

#### General Information

#### Professor Information



<b>Instructor:</b>	Katherine Lineberger, PhD
<b>Phone:</b>	(305) 348 - 2247 I check my course voicemail every business day throughout the semester and usually reply within 48 hours (business days) of receipt.
<b>Office Hours:</b>	By appointment on Zoom or by phone
<b>E-mail/Messaging (Preferred means of contact):</b>	<i>Please message me using Canvas Inbox.</i> I check my course related email in Canvas every business day throughout the semester and usually reply within 48 hours (business days) of receipt.

**Please note:** Due to a high volume of voicemails/emails, my general policy for email is to respond only to emails which relate to the course content (e.g. questions/comments related to medical sociology) and questions which cannot be answered by any other available course-related resource (e.g. FIU Tech Support, the Course Syllabus, In-class announcements, emails, etc.). **If I experience an overload of emails, it may take many days before I can respond, if at all.**

**Teaching Assistant:** TBD

**Teaching Assistant Email:** Please message using Canvas messaging in the course.

#### Course Description And Purpose

This course provides an introductory overview of the *social facets* of health, disease, illness, and the organization/delivery of medical care and health care. The course challenges the notion that health outcomes are the product of “personal choices” alone and investigates the impacts of social and institutional variables on health behavior.

The purpose of the course is to expose students to the *social facets* of health, disease, illness, and the organization/delivery of health care. This is often in contradiction to the “traditional” ways of viewing health—as if it was the product of “personal choices” or “individual biology.” It is my aim that students will come to see social variables as equal to and complementary of the traditional view.

#### Course Objectives

After successful completion of this course, students will be able to:

1. Identify, summarize, critique, discuss, and provide examples of a variety of theories, research, and issues related to health, medicine, and society at the national and global levels
2. Identify, summarize, discuss, and provide examples of the relationships between health/health care and social inequalities.
3. Apply knowledge of health, medicine, & society in creative and written, investigative assignments.
4. Utilize, build, strengthen team building and maintenance skills to complete group assignments.

## Important Information

### Course Communication

Communication in this course will take place *via the Canvas Inbox and Announcements*. Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

### Policies

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

### Technical Requirements and Skills

One of the greatest barriers to taking an online course is a *lack of basic computer literacy*. By computer literacy we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Privacy Policy Statements for Partners and Vendors:

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [Turnitin](#)
- [Respondus LockDown Browser](#)
- [ZOOM](#)

Please visit our [Technical Requirements](#) webpage for additional information.

### Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit the LMS Accessibility webpage for more information: [Canvas](#)

For additional assistance please contact FIU's [Disability Resource Center](#).

### Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they

are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is participating in plagiarism.

Learn more about FIU’s [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

## Panthers Care / Counseling and Psychological Services (CAPS)

If you need to bend my ear to express some personal troubles or feelings, I am happy to listen. Sometimes being heard is all we need to lessen or even lay down our burden. I can assure you that anything we talk about will be kept confidential by me, within the bounds of law. Sometimes we need more than this, so I want to tell you about services that are available for all students here at FIU:

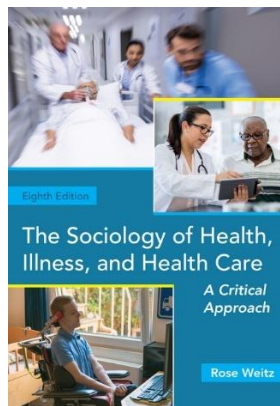
If you or a classmate experience feelings or events in life that are difficult to deal with, like racism, sexism, political bullying, or other inhumane treatment, *Panthers Care* is a safe and helpful website to seek encouragement and help. When we experience these types of words and behavior, we need assistance and support as we work through them. Please contact Panthers Care, for yourself or any classmate you believe might need assistance.

Finally, [Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings to all of us at one time or another. 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.

## Proctored Exam Policy

This course does not require an on-campus or proctored exam.

## Textbook



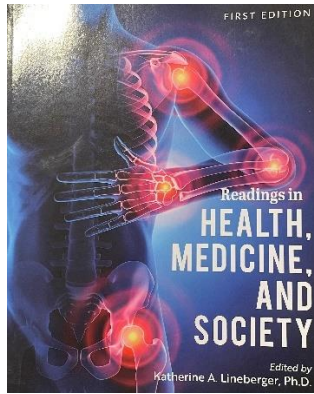
### **The Sociology of Health, Illness, and Health Care: A Critical Approach**

Rose Weitz

Cengage Learning, 2020

ISBN-10: 1337710709

ISBN-13: 9781337710701



## Readings in Health, Medicine, & Society (First Edition)

Lineberger, Katherine

Cognella Publishing, 2021

*Readings in Health, Medicine, and Society (First Edition) is published and distributed by Cognella, Inc.*

You may purchase it (paperback/e-book) here: <https://store.cognella.com/82566-1B-008>

*These course materials include information that we will reference and use in class regularly, so you should be sure to purchase your own copy of all required materials. Please keep in mind that our institution is strict about copyright law and course materials should never be copied or duplicated in any manner.*

*Additional required readings and films can be linked through the course website in each lesson.*

*Both of the above texts are required for the course and we will use them immediately.*

## Course Prerequisites

There are no course prerequisites.

## Expectations of this Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations, in terms of output, in an online course are the same for a traditional course. Even so, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students. *Please be confident of your abilities before you commit to this course. Always contact tech support if you run into technical problems or questions.*

### Students are expected to:

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting an introduction (and a picture, please!) in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Canvas
- **Interact** online with instructor, teaching assistant(s), and peers
- **Review** and follow the course calendar
- Log in to the course **at least 3 times per week**
- Respond to **emails/messages/announcements** within **2 business days, unless otherwise requested.**
- Submit assignments by the corresponding deadline

### The instructor will:

- Log in to the course **daily on business days.**
- Respond to **emails/messages** within **2 days, when possible (please see above).**
- Grade assignments within **7-10 days** of the assignment deadline.

## Course Requirements

### Course Requirements

There are several activities within each lesson to assist you in building knowledge of Medical Sociology. Eight lessons are organized on a weekly basis. Most students can expect to spend 16-20 hours per week on the course in the shorter summer term.

#### INDIVIDUAL ASSIGNMENT: Syllabus Quiz

**REQUIRED BY EVERYONE BY May 22, 2022! STUDENTS WHO FAIL TO PASS THE SYLLABUS QUIZ WITH 100% ACCURACY BY May 22nd WILL BE ADMINISTRATIVELY DROPPED FROM THE COURSE.**

You will take a quiz based on the course requirements and the use of course technology. *The purpose is to ensure that you clearly understand the course requirements and how to use the course online tools.* You will gain access to the remaining course materials once you have passed the quiz with 100% accuracy.

**Grading:** This assignment is worth 2% of your total grade.

#### INDIVIDUAL ASSIGNMENT: Weekly ZOOM Sessions

For each Lesson, I will conduct a 1 one-hour online discussion/activity related to one of the current topics. The objective of these meetings is to *provide opportunities for us to more fully unpack the concepts, issues, and research covered in the course, as well as to maintain a "Course Housekeeping" dialogue throughout the semester.* The meetings also provide you with the opportunity to demonstrate the knowledge you've gained and to ask questions related to the course material. *Online discussions provide time during each lesson for you and me to have direct, live interaction.* Each discussion is recorded and the recordings are posted on the course website immediately after each meeting.

You have **2 options** in this assignment:

1. You may **attend and participate** in the meetings, or
2. You may watch the meeting recordings and **take a short quiz** related to the information shared and discussed. The quiz will be posted within 2 business days of the meeting.

Please review the Zoom Session Attendance/Participation Rubric below.

#### ZOOM Session Schedule

Session	Date	Time
1	May 11	6 pm
2 & 3	May 18	6 pm
4	May 25	6 pm
5&6	June 1	6 pm
7	June 8	6 pm
8	June 15	6 pm

#### ZOOM Session Attendance/Participation Rubric

Category	0 %	80%	12-14% 1 or fewer objectives met, poor quality	14-16% 2-3 objectives met, average quality	16-18% 3-4 objectives met, good quality	18-20% all 4 objectives met at the highest level

<b>ATTENDANCE</b>	<b>Does not attend</b>	<b>Attends</b>	1. Questions and comments reveal engagement with the material under study. 2. Discusses outside material which relates to the topic under study. 3. Answers questions that are asked by instructor. 4. Is professional in interactions with others.			
<b>PARTICIPATION</b>						
<b>TOTAL</b>						<b>T=</b> <b>/100%</b>

**Grading** = This assignment is worth 20% of your total grade.

**NOTE:** There are 16 possible grades for this assignment. You may attend, do the quiz, or both. Canvas will drop the lowest 8 of your grades.

## INDIVIDUAL ASSIGNMENT- Quiz Yourself/Study For Exams

Multiple choice questions for each lesson are pooled and offered for practice. "Quiz Yourself" can be found within each Lesson's module.

**Grading:** This assignment is worth 3% of your total grade.

## INDIVIDUAL ASSIGNMENTS-Exams

In order to mitigate any issues with your computer and online assessments, it is very important that you take the *Practice Quiz from each computer you will be using to take your graded quizzes and exams*. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

All assessments will auto-submit when (1) the timer runs out OR (2) the closing date/time is reached, **whichever happens first**. For example, if a quiz has a closing time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz.

Within each lesson is an exam which covers the material in that lesson. *Exams provide the opportunity for you to gauge your growing knowledge about Health, Medicine, & Society, including vocabulary, summarizing major areas of research, and application of theoretical perspectives/concepts*. Exams are structured within the following parameters:

1. Thirty minutes is allotted for twenty-five randomly assigned questions (taken from the quiz pool). *Exams exceeding their deadline will be considered **late** and not accepted.*
2. You are required to download and utilize **Respondus Lockdown Browser** for taking exams online. The browser and instructions for using it are provided here:
  - A. Review the [Respondus LockDown Browser Instructions](#) on how to install, access your assessments and view your grades.
  - B. After installing the browser, please take the **Practice Quiz** to familiarize yourself with the testing environment and to ensure that you have downloaded the Respondus Lockdown Browser correctly.
3. Exams will **only** be reset with an emailed report from FIU Online technical support.
4. There are no make-up exams.

**Grading:** This assignment is worth 20 percent of your total grade.

**NOTE:** Canvas will drop the lowest of your exam grades.

## INDIVIDUAL ASSIGNMENT-FINAL SHORT ESSAY EXAM

In addition to the Lesson 8 exam, at the end of term, there will be a Final Short Essay Exam. Questions will be drawn from Discussion Questions. Each student will be given one random question from the list of questions and will have one hour to complete their short essay (about 3-5 paragraphs/300-500 words/about

1 page). Students are expected to be both thorough and concise in their writing. Please see the *Final Short Essay Rubric* for more information about this important exam.

## FINAL SHORT ESSAY EXAM RUBRIC

Qualities being Assessed	Points Possible				
	90-100%	80-90%	70-80%	60-70%	0-60%
	Superior	Very good	Good	Needs Work	Poor Quality
<ol style="list-style-type: none"> <li>1. Essay addresses all parts of the question thoroughly and accurately.</li> <li>2. Essay identifies, defines, and provides relevant examples of key concepts and theoretical perspectives.</li> <li>3. Essay is well organized, professional in tone, and reflects the student's knowledge of the sociology of gender.</li> <li>4. Essay is well-written, with accurate spelling, punctuation, and grammar.</li> </ol>	Essay meets all of the criteria; is excellent in every way.	3-4 of criteria met.	2-3 of criteria met.	1-2 of criteria met.	Few, if any criteria met or no submission

**Grading:** This assignment is worth 5 percent of your total grade.

### Group Contract (group assignment) & Self/Peer Review Surveys (individual Assignments)

The working world requires the skills and abilities related to group/teamwork. Group/Teamwork is never as perfect as we imagine we could do by ourselves. This will always be the case. Most employment requires a certain level of skill working in teams. Please treat group assignments as an opportunity to build group working skills.

Groups will fill in a contract, identifying each member's strengths and commitment to tasks. Issues such as timing and scheduling will be outlined and signed by all group members. Also, to help group members to identify their strengths and weaknesses, and hopefully so they improve in future assignments, an anonymous survey will be filled out by each member of the group, two times during the semester. The survey asks each group member to identify the specific strengths and weaknesses in both their own work and for each other group member in accomplishing the assigned tasks.

***If troubles arise in the group, students must address these through the group contract and self/peer review assignments.***

**IMPORTANT NOTE:** Groups are programmed to provide students with everything they need to collaborate and complete assignments within Canvas. If groups do not do their work in Canvas and choose to utilize another, outside program (e.g. WhatsApp) in which to work together, *I will be unable to assist if problems arise between group members.* Investigation of group problems requires access to group records, which I do not have with outside programs. In addition, there are privacy considerations that bar me from investigating an outside-Canvas group. Please keep this in mind as you create your group contract and organize yourselves for group assignments.

**Grading:** These assignments are worth (Group contract) 5% and (Self/Peer Reviews) 2.5% X 2= 5% of your total grade, respectively.

### Group Assignment: Question Development (QDA)

Several groups are available in the course. Students may self-enroll into a group of maximum of 4 persons.

A number of materials are used in this course to study medical sociology, each filled with a variety of concepts, histories, outlines of theoretical systems, and more. Each of these materials contributes an important perspective to an overall understanding of medical sociology. Each of these materials also is required to complete assignments throughout the course. *One of the highest demonstrations of learning is the ability to craft a good question about it.*

Your group will create multiple choice questions from the resources in each lesson.

Questions can be of three types:

- a. *Definition of Key Terms*
- b. *Summary of Key Ideas*
- c. *Critical Thinking/Application Questions*

Please see additional handouts (QD Assignment Handout & Rubric) on the course website to assist you in completing this assignment. *Grades on Group assignments are assigned to the whole group.*

**Grading:** This assignment is worth (2.5% each X 8) 20% of your total Grade

### Lesson Development Assignment Schedule

#### LESSON 1

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [6 questions]

1. Weitz, Ch 1
2. Lineberger, Unit 1 (3 readings-1 question each)
3. Lecture 1
4. Film: The Plague

#### LESSON 2

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [8 questions]

- Weitz, Ch. 2
- Weitz, Ch. 3
- Lineberger, Unit 3 (3 readings-1 question each)
- Lecture 2
- Lecture 3
- Film: Spin the Bottle: Sex, Lies, & Alcohol

#### LESSON 3



Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [9 questions]

- Weitz, Ch. 4
- Weitz, Ch. 5
- Lineberger, Unit 2 (3 readings-1 question each)
- Lecture 4
- Lecture 5
- The Age of AIDS,
- The Medicated Child,

#### **LESSON 4**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [8 questions]

- Weitz, Ch. 6
- Weitz, Ch. 7
- Watters, Ethan. 2010. *The Americanization of Mental Illness*. New York Times, January 10, 2010.
- Lineberger, Unit 4 (2 readings-1 question each)
- Lecture 6
- Lecture 7
- “The New Asylums”

#### **LESSON 5**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [8 questions]

- Weitz, Ch 8
- Weitz, Ch 9
- Lineberger, Unit 7 (3 readings-1 question each)
- Lecture 8
- Lecture 9
- Film: “Sick Around the World”

#### **LESSON 6**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [8 questions]

- Weitz, Ch. 10
- Weitz, Ch. 11
- Lineberger, Unit 6 (2 readings-1 question each)
- Lineberger, Unit 5, Reading 5.1
- Lecture 10
- Lecture 11
- Film: NOVA: Doctors’ Diaries, Pts. 1 & 2

#### **LESSON 7**

Please review the course materials for this lesson and create one question from each of the following sources: [4 questions]

- Weitz, Ch.12
- Lineberger, Unit 5, Readings 5.2 and 5.3 (2 readings-1 question each)
- Lecture 12

**LESSON 8**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [5 questions]

- Weitz, Ch 13;
- Lineberger, Unit 8 (2 readings-1 question each)
- Lecture 13
- Film: "Frontline: Life and Death in Assisted Living"

## QUESTION DEVELOPMENT RUBRIC

Variable Being Graded	Points Possible				
	13.5-15	12-13.5	10.5-12	9-10.5	9-0
	Superior	Very good	Good	Needs Work	Poor Quality
<b>Delivery of Questions</b> <ol style="list-style-type: none"> <li>1. Grammar &amp; spelling are outstanding.</li> <li>2. Course resource(s) from which the questions are drawn are clearly stated/cited.</li> <li>3. Instructions of assignment were followed               <ol style="list-style-type: none"> <li>a. one of each type of question</li> <li>b. 1 question for each lesson resource</li> <li>c. Multiple Choice/True-False, Multiple Answer</li> </ol> </li> </ol>	Questions meet all of the criteria.	4 of criteria met.	2-3 of criteria met.	1-2 of criteria met.	Few, if any criteria met or no submission
	<b>76.5-85</b>	<b>68-76.5</b>	<b>59.5-68</b>	<b>51-59.5</b>	<b>51-0</b>
	<b>Superior</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Work</b>	<b>Poor Quality</b>
<b>Question Quality &amp; Rigor</b> <ol style="list-style-type: none"> <li>1. Questions and answers are clearly and unambiguously stated.</li> <li>2. Questions measure the outcomes (e.g. to define, to summarize, to think critically)</li> </ol>	Questions meet all of the criteria.	4 of criteria met.	2-3 of criteria met.	1 of criteria met.	Few, if any criteria met or no submission

3. Questions avoid clues as to what the correct answer is. 4. When possible, avoid “all of the above,” “none of the above.” 5. Questions are indicative of knowledge in the subject.					
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Group Assignment: DISCUSSIONS

There are eight (8) Discussion assignments throughout the semester, each of which relates to or covers material reviewed during that section of the course. In addition, the discussion assignment requires that your group examine Health, Medicine, & Society in relation to one of a number of social variables, perspectives, and problems. Discussions can be found within each Lesson module. Discussions 1-7 will require 2 peer reviews of other groups’ posts. Canvas will alert you when your peer reviews have been assigned as peer reviews will begin after each discussion due date. This feedback from peers, as well as grading, will help everyone to improve their discussion grades throughout the semester. *The Discussions assignment provides an opportunity for you to build confidence, skills, and strategies in applying what you learn in Societies in the World. They build research, professional writing, and teamwork skills, which are necessary for contemporary employment.*

- Questions are assigned which relate to each lesson. In answering the questions, your group must *utilize and cite the course materials. Your group must provide definitions and examples, and especially write about the ways in which the material is relevant to your own life/lives.* Please write as if you were answering the question from a classmate, a friend, or family member. Be thorough and specific.
- Please utilize the Discussion Rubric to help you complete this assignment.

Qualities being Assessed	Points Possible				
	100%-90%	90%-80%	80%-70%	70%-60%	60%-0%
	Superior	Very good	Good	Needs Work	Poor Quality
5. Post addresses all parts of the question thoroughly and accurately. 6. Post identifies, defines, and provides relevant examples of key concepts and theoretical perspectives. 7. Post is well organized, professional in tone, and reflects the student’s knowledge of Health, Medicine, & Society.	Post meets all of the criteria; is excellent in every way.	3-4 of criteria met.	2-3 of criteria met.	1-2 of criteria met.	Few, if any criteria met or no submission.

8. Post is well-written, with accurate spelling, punctuation, and grammar.					
					<b>/100%</b>

**Grading:** This assignment comprises (2.5% X 8) 20% of your total grade.

## Grades

### Course Grading

Letter Grade	Percent	Letter Grade	Percent
<b>A</b>	95 - 100	<b>C+</b>	75 - 79
<b>A-</b>	90 - 94	<b>C</b>	70 - 74
<b>B+</b>	85 - 89	<b>D</b>	60 - 69
<b>B</b>	83 - 84	<b>F</b>	< 60
<b>B-</b>	80 - 82		

Course Requirements	Percent of Grade
Syllabus Quiz	2%
ZOOM Sessions (Attendance/Alternate Quiz)	20%
Quiz Yourself/Study for Exams	3%
Exams	20%
Group Contracts/Self & Peer Review Surveys	10%
Question Development	20%
Discussions	20%
Final Short Essay Exam	5%
<b>Total</b>	<b>100%</b>

### Extra Credit

No extra credit is offered in this course.

### Missed or Late Assignments

Excepting religious holidays and/or dire circumstances (which should be reported to the Disability Resource Center), under no circumstances will missed or late assignments (including exams) be accepted. On the bright side, ***you may work as far ahead as you can or wish!***

## Course Calendar

### COURSE OBJECTIVES:

1. Summarize, critique, discuss, and provide examples of a variety of theories, research, concepts, and issues related to medical sociology.
2. Apply sociological theories, concepts, and research to your own knowledge and experience of health, illness, and health care.
3. Provide examples of the ways in which the concepts of health, illness, health care, and health care systems are impacted by social, institutional, and structural variables.

### LESSON 1 OBJECTIVES:

1. Identify and summarize the requirements of the course.
2. Form and organize a group for group assignments.
3. Discuss how the sociological perspective differs from traditional perspectives about health.
4. Outline and summarize the historical development of medical sociology.
5. Identify and define major topics of analysis in medical sociology.
6. Summarize and discuss a variety of theoretical perspectives in medical sociology.
7. Define introductory concepts related to medical sociology.
8. Identify, define, give examples of, and summarize various ways in which health and illness are socially constructed.

Module and Topic	Readings and Tasks	Assignments due May 15th, 11:59 PM
May 9-15  <b>Introduction to Course &amp; Lesson 1</b>  <i>Introduction to Medical Sociology</i>	<ul style="list-style-type: none"> <li>• Familiarize yourself with the course &amp; its components</li> <li>• Prepare your computer for the course (Browser check, download Respondus, Practice test, etc.)</li> <li>• Identify and enroll in a group. Organize yourselves for and <b>complete the first group assignments.</b></li> <li>• <b>ZOOM session/ quiz</b></li> <li>• <b>Read:</b> Weitz, Introduction &amp; Ch. 1</li> <li>• <b>Read:</b> Lineberger, Unit 1</li> <li>• Lecture 1</li> <li>• <b>View:</b> The Plague</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Syllabus Quiz! REQUIRED FOR EVERYONE! STUDENTS WHO FAIL TO PASS THE SYLLABUS QUIZ WITH 100% ACCURACY BY May 22nd WILL BE ADMINISTRATIVELY DROPPED FROM THE COURSE.</b></li> <li>• <b>NOTE: ALL REMAINING ASSIGNMENTS FOR LESSON 1 ARE DUE NO LATER THAN AT 11:59 PM on May 15<sup>th</sup>.</b></li> <li>• Quiz Yourself /Study for Exam 1</li> <li>• Group Contract</li> <li>• Question Development (QDA)</li> <li>• Discussion 1</li> <li>• Attend/participate or take Quiz on Zoom session</li> <li>• Exam 1</li> </ul>

### LESSON 2 OBJECTIVES:

1. Define and use a variety of epidemiological terms to describe the health of a population
2. Give examples of and discuss how social factors can lead to preventable deaths.
3. Identify and discuss the social processes that encourage and discourage healthy behaviors.
4. Identify and discuss the impacts of social networks and social stress on health.
5. Summarize, discuss, and give examples of ways in which social class impacts health and illness.
6. Compare and contrast the major health issues of different ethnic, age, and sex/gender groups in the U.S.
7. Identify, give examples of, and discuss how social capital can effect health and illness.
8. Identify, give examples of, and summarize the processes involved in medicalization.
9. Discuss and provide both local and global examples of ways in which healthcare reflects a culture's underlying values.

Module and Topic	Readings and Tasks	Assignments due May 22nd, 11:59 PM
May 16 <sup>th</sup> -22nd  <b>Lesson 2</b>	<ul style="list-style-type: none"> <li>• <b>ZOOM session/ quiz</b></li> <li>• <b>Read:</b> Weitz, Chapter 2 and 3</li> <li>• <b>Read:</b> Lineberger, Unit 3</li> <li>• Lectures 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Syllabus Quiz! REQUIRED FOR EVERYONE! STUDENTS WHO FAIL TO PASS THE SYLLABUS QUIZ WITH 100% ACCURACY BY May 22nd WILL BE ADMINISTRATIVELY DROPPED FROM THE COURSE.</b></li> </ul>

*The Social Sources of Illness/The Distribution of Illness*

- **View:** Spin the Bottle: Sex, Lies, and Alcohol

- Quiz Yourself /Study for Exam 2
- Question Development (QDA)
- Discussion 2
- Attend/participate or take Quiz on Zoom session
- Exam 2

**LESSON 3 OBJECTIVES:**

1. Identify, define, and give examples of more, less, and least developed nations.
2. Give examples of ways in which globalization affects health around the world.
3. Discuss changing patterns of disease in less developed nations.
4. Identify the main types and causes of diseases in less developed nations.
5. Identify and give examples of some ways in which cultural explanations for illness have changed through the course of history.
6. Identify and give examples of ways in which social location impacts health and illness.
7. Compare and contrast the medical and sociological models of illness.
8. Define and provide examples of medicalization.
9. Summarize, define key concepts in, and critique sick role theory.

**Module and Topic**

**Readings and Tasks**

**Assignments due  
May 22nd, 11:59 PM**

May 16-22nd

- **Read:** Weitz, Chapter 4 and 5
- **Read:** Lineberger, Unit 2
- Lectures 4 and 5
- Film, The Age of AIDS
- Film, The Medicated Child

- Quiz Yourself /Study for Exam 3
- Question Development (QDA)
- Discussion 3
- Self/Peer Review Survey 1
- Exam 3

Lesson 3

*Illness & Death in Less Developed Nations/The Social Meanings of Illness*

**LESSON 4 OBJECTIVES:**

1. Describe the nature and distribution of disability and chronic pain.
2. Summarize ways in which individuals who experience disability and chronic pain respond to their diagnoses and manage their care.
3. Define stigma and discuss ways that individuals who experience disability and chronic pain manage or fight against stigma.
4. Summarize ways in which cultural explanations for mental illness have changed over time and differ between cultures.
5. Identify and discuss ways in which ethnicity, social class, gender, social stress, and social capital effect mental health.
6. Use sociological terminology to describe experiences of living with mental illness.
7. Summarize examples of the ways in which social structures impact health and illness.

**Module and Topic**

**Readings and Tasks**

**Assignments due  
May 29th, 11:59 PM**

May 23-29th

- **ZOOM session/ quiz**
- **Read:** Weitz, Chapter 6 and 7
- **Read:** Lineberger, Unit 4

- Quiz Yourself/Exam Practice
- Question Development Assignment
- Discussion 4
- Peer Reviews for Discussion 3

Lesson 4

*The Experience of Disability, Chronic Pain, & Chronic Illness/ The Sociology of Mental Illness/Social Structures, Health, & Illness*

- **Read:** Watters, Ethan. 2010. *The Americanization of Mental Illness*. New York Times, January 10, 2010.
- Lectures 6 and 7
- Film, "The New Asylums"
- Attend/participate or take Quiz on Zoom session
- Exam 4

### LESSON 5 OBJECTIVES:

1. Describe and discuss the history of health insurance in the US.
2. Identify the different insurance models and their components.
3. List the myths and realities associated with high health care costs in the US.
4. Outline the problems of health care coverage and their consequences.
5. Explain why the US lacks national health care coverage and describe the consequences of this.
6. Define the primary measurements used in evaluating health care systems.
7. Give examples of health care systems in other developed and developing nations;
8. Compare and contrast the health care systems of other countries with the system in the US.

Module and Topic	Readings and Tasks	Assignments due June 5th, 11:59 PM
<b>May 30-June 5th</b>  Lesson 5  <i>Health Care in the US/Health Care Around the World</i>	<ul style="list-style-type: none"> <li>• <b>ZOOM session/ quiz</b></li> <li>• <b>Read:</b> Weitz, Chapter 8 and 9</li> <li>• <b>Read:</b> Lineberger, Unit 7</li> <li>• Lecture 8 and 9</li> <li>• <b>View:</b> Sick Around the World</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz Yourself/Exam Practice</li> <li>• Question Development Assignment</li> <li>• Discussion 5</li> <li>• Peer Reviews for Discussion 4</li> <li>• Attend/participate or take Quiz on Zoom session</li> <li>• Exam 5</li> </ul>
NOTE: May 30 <sup>th</sup> is Memorial Day- University closed		

### LESSON 6 OBJECTIVES:

1. List and describe a variety of health care settings.
2. Describe the history and development of the hospital and hospice.
3. Describe the nature of and problems associated with home care.
4. Define and discuss the nature and social construction of technology.
5. Define and give examples of the technological imperative.
6. Define and discuss some of the theoretical models on the doctor-patient relationship.
7. Describe the history of medicine.
8. Summarize the rise of, threats to, and continued strengths of medical dominance.
9. Describe and discuss the structure of medical education.
10. Summarize and discuss medical values and their consequences.

Module and Topic	Readings and Tasks	Assignments due June 5th, 11:59 pm
<b>June 6-12th</b>  Lesson 6	<ul style="list-style-type: none"> <li>• <b>ZOOM session/ quiz</b></li> <li>• <b>Read:</b> Weitz, Chapters 10 and 11</li> <li>• <b>Read:</b> Lineberger, Unit 6 and Unit 5, Szymczak &amp; Bosk</li> <li>• Lectures 10 and 11</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz Yourself/Exam Practice</li> <li>• Question Development Assignment</li> <li>• Discussion 6</li> <li>• Peer Reviews for Discussion 5</li> <li>• Attend/participate or take Quiz on Zoom session</li> <li>• Exam 6</li> </ul>

*Health Care Settings & Technologies/The Profession of Medicine*

- **View:** NOVA: Doctors' Diaries, Pts. 1 & 2

### LESSON 7 OBJECTIVES:

1. Summarize the social positions and issues of other mainstream providers, such as nurses and pharmacists.
2. List and discuss a variety of alternative and complementary therapies/providers.
3. Outline the philosophical and theoretical perspectives of alternative and complementary care providers.

Module and Topic	Readings and Tasks	Assignments due June 12th, 11:59 PM
<b>June 6-12th</b>  Lesson 7  <i>Other Mainstream &amp; Alternative Health Care Providers</i>	<ul style="list-style-type: none"> <li>• <b>ZOOM session/ quiz</b></li> <li>• <b>Read:</b> Weitz, Chapter 12</li> <li>• <b>Read:</b> Lineberger, Unit 5, Remaining readings</li> <li>• Lecture 12</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz Yourself/Exam Practice</li> <li>• Question Development Assignment</li> <li>• Discussion 7</li> <li>• Peer Reviews for Discussion 6</li> <li>• Attend/participate or take Quiz on Zoom session</li> <li>• Exam 7</li> </ul>

### LESSON 8 OBJECTIVES:

1. Discuss the history and rise of bioethics.
2. Outline and discuss the basic principles of the Nuremberg Code.
3. Describe the institutional enforcement of bioethics in the US.
4. Explain the impact of bioethics on medical research, medical education, and clinical practice.
5. Give historical examples of ethical breeches and what has/can be learned from them.

Module and Topic	Readings and Tasks	Assignments due June 19th, 11:59 PM
<b>June 13-19th</b>  Lesson 8  <i>Bioethics</i>	<ul style="list-style-type: none"> <li>• <b>ZOOM session/ quiz</b></li> <li>• <b>Read:</b> Weitz, Chapter 13</li> <li>• <b>Read:</b> Lineberger, Unit 8</li> <li>• Lecture 13</li> <li>• <b>View:</b> Frontline: Life and Death in Assisted Living</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz Yourself/Exam Practice</li> <li>• Question Development Assignment</li> <li>• Discussion 8</li> <li>• Peer Reviews for Discussion 7</li> <li>• Attend/participate or take Quiz on Zoom session</li> <li>• Self/Peer Review Survey 2</li> <li>• Exam 8</li> <li>• Final Short Essay Exam</li> </ul>