

# Course Syllabus

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## SYO3400: Health & Medicine in Society

Instructor Information Table

Prof. Katherine Lineberger, Ph.D  
(she/her)

- **Email: Please message me using Canvas Inbox.**
  - I check my course related email in Canvas every business day throughout the semester and usually reply within 48 hours (business days) of receipt.
- **Phone: (305) 348-2247**
  - This is the main number for the Department of Sociology. Students calling this number will be encouraged to message me in the course.
- **Office Hours: By Appointment**

Course Time Zone | Eastern Time (ET). Course due dates are according to this time zone.

**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 sociology of gender) 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.** I will notify the class if this happens.

**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.

**Course Objectives**

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

CLO1: Discuss a variety of theories, research, and issues related to health, medicine, and society at the national and global levels

CLO2: Provide examples of the relationships between health/health care and social inequalities.

CLO3: Apply key concepts to personal experiences related to health, medicine and contemporary social issues.

CLO4: Utilize team building and maintenance skills to complete group assignments.

## Important Information

### Course Communication

Communication in this course will take place *via the Canvas Inbox, Announcements, and Zoom sessions*. Check out the [Canvas Guide](#)

[Links to an external site.](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

This class requires participation in discussion to meet course-learning outcomes. We are a class comprised of individuals. As such, there will be multiple opinions expressed throughout the semester that you may not personally agree with or even understand – as may be expected. My role as an instructor is to facilitate freedom of expression that is relevant to the course, credible, open and respectful without the promotion or endorsement of a single viewpoint. Conversations informed by diverse viewpoints contribute to critical thinking and higher-level learning. Even if you don't agree, listening to different points of view may give you further insight into your own perspectives. No lesson is intended to espouse, promote, advance, inculcate, compel a particular feeling, perception, viewpoint, or belief in a concept. Concepts as presented are not endorsed by the instructor but are presented as part of the larger course of instruction. If you feel uncomfortable with how content in the course is presented or discussed, please contact me for further conversation or, if you feel comfortable doing so, you may say so in class in a manner that aligns with our class expectations (see Class Expectations section of the syllabus).

### Policies

Before starting this course, please review the following pages:

- [Policies](#)
- [Netiquette](#)
  
- [Links to an external site.](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)
- [Copyright Statement](#)
- [Inclusivity Statement](#)

### Job and Career Opportunities

**Career Resources:** Visit Career and Talent Development for career planning, job search resources, resume review, interview preparation, and more at [career.fiu.edu](http://career.fiu.edu)

## **Login to Handshake**

[Links to an external site.](#)

## **Meet with a Career Coach**

Students and alumni can access resources and make appointments through FIU Handshake.

## **Individual Career Prep**

[Links to an external site.](#)

**Handshake** is the school's official job/internship portal. Thousands of employers are hiring students on Handshake. Once you fill in your career interests, you'll get personalized recommendations for jobs and events and direct outreach from employers interested in students like you—*80% of students with a complete Handshake profile get messaged by employers!*

- Activate your account at <https://fiu.joinhandshake.com/login>
- [Links to an external site.](#)
- Download the Handshake app from [Apple](#) [Links to an external site.](#) or [Google Play](#)
- [Links to an external site.](#) to receive notifications on the latest jobs, events, and employers
- Learn more: [“5 Reasons You Need Handshake More Than Other Career Sites”](#)
- [Links to an external site.](#)

## **Proctored Exam Policy**

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

## **Course Prerequisites**

There are no prerequisites for this course.

## **Textbook and Course Materials**

## **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

*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.*

## **Expectations of this Course**

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, 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.**
- **Maintain professional communications as outlined in the Student Handbook.**
- 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 and provide feedback within **7-10 days** of the assignment deadline.

## Course Detail

There are several activities within each lesson to assist you in building knowledge of Health, Medicine, & Society. Eight lessons are organized on a bi-weekly basis. Most students can expect to spend 8-10 hours per week on the course.

## Individual Assignment - Syllabus Quiz

**Required for everyone! Students who fail to pass the syllabus quiz with 100% accuracy by the due date 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 may retake the quiz as many times as you need to earn 100%.

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

## Individual Assignment - Bi-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**

Zoom Session Calendar

<b>Session</b>	<b>Date</b>	<b>Time</b>
1	8/28	6:45 PM
2	9/11	6:45 PM
3	9/25	6:45 PM
4	10/9	6:45 PM
5	10/23	6:45 PM
6	11/6	6:45 PM
7	11/20	6:45 PM
8	12/4	6:45 PM

## **Zoom Session Attendance/Participation Rubric**

Zoom Session Rubric

Category	0%	80%	12-14%	14-16%	16-18%	18-20%
			1 or fewer objectives met, poor quality	2-3 objectives met, average quality	3-4 objectives met, good quality	All 4 objectives met at the highest level
<b>Attendance</b>	Does not attend	Attends	<ol style="list-style-type: none"> <li>1. Questions and comments reveal engagement with the material under study.</li> <li>2. Discusses outside material which relates to the topic under study.</li> <li>3. Answers questions that are asked by instructor.</li> <li>4. Is professional in interactions with others.</li> </ol>			
5.						
<b>Participation</b>						
<b>Total</b>						

**Grading** = This assignment is worth 20% of your total grade. The lowest 8 grades will be dropped.

## 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.

Quizzes are graded automatically. You will be able to see your score immediately after completing the quiz.

**Grading:** This assignment is worth 8% of your total grade.

## Individual Assignment - 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:
  1. Review the [Respondus Lockdown Browser](#)
  1. [Links to an external site.](#) on how to install, access your assessments and view your grades.
  2. 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.
1. Exams will **only** be reset with an emailed report from FIU Online technical support.
2. There are no make-up exams.

Exams are graded automatically. You will be able to see your score immediately after completing the exam.

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

**Note:** Canvas will drop your lowest Exam score.

## **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 75 minutes 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.

## **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= 5%) = 10% of your total grade.*

## **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 health, medicine, & society, 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 health, medicine, & society. 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:

1. *Definition of Key Terms*
2. *Summary of Key Ideas*
3. *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

## Question 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 total]

- Weitz, Ch 1
- Lineberger, Unit 1 (3 readings-1 question each)
- Lecture 1
- 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 total]

- 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 total]

- 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. [9 questions total]

- 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 total]

- 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 total]

- 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 total]

- 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 total]

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

### **Question Development Rubric**

Question Development Rubric Part 1

<b>Variable Being Graded</b>	<b>13.5-15%</b>	<b>12-13.5%</b>	<b>10.5-12%</b>	<b>9-10.5%</b>	<b>9-0%</b>
	<b>Superior</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Work</b>	<b>Poor Quality</b>

<ul style="list-style-type: none"> <li>• <b>Grammar &amp; spelling are outstanding.</b></li> <li>• <b>Resource(s) from which the questions are drawn are clearly stated/cited.</b></li> <li>• <b>Instructions of assignment were followed</b> <ul style="list-style-type: none"> <li>○ <b>one of each type of question</b></li> <li>○ <b>1 question for each lesson resource</b></li> <li>○ <b>Multiple Choice/True-False</b></li> </ul> </li> </ul>	<p>Questions meet all of the criteria.</p>	<p>4 of criteria met.</p>	<p>2-3 of criteria met.</p>	<p>1-2 of criteria met.</p>	<p>Few, if any criteria met or no submission</p>
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Question Development Rubric Part 2

Variable being Graded	76.5-85% Superior	68-76.5% Very Good	59.5-68% Good	51-59.5% Needs Work	51-0% Poor Quality
<ul style="list-style-type: none"> <li>• Questions and answers are clearly and unambiguously stated.</li> <li>• Questions measure the outcomes (e.g. to define, to summarize, to think critically)</li> <li>• Questions avoid clues as to what the correct answer is.</li> <li>• When possible, avoid “all of the above,” “none of the above.”</li> <li>• Questions are indicative of knowledge in the subject.</li> </ul>	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

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

## Group Assignment - Short Essays

There are three (3) Short Essay assignments throughout the semester, each of which relates to or covers material reviewed during that section of the course. In addition, the Short Essay assignment requires that your group examine Health, Medicine, & Society in relation to one of a number of social variables, perspectives, and problems. Short Essays can be found within each

Lesson module in which they occur. The Short Essay assignments provide an opportunity for you to build confidence, skills, and strategies in applying what you learn in Health, Medicine, & Society. 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 Short Essay Rubric to help you complete this assignment.

### Short Essay Rubric

Short Essay Rubric Table

Qualities being Assessed	Points Possible				
	100-90%	90%-80%	80%-70%	70%-60%	60%-0%
	Superior	Very Good	Good	Needs Work	Poor Quality
1. Post addresses all parts of the question thoroughly and accurately. 2. Post identifies, defines, and provides relevant examples of key concepts and theoretical perspectives. 3. 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.



Short Essay Rubric Table

Qualities being Assessed	Points Possible				
	100-90%	90%-80%	80%-70%	70%-60%	60%-0%
	Superior	Very Good	Good	Needs Work	Poor Quality
4. Post is well-written, with accurate spelling, punctuation, and grammar.					

**Grading:** This assignment comprises 20% of your total grade.

PLEASE NOTE: All writing assignments for this course will be submitted through TURNITIN, which will check for plagiarism and AI use. FIU requires that students found plagiarizing must be reported and given a 0 for the assignment plagiarized.

## Course Grading

Course Grading Table

Course Requirements	Number of Items	Percent per Item	Total Percent
Syllabus Quiz	1	2%	2%
Zoom Sessions	8	2.5%	20%
Quiz Yourself/Study for Exams	8	.625%	5%
Exams	8	2.5%	20%
Final Short Essay Exam	1	8%	8%
Group Contract	1	2.5%	2.5%
Peer Reviews	2	1.75%	2.5%
Discussions	3	6.67%	20%
QDA Assignments	8	2.5%	20%
<b>Total</b>	<b>39</b>	<b>N/A</b>	<b>100%</b>

Grade Breakdown  
Table

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

## **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!*