MEDICAL SOCIOLOGY-SYLLABUS

COURSE INFORMATION

**Course Number:** SYO 3400-U01(17471)  
**Term:** Spring 2012  
**Place:** Ryder Business Bldg., Room 130  
**Instructor:** Katherine Lineberger, PhD

**Email:** Email is the only appropriate means of contacting the instructor. Please email me only on the course website (Moodle). I check my university email once daily on weekdays throughout the semester. 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 UTS Help Desk, the Course Syllabus, Course discussions, emails, etc.). **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:** Should you need to speak with me by phone, please email me your phone number and some good times to call you and I will do so as soon as possible (usually within 24 hours).

**Office Hours:** I hold office hours by appointment only. Should you need to meet with me, please send an email and we will work out a time and place that is good for the both of us.

**Note:** This course is web assisted, using Moodle. Students are highly encouraged to visit the etraining.fiu.edu website to familiarize themselves with Moodle through tutorials offered there. Students encountering problems with Moodle can access assistance through UTS at 305-348-2814.

REQUIRED READINGS


**Note:** Additional readings are required and available on the course website. These readings complement the topics discussed in the course.

There are also several films required, many of which will be shown in class and others which are on reserve at the FIU South Campus library. A list of these films, their call numbers (or URLs if they're available online) is provided on the course website under “Handouts.” Many of these films can also be found on Netflix and Blockbuster, or at other local and university libraries.
INSTRUCTOR’S PHILOSOPHY OF LEARNING MEASUREMENT:

Learning theorists argue that learning and development are not like an assembly-line which can be broken down into discrete steps occurring with machine-time precision, but an organic process that unfolds in complex ways according to its own pace and rhythm. The teacher and student are actively searching for and documenting positive evidence of student development across at least five dimensions:

- **Confidence and independence**: We see growth and development when learners’ confidence and independence become congruent with their actual abilities and skills, content knowledge, use of experience, and reflectiveness about their own learning.

- **Knowledge and understanding**: Knowledge and understanding refers to the "content" knowledge gained in particular subject areas. Knowledge and understanding includes what students are learning about the topics; research methods; the theories, concepts, and practices of a discipline; the methods of organizing and presenting our ideas to others, and so on.

- **Skills and strategies**: Skills and strategies represent the "know-how" aspect of learning. When we speak of "performance" or "mastery," we generally mean that learners have developed skills and strategies to apply what they have learned.

- **Use of prior and emerging experience**: The use of prior and emerging experience involves learners’ abilities to draw on their own experience and connect it to their work. A crucial but often unrecognized dimension of learning is the capacity to make use of prior experience as well as emerging experience in new situations. In evaluating the use of prior and emerging experience, we ask what types of experiences the student has had and is having which can contribute to their understanding of the current topic.

- **Critical reflection/thinking**: Critical reflection/thinking refers to the developing awareness of the learner’s own learning process, as well as more analytical approaches to the subject being studied. It involves the development of the learner’s ability to step back and consider a situation critically and analytically, with growing insight into his or her own learning processes, a kind of metacognition.

These five dimensions cannot be "separated out" and treated individually; rather, they are dynamically interwoven.

Students are active in their own learning process, but are often treated by educational systems as if they are passive “receptacles” into which knowledge can be poured and measured. **The overarching goal of the assignments in this course is that students will be actively engaged in demonstrating that they are aware of their own learning process, have retained the course content, and are able to critically apply that content to situations and phenomena in the real world.**

In sum, it is the student’s responsibility to clearly demonstrate their learning (process and content) throughout every aspect of the course.

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1 Syverson, 2006.
## COURSE REQUIREMENTS

### 1. Exams:

Students are required to complete three (3) exams for the course. Exams are structured within the following parameters:

- Each exam is comprised of multiple choice and true/false questions. All exam questions relate to the readings, lectures, films, and all other class activities for that section of the course (exams are not cumulative).
- Study guides are not provided for exams. Students are strongly encouraged to form their own study groups.
- Exams will be made available Wednesday and again on Saturday (from 9 AM - 11:30 PM each day) of the week that they are scheduled.
- One hour and fifteen minutes is allotted for each exam. Please note that it takes approximately 5 minutes of this time for a student's completed exam to transmit electronically. Exams exceeding the one hour and fifteen minute deadline will be considered late.
- **Students 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.”).**
- Students are encouraged to take their exams on a reliable computer and internet connection, to avoid crashes. If anyone questions the reliability of their computer or internet connection, it is highly recommended that they take the exams on one of the computers in a campus computer lab.
- If a student encounters a technical problem with an exam, the student must contact the UTS Help Desk (available by phone, email, and online chat Mon.-Fri. and by email and chat on Sat-Sun.) to seek technical assistance immediately and email the instructor with a description of the problem, the ticket number if provided by the Help Desk, and the name(s) of the individual(s) they contacted about the problem.
- Individual students will receive their score upon submission of their exam. On the Monday following each exam (once all students have completed the exam) all students will be able to access feedback about right/wrong questions and references to the course material from which each question emerged.
- Each exam is worth 100 points. **Total possible points for this assignment = 300**

### 2. Medical Sociology Forum:

Students are required to maintain an online dialog with the instructor and other students in the Medical Sociology Forum. Students’ work in the forum should reflect their growing confidence and independence, knowledge and understanding, skills and strategies, use of prior and emerging experience, and critical reflection/thinking in Medical Sociology. Students are required to post to the forum at least weekly (minimum 15 entries total). Students can use a variety of strategies to reflect their growing understanding of the subject matter. Several suggestions are listed below:

- Post “cultural artifacts” (e.g. pictures of signs/billboards, Youtube videos, videos of commercials or links to TV shows, etc.) which relate to medical sociology;
- Post annotated bibliography entries of peer reviewed literature in medical sociology;
- Explore popular/other literature as it relates to medical sociology;
- Explore forms of art, music, poetry, etc. as they relate to medical sociology;
- Describe your own thoughts, perceptions, and feelings related to the course literature, activities, lectures, and films;
- Write your own stories/music/poetry that have relevance to medical sociology;
- Describe events in your life (or others' lives) as they relate to medical sociology.

Address the following in each posting:

1. Give your posting a title. Summarize what it is. Describe it. What are you addressing, describing, etc.?
2. Why did you choose this (cultural artifact, song, video, story, article, etc.) as a reflection of your learning process?
3. How does this relate to what we already know about medical sociology?
4. Is it telling us something new that can be related to medical sociology? If so, what? If not, why is it important?

   - This assignment will be graded twice during the semester, at midterm and the end of the semester (100 points each grading). Total possible points for this assignment = 200.

3. In-Class Attendance and Participation:

     Attendance and Participation in course activities enhances the course experience for everyone and increases students’ chances of success. Participation is more than simply attending and includes such things as asking good questions, making pertinent comments, bringing information (e.g., newspaper articles, weblinks) to share with the class which relates to the topics covered. Attendance will be taken and participation noted throughout the semester. Total points possible = 100.

**GRADING**

Grades have the following meaning:

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<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>A-Level Work</td>
<td>Represents outstanding (“above and beyond”) participation in all course activities; all assigned work completed, with very high quality in all work produced for the course. Evidence of highly significant development across the five dimensions of learning detailed above.</td>
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<tr>
<td>B-Level Work</td>
<td>Represents excellent participation in all course activities; all assigned work completed, with consistently high quality in course work. Evidence of marked development across the five dimensions of learning detailed above.</td>
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<tr>
<td>C-Level Work</td>
<td>Represents good participation in all course activities; all assigned work completed, with generally good quality overall in course work. Evidence of some development across the five dimensions of learning.</td>
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<tr>
<td>D-Level Work</td>
<td>Represents uneven participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the five dimensions of learning is partial or unclear.</td>
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<tr>
<td>F-Level Work</td>
<td>Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.</td>
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<tr>
<th>POINTS</th>
<th>GRADES</th>
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<tr>
<td>Medical Sociology forum = 200</td>
<td>C= 420-437</td>
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<tr>
<td>Exams = 300</td>
<td>D+= 402-419</td>
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<tr>
<td>In-Class Attendance &amp; Participation = 100</td>
<td>D= 378-401</td>
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<td>Total Possible Points = 600</td>
<td>D-= 360-377</td>
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<td></td>
<td>F=&lt; 360</td>
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<td>A= 570-600</td>
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<td>A-= 540-569</td>
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<td>B+= 522-539</td>
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<td>B= 498-521</td>
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<td>B-= 480-497</td>
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<td>C+= 462-479</td>
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<td></td>
<td>C= 438-461</td>
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<tr>
<td><strong>TENTATIVE MEDICAL SOCIOLOGY COURSE SCHEDULE-SPRING 2012</strong></td>
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<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>What’s Due?</th>
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<tbody>
<tr>
<td>Jan. 9</td>
<td>• Read: Weitz, Ch 1</td>
<td>• A minimum of one forum posting</td>
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<tr>
<td>Date</td>
<td>Events</td>
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<td>Jan. 16</td>
<td>Martin Luther King, Jr. Day- No Class</td>
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| Jan. 23   | • Read: Weitz, Ch 2; Verbrugge “Pathways of Health & Death”; Corea “The Invisible Epidemic: The Story of Women & AIDS”  
            • Review Lecture 2  
            • View films: “Fooling with Nature” and “Supersize Me”  
            • A minimum of one forum posting |
| Jan 30    | • Read: Weitz, ch 3; Williams & Collins “US Socioeconomic & Racial Differences in Health: Patterns & Explanations”  
            • Review Lecture 3  
            • View film: “Borderline Cases: Environmental Matters at the United States-Mexico Border”  
            • A minimum of one forum posting |
| Feb. 6    | • Read: Weitz, Ch 4  
            • Review Lecture 4  
            • View film: “The Age of AIDS”  
            • A minimum of one forum posting |
| Feb. 13   | • Read: Weitz, Ch 5; Mechanic “Conceptions of Health”  
            Goldstein “The Origins of the Health Movement”  
            • Review Lecture 5  
            • View film: “The Medicated Child”  
            • A minimum of one forum posting  
            • Exam 1 will be available on Wednesday, 2/15 (9:00 AM-11:30 PM) and again on Saturday, 2/18 (9:00 AM-11:30 PM). Students can logon to take the exam at any time during these periods. |
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<thead>
<tr>
<th>Date</th>
<th>Read/Review/View Film</th>
<th>Forum Posting</th>
<th>Extra Credit Observations Due Date</th>
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| Feb. 20 | - Read: Weitz, Ch 6;  
            Frank “Seeing Through Pain”;  
            Mairs “The Desert”  
            - Review Lecture 6  
            - View film: “Murderball”  
            - A minimum of one forum posting |
| Feb. 27 | - Read: Weitz, Ch 7;  
            Watters “The Americanization of Mental Illness”  
            - Review Lecture 7  
            - View film: “The New Asylums”  
            - A minimum of one forum posting |
| Mar. 5  | - Read: Weitz, Ch 8;  
            Navarro “Why the US Health Care System Does Not Respond to People’s Needs”;  
            Albrecht “The Marketing of Rehabilitation Goods and Services”  
            - Review Lecture 8  
            - View films: “Sicko” and “The High Price of Health”  
            - A minimum of one forum posting  
            - 5 Optional Extra Credit Observations due no later than Mar. 11th at 11:30 PM. |
| Mar. 12 | Spring Break-No Class |
| Mar. 19 | - Read: Weitz Ch 9;  
            Himmelstein & Woolhandler “The Canadian System”;  
            Iglehart “Japan’s Medical Care System”  
            Akiyama “Twenty Years of Care in Japan”  
            - Review Lecture 9  
            - A minimum of one forum posting |
| Mar. 26 | - Read: Weitz, Ch 10  
            - Review Lecture 10  
            - View film: “Choosing Death”  
            - A minimum of one forum posting  
            - Exam 2 will be available on Wednesday, 3/28 (9:00 AM-11:30 PM) and again on Saturday, 3/31 (9:00 AM-11:30 PM). Students can logon to |
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<tr>
<th>Date</th>
<th>Reading and Review</th>
<th>Notes</th>
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| Apr. 2 | ● Read: Weitz, Ch 11; Diamond “If It’s Not Charted, It Didn’t Happen”; Hafferty “Mr. Kilwauski”; Levy and Gordon “Stress and Burnout in the Social World of Hospice”  
                   ● Review Lecture 11  
                   ● View films: “The Code of Silence” and “The Magic Bullet” | ● A minimum of one forum posting |
| Apr. 9 | ● Read: Weitz, Ch 12  
                   ● Review Lecture 12  
                   ● View film: “The Knowledge of Healing” | ● A minimum of one forum posting |
                ● Review Lecture 13  
                ● View films: “The Deadly Deception” and “A Death of One’s Own” | ● A minimum of one forum posting  
                ● Optional Extra Credit Observations due Apr. 22 no later than 11:30 PM. |
| Apr. 23 | ● Final Exam Week-No class | ● A minimum of one forum posting  
                ● Exam 3 will be available on Wednesday, 4/25 (9:00 AM-11:30 PM) and again on Saturday, 4/28 (9:00 AM-11:30 PM). Students can logon to take the exam at any time during these periods. |
**Additional Issues**

1. **Extra Credit:** *Individual extra credit assignments are not offered in this course.* However, Students may take advantage of the opportunity to earn 50 extra credit points by keeping an “Observation” journal. Observations consist of empirical descriptions of Medical Sociology-related phenomena which the student observes in her/his everyday world and their relationship to theory and concepts discussed in class (found in assigned readings, films, discussions, lectures, etc.). For example, a student may wish to describe a recent doctor visit and to analyze it according to Parsons' Sick Role Theory, as described in lecture and text. Written observations are typically 1-2 paragraphs in length; however there is no limit specified. Each Observation is worth up to 5 points and Observations will be collected and graded twice during the semester (5 observations due at each collection. Please submit observations to the instructor in MS Word format via email on the course website.
   a. Extra credit is not required but will be added to students’ total points earned at the end of the course. *Total possible points = (5 pts. X 10 = 50).*

2. **Missed or Late Assignments:** Under no circumstances will missed or late assignments (including exams) be accepted.

3. **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)