Race, Class, Gender and the Case of Health: Revisions to Sociological Perspectives (SOCL 101)

Jeffrey C. Dixon
Department of Sociology & Anthropology
After you complete the course, you should be able to:

• Understand what the sociological imagination is and be able to apply it.

• Understand and distinguish among major sociological concepts, theories, and methods.

• Apply selected theories, concepts, and methods, at least on a limited scale.

• Be familiar with forms of inequality in the US and abroad, as well as their explanations.

• Critically evaluate research evidence and form conclusions.
SOCL 101: Organizational Comparison

**Fall 2010**

- Unit 1: Who does what? Why?
  - Sociological imagination & explanations
  - “Doing sociology”
  - Culture, networks, groups
- Unit 2: Who gets what? Why?
  - Class, race, and gender
- Unit 3: Is the world flat?

**Fall 2013**

- Unit 1: Who does what? Why? How do we study it?
  - The sociological imagination, methods, and ethics
  - Critically Thinking about Evidence and Ethics
- Unit 2: How do we become social? Are two heads better than one?
- Unit 3: Who gets what? Why?
  - Class, race, and gender
Fall 2013: Selected New Readings*


*Thanks to my colleagues for many of these suggestions.
Fall 2013: Selected New Activities, Etc.

• Role-playing a (social science) experiment
• National Institutes of Health (NIH) Certificate
• Debate position & question (*Immortal Life*)
  o Should the Lacks’ family be compensated?
• Evaluating evidence & ethics paper (Skloot)
• Evaluating evidence assign.: *Killing Us Softly*
• Short clips
  o “What would you do?” (ABC)
  o *Unnatural Causes*
• Guest speakers
  o Academic Services (Malloy), Writing Center (Hayes), Sarah Webster, Counseling
The Immortal Life: Medical Context

- How was Henrietta treated by her doctors and Johns Hopkins?

- Counterfactual #1: (How) would’ve she been treated differently if she was rich?
- Counterfactual #2: … if she was white?
- Counterfactual #3: …if she was a man?
Reflections/Assessment