

## **SOC 338: Health & Lifestyle**

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Class Meetings: Mondays and Wednesdays, 9:30-10:45am in Lindquist Hall #326  
Spring 2024

Instructor: Dr. Alyssa Lynne-Joseph  
(she/her pronouns)  
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Office Location: Lindquist Hall, Room 402

Office Hours: Thursdays, 3-5pm (virtual);  
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### **How to use this syllabus:**

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes will be announced in class and via Blackboard.

### **COURSE DESCRIPTION**

This course examines the societal-level factors that influence health, wellness, and lifestyles across the life span. Guided by a sociological lens, this course will examine longstanding issues, including the social determinants of health, nutrition, and aging, as well as relatively new issues like body size/fat acceptance, complementary and alternative health, and COVID-19. We will primarily focus on social aspects of health in the United States, but comparisons to other nations will be made during certain course modules.

### **LEARNING OBJECTIVES**

Upon successful completion of the course, you will be able to:

1. Recognize and explain how social factors shape health and wellness in the U.S.
2. Discuss how experiences of health and wellness are impacted by race/ethnicity, class, and gender.
3. Critique approaches to health and wellness that do not adequately account for the role of social factors.
4. Develop critical thinking skills through individual written assignments and discussions with classmates.

### **REQUIRED TEXTS**

There is one main textbook that we will use in this course:

1. *Disease Prevention and Healthy Lifestyles* by Trina DiGregorio

This textbook is available for free online through Open Educational Resources (OER). The link to this textbook is available at the top of our Blackboard page, and you can also download a copy if you prefer. We will supplement this book with articles from magazines, newspapers, and academic journals that will be linked through Blackboard. These should be read before the class period where they are listed, and students should be prepared to

engage in intellectual discussions about them. We will occasionally engage with other media, such as podcasts or documentaries. These will be listed under the “Other Media” column on the course schedule and will be accessible through Blackboard.

### **COURSE ASSIGNMENTS AND EVALUATION**

#### **1. Attendance and Participation (15%)**

Please come to class having completed the assigned readings and having engaged with other assigned media (such as podcasts). Each student is granted three absences with no penalty. After three absences, your participation grade will begin to decrease if you miss class. If you do miss class, you should check Blackboard for any lecture materials, and I also recommend you connect with a peer in the course to request notes from the day. Please contact me via email if there are extenuating circumstances that require you to miss more than three classes (like extended illness).

Beginning with our second week of class, you are expected to submit one discussion question or comment that relates to the assigned readings to that week’s Blackboard discussion. This could include something that was confusing or something that struck you as interesting that you would like to discuss further in class. Please submit questions to Blackboard discussion by 11:59pm the day before the class the assigned readings are scheduled for (i.e., your first question or comment should be submitted by 11:59pm on Sunday, January 21, for questions/comments about Monday’s readings or Tuesday, January 23, for questions/comments about Wednesday’s readings).

#### **2. Journals (15%)**

Twice during the semester, you will write journal entries on the readings and course content. Additional information regarding these assignments will be distributed in the weeks preceding their due dates.

#### **3. Quizzes (25%)**

There will be seven quizzes (one approximately every two weeks) that contain questions related to lectures, course readings, and other assigned media. Quizzes are untimed, and each quiz will be open for one week. If submitted after the due date, quizzes will be docked points according to the late assignment policy. Your lowest two scores will be dropped from the quizzes.

#### **4. Paper Topic and Annotated Bibliography (10%)**

The goal of this assignment is to identify your topic of interest for the final paper and begin locating and reading credible outside sources that you can use in the paper. You will provide a short description (100-150 words) of the policy (or policy area) that you intend to analyze for your final paper. Additionally, the assignment entails finding three credible outside sources that you intend to use, providing citations for the sources, and writing brief summaries of those sources.

#### **5. Influencer Misinformation Assignment (5%)**

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For this assignment you will analyze misinformation in a post from a social media platform of your choice. The post you select to analyze should be from a popular (≥500k followers) social media influencer that provides health messaging/information to the followers. In 250 words, analyze the post to determine if it is accurate or not. Support your argument using at least one reading from our class (i.e., if the post is about nutrition, you might draw on readings from Course Module 8).

### **Final Assignments (Week 15 through Finals Week)**

*There are three related final assignments in this course:*

#### **6. Final Presentation (10%)**

You will give an 8–10-minute presentation, using PowerPoint or the visual aid of your choice, during the final week of classes.

#### **7. Final Paper (15%)**

You will write a 5-page paper analyzing a policy related to the broader course themes of health, wellness, and lifestyles. The paper should draw on course readings and at least three credible Additional guidelines for the final paper will be discussed leading up to the topic proposal due date.

#### **8. Response to Peer's Presentations (5%)**

As the last part of the final assignments, you will post a written response to one of your peer's presentations. This post should be approximately 100-250 words.

### **Other Notes**

#### **Late Assignments**

Unless alternate arrangements have been made, one third of a letter grade will be deducted from a late assignment's score for each 24-hour period it is late (i.e., A → A-, A- → B+, etc.).

#### **Missed Assignments/Quizzes**

You must complete the final paper to receive credit for the course.

### **GRADING**

#### **Final grades will be determined in the following way:**

Attendance and Participation	15%
Journals	15%
Quizzes	25%
Paper Topic and Annotated Bibliography	10%
Influencer Misinformation Assignment	5%
Final Presentation	10%
Final Paper	15%
<u>Response to Peer's Presentations</u>	<u>5%</u>
<b>TOTAL</b>	<b>100%</b>

**Grading Scale**

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Other classes might assign grades differently: Be sure to understand the grading scale in each class.)

Percentage	Letter Grade	Grade Points	Interpretation
100-93	A	4.00	A range denotes excellent performance
92-90	A-	3.70	
89-87	B+	3.30	
86-83	B	3.00	B range denotes good performance
82-80	B-	2.70	
79-77	C+	2.30	
76-73	C	2.00	C range denotes satisfactory performance
72-70	C-	1.70	
69-67	D+	1.30	
66-63	D	1.00	D range denotes unsatisfactory performance
62-60	D-	0.70	
59-0	F	0.00	

**COURSE POLICIES****Accessibility**

- As the instructor of this course, I endeavor to provide an inclusive learning environment. I want every student to succeed.
- If you have registered a documented disability with the Office of Disability Services (ODS), please notify me of necessary accommodations within the first two weeks of class. This information will remain confidential. You can contact ODS by phone at (316) 978-3309 or email at [disability.services@wichita.edu](mailto:disability.services@wichita.edu) for more information.
- Counseling and Psychological Services (CAPS), Wichita State University's mental health service, provides a variety of clinical services and educational workshops. Students can call (316) 978-4792 to consult with a counselor or schedule online at <https://www.wichita.edu/services/counseling/>.
- Students who are food insecure can visit the Shocker Food Pantry on campus, which provides groceries for students, faculty, and staff who experience hunger due to financial constraints.

**Office Hours**

- All office hours will be held virtually via Zoom unless other arrangements have been made. Links to office hours are posted on Blackboard. To ensure privacy during our conversations, you will be in a waiting room until I am available. I appreciate your patience and will admit you as soon as the student ahead of you has left.

### **Inclement Weather Policy**

- When university offices or facilities close due to inclement weather or an emergency event, course delivery will move to online delivery. Students who may experience difficulty in accessing courses remotely should consult with me.

### **A Note on Names and Pronouns**

- Everyone has the right to be addressed as and referred to by the name and pronouns that they choose. Class rosters have a student's legal name and do not include pronouns; therefore, all students will be provided with the opportunity to indicate the names and pronouns they use for themselves. A student's chosen name and pronouns should always be respected.

### **Academic Integrity**

- Students are responsible for knowing and following the Student Code of Conduct, located at [http://webs.wichita.edu/inaudit/ch8\\_05.htm](http://webs.wichita.edu/inaudit/ch8_05.htm).
- This course follows WSU's academic integrity policy, which can be found at [https://www.wichita.edu/about/policy/ch\\_02/ch2\\_17.php](https://www.wichita.edu/about/policy/ch_02/ch2_17.php). Plagiarism and cheating are considered academic dishonesty and will not be tolerated in this class. Any incident of academic dishonesty will result in no credit for the assignment or activity. Extreme cases, such as an entirely plagiarized paper, will result in an automatic F for the course.
- Please contact me if you have questions about how to properly cite others' ideas in your own work, and I will direct you to resources. Two useful online resources:
  - The Writing Center at WSU (<https://www.wichita.edu/academics/fairmount college of liberal arts and sciences/english/compositionweb/writing center.php>).
  - Purdue Online Writing Lab. This site catalogues various citation styles. The following is a link to ASA, which is commonly used in sociology: (<https://owl.purdue.edu/owl/research and citation/asa style/in text citation references.html>).

### **The Other AI: Artificial Intelligence**

- In this course, you are welcome to use AI like ChatGPT ONLY for pre-writing, brainstorming, or locating sources. You should not use AI, for instance, to write your journals, influencer misinformation assignment, and final paper. Any student suspected of unauthorized use of generative AI may be asked to demonstrate their mastery of the assignment learning outcomes in an alternate format, such as a verbal interview, before a determination is made as to whether an academic integrity violation report is warranted.

### **Other Syllabus Policies and Student Resources**

All students should familiarize themselves with the course-related policies and student resources that can be found at: [www.wichita.edu/syllabuspolicies](http://www.wichita.edu/syllabuspolicies). These include, but may not be limited to:

- COVID-19 Conditions
- Important Academic Dates

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- Academic Integrity
- Definition of a credit hour
- Video and Audio recording
- Shocker Alert System
- Intellectual Property
- CARE Team
- Counseling and Prevention Services
- Student Health Services
- Heskett Center and Campus Recreation
- Inclusive Excellence and Respect for Diversity
- First Generation Students
- Names and Pronouns
- Disability Services
- Title IX
- Concealed Carry Policy

## Course Schedule (Weeks 1-8)

Course Schedule for SOC 338: Health & Lifestyle, Spring 2024 Weeks 1-8 (Subject to Change)						
Week	Dates	Topics	Disease Prevention & Healthy Lifestyles Readings	Blackboard Readings	Other Media/Activities	Important Due Dates
1	1/15	No Class - MLK Day!				
	1/17	Introduction to the Course	We will review the course syllabus in class (no prior reading required).			
2	1/22	Social Determinants of Health and Wellness	1) Chapter 1: Introduction to Health and Wellness (p. 14-26 or Subsections 1-7)	2) Social Determinants of Health (Healthy People 2030)		January 23: BB post
	1/24			1) "What is Wellness Now?" 2) "How Did Healing Ourselves Get So Exhausting?"		January 28: Quiz 1
3	1/29	Stress	1) Chapter 3: Stress Management (p. 55-73; or Subsections 14-18)	2) "Stress: Can We Cope?"		January 30: BB post
	1/31			1) "Stress, Health, and The Life Course: Some Conceptual Perspectives"		Feb. 4: Journal 1
4	2/5	Childhood and Health		1) "Half of All Kids Are Traumatized" 2) "Prevalence of Adverse Childhood Experiences"		Feb. 6: BB post
	2/7			1) "Childhood Disadvantage and Health Problems in Middle and Later Life"		Feb. 11: Quiz 2
5	2/12	Aging and Life Expectancy		1) "Why do Americans have Shorter Life Expectancy and Worse Health Than Do People in Other High-Income Countries?" 2) "US State Policies, Politics, and Life Expectancy"		Feb 13: BB post
	2/14			1) "What Happens When We All Live to 100?" 2) "Longevity Leap: Mind the Healthspan Gap"		Feb 18: Paper Topic and Annotated Bibliography
6	2/19	Caregiving		1) "Caregiver Care" 2) "Parent Care and the Stress Process"		Feb 20: BB post
	2/21			1) "The Care Crunch" 2) "'Mom Brain' isn't a Joke"		Feb. 25: Quiz 3
7	2/26	Nutrition	1) Chapter 12: Nutrition (p. 251-272; or Subsections 57-61)	2) "Our National Eating Disorder"	1) Maintenance Phase episode "The Food Pyramid" (published Nov 18, 2021) 2) Food Pyramid 3) MyPlate Website	Feb 27: BB post
	2/28			1) "Perspective: Food Relationships" 2) "Wichita Food Deserts: Why We Should Care"		
8	3/4	Body Size and Weight	1) Chapter 4: Weight Management (p. 74-76, 82-89; or Subsections 19, 21-22)	2) "The Epidemiology of Overweight and Obesity" point/counterpoint a) "Public Health Crisis or Moral Panic?" and b) "A Real Global Public Health Concern"	1) Maintenance Phase episode "The Body Mass Index" (published August 3, 2021)	March 5: BB post
	3/6			1) "You Don't Look Anorexic" 2) Excerpt from <i>You Just Need to Lose Weight</i>	1) 1A Podcast episode "What We Talk About When We Talk About Fat Acceptance" (published May 4, 2021)	March 10: Influencer Misinformation Assignment March 10: Quiz 4

## Course Schedule (Weeks 9-16)

Course Schedule for SOC 338: Health & Lifestyle, Spring 2024 Weeks 9-16 (Subject to Change)						
Week	Dates	Topics	Disease Prevention & Healthy Lifestyles Readings	Blackboard Readings	Other Media/Activities	Important Due Dates
9	3/11 3/13	SPRING RECESS - NO CLASS	SPRING RECESS - NO COURSE ACTIVITIES THIS WEEK			
10	3/18	Infectious Disease - HIV		1) "Intersectionality and the Sociology of HIV/AIDS"	<a href="https://www.thebody.com/health/history-of-hiv-aids">https://www.thebody.com/health/history-of-hiv-aids</a>	March 19: BB post
	3/20			1) "Implications of the Drug That Can Prevent 90% of HIV Infections" 2) "It's Just an Excuse to Slut Around: Gay and Bisexual Men's Constructions of HIV PrEP as a Social Problem"		
11	3/25	Infectious Disease - COVID-19		1) "Lifestyle and Mental Health Disruptions during COVID-19" 2) "Older Adults and the Mental Health Effects of COVID-19"		March 26: BB post
	3/27			1) "Health risks and outcomes that disproportionately affect women during the Covid-19 pandemic: A review" 2) "Racial Capitalism: A Fundamental Cause of Novel Coronavirus"	<a href="https://www.kff.org/coronavirus-covid-19/issue-brief/state-covid-19-data-and-policy-actions/">https://www.kff.org/coronavirus-covid-19/issue-brief/state-covid-19-data-and-policy-actions/</a>	March 31: Quiz 5
12	4/1	Sexual Health	Chapter 6: Relationships and Sexuality (p. 115-125; p. 130-133; or Subsections 28-30 and 32)	1) Chapter 1 (p. 33-60) from <i>The Quest for Sexual Health</i>		April 2: BB post
	4/3			1) Excerpts from <i>Distributing Condoms and Hope</i>		April 7: Journal 2
13	4/8	Gender, Marriage, and Health		1) "Is Marriage Good for your Health?" 2) "You Make Me Sick: Marital Quality and Health Over the Life Course"		April 9: BB post
	4/10			1) "'It may be legal, but it is not treated equally': marriage equality and well-being implications for same-sex couples"		April 14: Quiz 6
14	4/15	Mental and Emotional Health	Chapter 13: "Mental and Emotional Health" (p. 273-301; or Subsections 62-66)	1) "Social Media Use and Mental Health among Young Adults"		April 16: BB post
	4/17			1) "Changes in Mental Health and Treatment, 1997-2017"		
15	4/22	Complementary and Alternative Health	Chapter 14: "Complementary and Integrative Health" (p. 308-319)	1) "The Triumph of New Age Medicine"		April 23: BB post
	4/24			1) "Racial Discrimination and CAM"		April 28: Quiz 7
16	4/29	Course Wrap-Up and Presentations	No assigned reading this week			Presentation or Podcast due
	5/1		No assigned reading this week			Presentation or Podcast due
FINAL		We will not meet during finals week	Final paper and Response to Peer's Presentation due this week!			
						May 8: Final Paper due May 10: Response to Peer's Presentation due