Please Note: This is a hybrid course. While we will meet at the assigned time each week, most of the course assignments, exams, and course communications (messaging) will take place on Blackboard.

COURSE INFORMATION

Course Number: SYO 3400-U01 (89487)
Term: Fall 2017
Place/Time: Fridays, 10:00 am to 11:50 am
Instructor: Katherine Lineberger, PhD
Office Hours: Fridays, after class or by appointment
Email (PREFERRED): Please email me on the course website.
• I check my university email daily on weekdays throughout the semester and usually reply within 48 hours to email.
• Due to a high volume of 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. the FIU Help Desk, the Course Syllabus, the Live & Recorded Discussions, emails, etc.).
• I utilize email as a means of keeping in regular contact with students, to inform about technical issues, to announce when grades have been posted, and so forth.
• Students are required to check their course-related email daily during the semester and to keep apprised (and respond appropriately and immediately, if necessary), especially, of information emailed by Dr. Lineberger.
Phone: 305-348-0352-I check voicemails daily on weekdays throughout the semester.

It is important to me to be available to you (within reason). When possible, I will stay after class to take questions.

REQUIRED READINGS


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

COURSE REQUIREMENTS

There are a number of activities within each lesson to assist you in building knowledge of Medical Sociology. Eight lessons are organized on a bi-weekly basis. All lessons are open to you once you have passed the SYLLABUS QUIZ with 100% accuracy.
1. **Syllabus, Blackboard, and Component Quiz**

   REQUIRED BY August 26, 2017 FOR EVERYONE! STUDENTS WHO FAIL TO PASS THE SYLLABUS QUIZ WITH 100% ACCURACY BY August 26, 2017 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.

   *Total points = 25.*

2. **Exam Practice Questions:**

   All possible exam questions for each lesson are pooled and offered for practice. “Exam Practice Questions” can be found within each Lesson’s folder. You are required to practice possible exam questions at least once in each Lesson. Participation is graded as “Yes, the student did practice” (1 point) or “No, the student did not practice” (0 points).

   *Total possible points for this assignment = 8*

3. **Question Creation Assignment:**

   A number of materials are used in this course to survey Medical Sociology. Each of these materials contributes 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.*

   1. You will create one multiple choice question from each resource in each lesson. The “Question Creation Assignment” can be found within each lesson folder.

   2. Questions can be of three types:
   a. Definition of Key Terms
   b. Summary of Key Ideas
   c. Critical Thinking/Application Questions

   3. You are required to submit at least one of each type of question.

   Examples of each type of question follow:

   **EXAMPLE OF “DEFINITION...” QUESTION**

   The Nuremberg Code
   a. is a set of principles adopted by Nazi doctors.
   b. is a set of principles regarding the ethics of human experimentation.
   c. was used by the Nazis to hide news of their actions from
other Germans.

d. was the first effort to break the DNA code.
e. was developed during the 1920s.

EXAMPLE OF “SUMMARY…” QUESTION

The primary cause of low life expectancy in the less developed nations is

a. dictatorship.
b. poverty.
c. religious warfare.
d. genetic defects.
e. air pollution.

EXAMPLE OF “CRITICAL THINKING…” QUESTION

Which of the following research topics best reflects the sociological perspective?

a. how women’s traditional role can foster depression
b. how women’s hormonal swings can foster depression
c. how best to use mood-altering drugs in treating depressed women
d. how best to use psychotherapy in treating depressed women
e. how women’s relationships with their mothers can foster depression

NOTE: You are welcome to utilize additional types of games/activities within Study Mate for study purposes (for example, you can create flash cards and crosswords for yourself).

Total possible points for this assignment = 41

4. Exams:

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

- Exams can be found under “Assessments” on the course website, as well as within each Lesson folder.
- Each exam is comprised of 25 multiple choice and true/false questions. All exam questions relate to the course material reviewed for that lesson (exams are not cumulative). Questions are drawn from the Exam Practice Questions.
- Fifty minutes is allotted for each exam. Exams exceeding the
time allotted will be considered late and not accepted.

- You are required to download and utilize Respondus Lockdown Browser (this can be found through Ecampus: http://ecampus.fiu.edu/) for taking exams online. The browser and instructions for using it are provided on the course website, under “Assessments.”
  - You can login to exams only once and may not navigate away from the exam once logged on (this will result in automatic submission of the exam and it will be graded “as is.”).

- You are encouraged to take your exams on a reliable computer and internet connection, to avoid crashes. If you question the reliability of your computer or internet connection, I highly recommend that you take the exams on one of the computers in a campus computer lab.

- VERY IMPORTANT!! If you encounter a technical problem with Respondus Lockdown Browser or any exam, you must contact Ecampus Support (http://ecampus.fiu.edu/) to seek technical assistance immediately and work with them to resolve the problem. I will work with Ecampus Tech Support to resolve problems that may be encountered.
  - Support can be reached in the following ways:
  - Ecampus tech support can be accessed through:
    - http://ecampus.fiu.edu/
    - Modesto Maidique Campus; Green Library 150; 305-348-2814
    - Biscayne Bay Campus; Academic One 148; 305-919-5944
    - Email; etshelp@fiu.edu

- If problems are found to be systemic in nature (e.g. Blackboard is down or the FIU Online network is down, etc.), exams will be reset. If problems are found to be due to operator error, exams will not be reset.

- There are no makeup exams.

- You will receive your score upon submission of your exam. On the Monday following each exam (once all students have completed the exam) all students will be able to access feedback about the answers they submitted and references to the course material from which each question fashioned.

- Each exam is worth 25 (times 8 lessons) points. Total possible points for this assignment = 200

5. Group Discussion Assignment: There are four (4) 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 you examine Medical Sociology in relation to one of a
number of social variables, perspectives, and problems. Discussions can be found within each Lesson folder. 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 team work skills, which are necessary for contemporary employment.

DISCUSSION 1
The first Discussion assignment will be done individually so that students can become familiar with the nature of the assignment. 
Total possible points = 40

DISCUSSIONS 2-4
The remaining three Discussions will be done in groups, organized by topic, and into which students can self-enroll. The Groups include:
1. Health & Income/Wealth Inequality-National & Global
2. Health & Sex/Gender Inequality-National & Global
3. Health & Racial/Ethnic Inequality-National & Global
5. Politics & Health-National & Global
6. Politics and Social Structure-National & Global
7. Health & Indigenous Peoples-National & Global
9. Health Delivery Systems-National & Global
10. Health & Families-National & Global

- Questions are assigned which relate to each lesson. In answering the questions, you must utilize and cite the course materials. You 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.
- Students will also research and utilize scholarly resources to explore Medical Sociology issues as they relate to their group topic throughout the semester.
  o Handouts and a rubric (by which you will be graded) are posted in the course to assist in completing this assignment.
  o Each discussion assignment should comprise no less than 1,000 words (answers to questions and research activities).
  o Students will explore the course materials, and research scholarly articles, books, and/or documentaries that help them to relate the problems,
issues, theories/theoretical concepts under study in each Lesson to their term paper topic.
- Handouts are posted in the course to assist in completing this assignment.

- **Total possible points=160**
  - Discussion 1= 40 pts.
  - Each Group Discussion (2-4) assignment is worth 40 points, awarded to all group members, for a possible total of 120 points.

<table>
<thead>
<tr>
<th>6. Group Contract:</th>
<th>Each Group will complete a Group contract to identify goals, expectations, policies and procedures, and consequences for non-cooperation.</th>
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<tr>
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<td><strong>Total points= 10, awarded to all Group members.</strong></td>
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<tr>
<th>7. Self and Group Evaluations:</th>
<th>Evaluation of our own work, our strengths and weaknesses on assigned tasks, is a positive reflection of every successful professional. When we engage in self-assessment, we clarify how we can use our strengths to the betterment of our work and to improve the areas where our strength is limited.</th>
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<td></td>
<td>Provision of positive and constructive feedback is an important aspect of working together. At times, it is also important and necessary to communicate to others about their strengths and weaknesses.</td>
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<td>Self and Group Evaluation is one way to build in a structure upon which the Group can rely. It’s one way of communicating about the dynamics of the Group, which is necessary in any group endeavor (professional and personal).</td>
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<td>Each Student is required to complete a Self Evaluation and a Group Member Evaluation after the 2nd and 4th Discussion Assignments.</td>
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|                                | **Total possible points = 20 points**  
|                                | Self Evaluation (5 pts.) X 2=10 points  
|                                | Group Evaluation (5 pts). X2=10 points |

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<tr>
<th>8. Class Attendance &amp; Participation</th>
<th>Attendance and participation in class activities and group work is an important part of the course. Students are expected to come to class having reviewed the course materials in the current lesson (e.g. readings, lectures). In addition to participating in class activities to the fullest extent possible, participation also includes asking questions and making comments which indicate the student’s engagement with course-related material. Attendance will be taken at each class session. 1 point is awarded for attendance and 4 points</th>
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are awarded for participation (5 total points each week).

Total points = 80

<table>
<thead>
<tr>
<th>POINTS</th>
<th>GRADES</th>
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<tbody>
<tr>
<td>Syllabus/Blackboard Quiz = 25</td>
<td>A= 475-500</td>
</tr>
<tr>
<td>Exam Practice Questions=8</td>
<td>A-=450-474</td>
</tr>
<tr>
<td>Question Creation Assignment=37</td>
<td>B+=435-449</td>
</tr>
<tr>
<td>Exams = 200</td>
<td>B=415-434</td>
</tr>
<tr>
<td>(Group) Discussion Board=160</td>
<td>B-=400-414</td>
</tr>
<tr>
<td>Group Contract=10</td>
<td>C+=375-399</td>
</tr>
<tr>
<td>Self &amp; Group Evaluations=20</td>
<td>C=350-374</td>
</tr>
<tr>
<td>Attendance/Participation=80</td>
<td>D=300-349</td>
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<tr>
<td>Total Possible Points = 540</td>
<td>F=&lt;300</td>
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NOTE: Please utilize the above table to track your grade and utilize the Blackboard grade book ONLY for “points earned per assignment.” You may estimate your grade at any time during the semester using the following formula:

TOTAL POINTS EARNED TO DATE (found in the Total Points Column of the Blackboard Gradebook)/TOTAL POINTS POSSIBLE TO DATE (Points possible for assignments that have been graded) X 100---this gives you a percentage

TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
<th>Due</th>
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</table>
| August 21-September 2 | • Read: Weitz, Ch 1  
• Review Lecture 1  
• Investigate Groups- begin to identify your topic of interest and others with similar interest. | • Explore the course and its components both in class and online.  
• Syllabus, Blackboard, and Component Quiz. REQUIRED FOR EVERYONE! STUDENTS WHO FAIL TO PASS THE SYLLABUS QUIZ WITH 100% ACCURACY BY September 2, 2017 WILL BE ADMINISTRATIVELY DROPPED FROM THE COURSE.  
• NOTE: ALL REMAINING |
<table>
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<tr>
<th>September 3\textsuperscript{rd}-16\textsuperscript{th}</th>
<th>Assignments for Lesson 1 are also due no later than September 2\textsuperscript{nd} at 11:59 PM.</th>
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<tbody>
<tr>
<td><strong>Lesson 2</strong>&lt;br&gt;The Social Sources of Illness/The Distribution of Illness in the US</td>
<td><strong>Exam Practice Questions</strong>&lt;br&gt;<strong>Question Creation Assignment</strong>&lt;br&gt;<strong>Exam 1</strong></td>
</tr>
<tr>
<td><strong>Note:</strong> September 4\textsuperscript{th} is the Labor Day Holiday—University closed</td>
<td><strong>Note:</strong> All assignments for Lesson 2 are due no later than September 16\textsuperscript{th} at 11:59 PM.</td>
</tr>
<tr>
<td><strong>Read:</strong> Weitz, Chs. 2 &amp; 3; Weidman, Dennis&lt;br&gt;“Native American Embodiment of the Chronicities of Modernity: Reservation Food, Diabetes, &amp; the Metabolic Syndrome among the Kiowa, Comanche, &amp; Apache”&lt;br&gt;<strong>Review</strong> Lectures 2 &amp; 3&lt;br&gt;<strong>View Films:</strong>&lt;br&gt;(1)&quot;Supersize Me,”&lt;br&gt;(2)&quot;Unnatural Causes: In Sickness and in Wealth,”&lt;br&gt;(3)&quot;Unnatural Causes: Bad Sugar,”</td>
<td><strong>Discussion 1</strong>&lt;br&gt;(Individual)&lt;br&gt;<strong>Submit Group Contract Assignment</strong>&lt;br&gt;<strong>Exam Practice Questions</strong>&lt;br&gt;<strong>Question Creation Assignment</strong>&lt;br&gt;<strong>Exam 2</strong></td>
</tr>
<tr>
<td>September 17\textsuperscript{th}-30\textsuperscript{th}</td>
<td><strong>Exam Practice Questions</strong>&lt;br&gt;<strong>Question Creation Assignment</strong>&lt;br&gt;<strong>Exam 3</strong></td>
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<td><strong>Lesson 3</strong>&lt;br&gt;Illness &amp; Death in Less Developed Nations/The Social Meanings of Illness</td>
<td><strong>Exam Practice Questions</strong>&lt;br&gt;<strong>Question Creation Assignment</strong>&lt;br&gt;<strong>Exam 3</strong></td>
</tr>
<tr>
<td><strong>Read:</strong> Weitz, Chs. 4 &amp; 5; Weidman, Dennis&lt;br&gt;“Globalizing the Chronicities of Modernity: Diabetes &amp; the Metabolic Syndrome”&lt;br&gt;<strong>Review</strong> Lectures 4 &amp; 5&lt;br&gt;<strong>View Films:</strong> (1) The Age of AIDS, (2) The Medicated Child, (3) Fighting for Our Right to a Healthy Environment:</td>
<td><strong>Exam Practice Questions</strong>&lt;br&gt;<strong>Question Creation Assignment</strong>&lt;br&gt;<strong>Exam 3</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Lesson</td>
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• **View Film:** “The New Asylums”  
• **NOTE:** ALL ASSIGNMENTS FOR LESSON 4 ARE DUE NO LATER THAN October 14th AT 11:59 PM.  
  • Discussion 2 (groups)  
  • Self and Group Evaluation  
  • Exam Practice Questions  
  • Question Creation Assignment  
  • Exam 4 |
| October 15th-28th | Lesson 5        | Health Care in the US                                                                            | • **Read:** Weitz, Ch 8;  
• **Review** Lecture 8  
• **View films:** (1) “Sicko,” (2) “The High Price of Health”  
• **NOTE:** ALL ASSIGNMENTS FOR LESSON 5 ARE DUE NO LATER THAN October 28th AT 11:59 PM.  
  • Exam Practice Questions  
  • Question Creation Assignment  
  • Exam 5 |
| October 29th-November 11th | Lesson 6 | Health Care around the Globe/Health Care Settings & Technologies                              | • **Note:** November 10th is Veteran's Day-University Closed  
• **Read:** Weitz Chs 9 & 10;  
• **Review** Lectures 9 & 10  
• **View film:** (1) Health For Sale, (2) Sick Around the World, (3) Rx For Survival: Delivering the Goods  
• **NOTE:** ALL ASSIGNMENTS FOR LESSON 6 ARE DUE NO LATER THAN November 11th AT 11:59 PM.  
  • Discussion 3 (Groups)  
  • Exam Practice Questions  
  • Question Creation Assignment  
  • Exam 6 |
### November 12th-25th

**Lesson 7**
The Profession of Medicine /Other Mainstream & Alternative Health Care Providers

- **Note:** November 23rd & 24th-Thanksgiving-University closed-no class this week
- **Read:** Weitz, Chs 11 & 12; Weidman, Dennis “Big and Little Moon Peyotism as Healthcare Delivery Systems”
- **Review** Lectures 11 & 12

- **NOTE:** ALL ASSIGNMENTS FOR LESSON 7 ARE DUE NO LATER THAN **November 25th AT 11:59 PM.**
  - Discussion 4 (Groups)
  - Self & Group Evaluation
  - Exam Practice Questions
  - Question Creation Assignment
  - Exam 7

### November 26-December 2nd

**Lesson 8**
Bioethics

- **Read:** Weitz, Ch 13;
- **Review:** Lecture 13
- **Films:** (1) The Deadly Deception, (2) Frontline: Life and Death in Assisted Living

- **NOTE:** ALL ASSIGNMENTS FOR LESSON 8 ARE DUE NO LATER THAN **December 2nd AT 11:59 PM.**
  - Exam Practice Questions
  - Question Creation Assignment
  - Exam 8

### Additional Issues

1. **Early Alert**
   In an effort to help you succeed in your academic courses, FIU utilizes an Early Alert system. Instructors are now able to notify students’ academic advisors if there are concerns about class performance. If an alert is submitted, your academic advisor will send you a message via your Student Dashboard (accessed via your MYFIU page) to discuss ways to improve your performance. Please respond to any communication you receive from your academic advisor about an early alert. Our goal with this program is
to help you to be successful by identifying any issues as early on as possible and working to address them.

2. **Extra Credit:** *There are no extra credit assignments for this course.*

3. **Other Optional Course Materials:**
   a. A “Student Q & A Discussion” is available on the course website. Students may use this discussion to assist one another in completing the course requirements and troubleshooting issues with the course.
   b. A “Library Research Help” button is on the left hand side of the course menu. There are videos and links to resources to help students with the writing assignments in the course.
   c. I have received terrific feedback from students who have utilized the Writing Center at FIU, so I highly recommend contacting them if you want to improve your writing skills on course assignments. There is a link to FIU’s Center for Excellence in Writing on the left-hand course menu. The Writing Center offers individual consultations about any writing you do throughout your years at FIU. Whether you are brainstorming, drafting, revising or polishing, their writing consultants can assist you with projects such as:

   - Papers, reports, and projects for any course in any department
   - Honors theses, master's theses, dissertations
   - Proposals
   - Resumes and applications for fellowships and employment
   - Personal Statements
   - Group projects
   - PowerPoint presentations and other non-print projects

4. **Chat Room:** A chat room is available on the course website for students to use at anytime. Simply click on the “Chat” button in the left menu to enter the chat.

5. **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!*

6. **Students with Disabilities:** Students with disabilities should contact me in the first two weeks of class to make arrangements for any accommodations they may need. Please contact the Disability Resource Center on campus to get started with this process. They can be reached at:

   11200 SW 8th Street Miami, FL 33199
   **Graham Center 190**
   Phone: (305) 348-3532 • Fax: (305) 348-3850
   Email: [drcupgl@fiu.edu](mailto:drcupgl@fiu.edu)
7. **Trouble Shooting Issues with the Course:** The tutorials and quizzes related to the syllabus and online learning environment are designed to enable students to answer most questions that might arise throughout the course of the semester.

I work closely with FIU Ecampus technical support staff to trouble shoot problems and issues that may arise in the course. Students needing technical support (e.g. Blackboard, its components, problems you may be having with your own computer interfacing with these, etc.) should **immediately** contact [http://ecampus.fiu.edu/](http://ecampus.fiu.edu/) if these problems relate to your ability to meet course requirements in any way. Depending upon the nature of the problem, this process can sometimes take several days before resolution. You are expected to be patient and to continue working with technical support until the issue is resolved.

- Ecampus tech support can be accessed through:
  - [http://ecampus.fiu.edu/](http://ecampus.fiu.edu/)
  - Modesto Maidique Campus; Green Library 150; 305-348-2814
  - Biscayne Bay Campus; Academic One 148; 305-919-5944
  - Email; etshelp@fiu.edu

- Once contacted, Tech Support may issue a ticket number related to your inquiry. Please make note of this ticket number and the names of anyone you contact and work with at Tech Support to resolve your problem.

- If there is a problem with your being able to meet any of the requirements of the course due to technical issues, Ecampus will contact me, inform me of the problem, and ask for further instruction.

- **Students who have technical problems which prevent them from meeting the course requirements and who fail to immediately seek and follow through with technical assistance from Tech Support will not be given special consideration for their problem.**

8. **A NOTE ABOUT NETIQUETTE:** You are expected, at all times, to maintain the standards of conduct outlined in the Student Handbook in all relations and communications with me and with other students in the class. It is important, especially in online interactions, to be sensitive, patient, and respectful. *Remember! A great deal of successful human communication is non-verbal and, when we’re online, we can’t see you!* 😊