides/how-to-make-a-zine/>
- https://www.vice.com/en_us/article/d3jxyj/how-to-make-a-zine-vgtl
- <https://www.binderymke.com/what-is-a-zine>

In-Class Activities and Quizzes

Unscheduled and unannounced. The student must be present to submit.

Assignments are due on the day indicated in this syllabus or as announced by the professor. No late assignments will be permitted. All assignments that are written are to be printed out and turned in during the class meeting on the day it is due. **Assignments WILL NOT be accepted via email**; DO NOT email papers, unless specifically instructed to do so.

Grading Scale

A	A-	B+	B	B-	C+	C	D	F
93	89	85	80	75	70	65	60	55

COURSE CALENDAR (subject to change)

All dates are tentative, and the instructor holds the right to change due dates, providing ample notice to students.

Class Meeting	Topic(s)	Readings & Assignments
Tuesday Jan 10	Review syllabus and connect Fall to Spring	<i>Readings:</i>
Thursday Jan 12	Intro to Sociological Thinking	<i>Readings:</i>
Tuesday Jan 17	Clarifying concepts in sociological thinking	<i>Readings:</i> IBM Ch 4 <i>Last Day to Drop without DR</i>
Thursday Jan 19	Culture and Society	<i>Readings:</i>
Tuesday Jan 24	More on culture	<i>Readings:</i> <i>Due: Current Affairs Discussion Grp#1</i>
Thursday Jan 26	Socialization	<i>Readings:</i> <i>Due: Student-Lead Discussion Grp#2</i>
Tuesday Jan 31	Socialization and Social Learning Theory: Connecting Psychology with Sociology	<i>Readings:</i> <i>Due: Current Affairs Discussion Grp#3</i>
Thursday Feb 02	Race & Ethnicity	<i>Readings:</i> <i>Due: Student-Lead Discussion Grp#4</i>
Tuesday Feb 07	Race & Ethnicity: Effects on Health & Well-being	<i>Readings:</i> IBM Ch 3
Thursday Feb 09	Social Interactions	<i>Readings:</i> <i>Due: Current Affairs Discussion Grp#5</i>
Tuesday Feb 14	Social Structures and Institutions	<i>Readings:</i> <i>Due: Student-Lead Discussion Grp#6</i>
Thursday Feb 16	<i>Writing Workshop: Bring your Drafts</i>	<i>Readings:</i> <i>Due: 1st Draft of Mini-Lit Review</i>

Tuesday Feb 21	Social Structures and Institutions: Effects on Health & Well-being	<i>Readings:</i> <i>Due: Current Affairs Discussion Grp#7</i>
Thursday Feb 23	Social Stratification and Inequality	<i>Readings:</i> <i>Due: Reflection Paper #1</i>
Tuesday Feb 28	SPRING BREAK	<i>Readings:</i>
Thursday Mar 02	SPRING BREAK	<i>Readings:</i>
Tuesday Mar 07	Social Stratification and Inequality: Effects on Health & Well-being	<i>Due: Student-Lead Discussion Grp#</i>
Thursday Mar 09		<i>Due: Current Affairs Discussion Grp#</i>
Tuesday Mar 14	The Social Determinants of Health: Tying it all together	<i>Readings:</i> <i>Due: Student-Lead Discussion Grp#1</i>
Thursday Mar 16		<i>Readings:</i> <i>Due: Current Affairs Discussion Grp#2</i>
Tuesday Mar 21	New Perspectives on Doctor-Patient Relationship Mar 21, Last Day to Drop with DR	<i>Readings: Begin The Silent World of Doctor and Patient</i>
Thursday Mar 23	<i>Writing Workshop: Bring your Drafts</i>	<i>Readings:</i> <i>Due: 2nd Draft of Mini-Lit Review</i>
Tuesday Mar 28		<i>Readings: Finish The Silent World of Doctor and Patient</i> <i>Due: Student-Lead Discussion Grp#3</i>
Thursday Mar 30	Building Rapport with Patients	<i>Readings:</i> <i>Due: Current Affairs Discussion Grp#4</i>
Tuesday Apr 04	Being Mortal	<i>Readings: Begin Being Mortal</i> <i>Due: Student-Lead Discussion Grp#5</i>
Thursday Apr 06		<i>Readings: Finish Being Mortal</i> <i>Due: Final Draft of Mini-Lit Review</i>
Tuesday Apr 11		<i>Due: Creative Project (Health Zine)</i>
Thursday Apr 13		<i>Due: Creative Project (Health Zine)</i>
Thursday Apr 17-21	Final Week of Semester (No Class Meeting)	<i>GOOD LUCK WITH FINALS!!!</i> <i>Due: Reflection Paper #2</i>
Apr 27	Grades Due	