

**SOC 3550-40: Medical Sociology
Spring 2019 Online
University of Wyoming**

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Welcome to class! I will be your instructor for this course. I am a sociologist with a background in cross-cultural comparative analysis and health. The study of health and medicine from a national and global perspective is fascinating, and I look forward to our interactions throughout the term. I have taken students abroad to study health and community in India, China, South Africa, Argentina, the Dominican Republic, and Costa Rica. I look forward to sharing in the insights I gained from these field experiences

with you. I greatly enjoy teaching online. If you have any questions, please drop me an email. It is always a pleasure to hear from my students.

Texts:

Conrad, Peter and Leiter, Valerie. (2013). *The Sociology of Health and Illness: Critical Perspectives. 9th edition*. NY: Worth Publishers.
ISBN: 1-4292-5527-7.

Fadiman, Anne. (1997). *The Spirit Catches You and You Fall Down*. NY: Noonday Press. ISBN: 0-374-52564-1

Additional articles are posted in the class system. Several articles available on PLoS Medicine, a peer reviewed online journal. It is an open source collection. Links to the articles will be provided in the online classroom.

You will be required to view several videos posted within our online class. If you encounter technical issues, you will need to be proactive. Contact the help desk for assistance.

Course Description:

We will begin this course with an exploration of our own ethnocentrism and the concept of ethnorelativism. From this vantage point, we will explore the social construction of disease across diverse cultures. We will then turn to an exploration of major theoretical approaches to the study of culture and health. Our discussions will lead to thoughtful and provoking discussions of how ethnographic perspective, theory and observation may be applied to contemporary Western models. We will question how societies come to define illness, and how the identification and treatment of illness occurs in a politicized context in which one must take into account gender, ethnicity, class, sexual orientation, and societal positioning within a global economy. As we explore these questions, we will learn more about the medical systems of a variety of cultures from Southeast Asia, Africa, the United States, and Latin America.

We know that learning occurs at a deeper, more lasting level when we process information in a variety of ways through multiple mediums. Keeping this in mind, the course format is structured to be highly interactive, experiential, and research oriented. You will view streaming video, engage in discussions, complete virtual web tours, exams and a paper. Key lecture points will be underscored with web sites, audio and visual materials. Students will be asked to take an active part in the learning process through activities which demand small amounts of additional research outside the class (depending upon the assignment it may be library research or field work).

Course Outcomes:

In this course, students will

- Critically examine the concepts of ethnocentrism and multiculturalism.
- Compare and contrast definitions of health and ideas about how one achieves health in various societies.
- Explore the social, cultural, political, and economic context in which disease emerges.
- Apply the theory of structural violence to the study of a significant health issue in the US or abroad.
- Evaluate multicultural sensitivity, understanding, and the importance of language in providing appropriate healthcare and facilitating access to marginalized populations.
- Examine the role of social institutions and pharmaceutical companies in the construction of disease.
- Critically examine the role of institutions and corporations in extending or limiting access to health resources and technologies in the US and globally.
- Discuss health and human rights with a focus on the availability of water.
- Evaluate important ethical concerns related to our global economy, emerging biotechnologies, and the growing organ trade.

- Compare and contrast birth and death in diverse societies.
- Discuss variations in the expression of pain across societies and by key variables such as gender.

Course Assignments and Expectations

The following are my expectations as well as the requirements of this class toward your semester grade.

1. You are expected to participate regularly. Students need to keep up with the readings and review all lecture materials posted under Course Documents/Course Topics. Follow the due dates outlined in this document closely.

2. You will be allowed to take exams over a set number of days. Exams will not be provided outside of these dates.

3. Late papers are not accepted. All assignments must be submitted via our online classroom. Emailed assignments will not be accepted. It is important for you to make a note of the due dates and plan accordingly.

4. Students will not be allowed to make-up discussions or participate in group assignments after the fact. This would defeat the purpose of a discussion/group activity.

5. Technical issues or lack of access to the internet will not count as acceptable reasons for late work. Make sure you have a back-up plan in case you have problems with your computer or internet connection. Work ahead in case you encounter technological difficulties.

6. Your grade will be determined in the following manner:

Assignment	Points
Group Discussions	120 (Eight discussions are 10 points each. The Interview and Documentary Review discussions are worth 20 points each as they will take more time and attention).
Three Exams	300
Book Report on Fadiman text	100
Total Points Possible	520

A normal curve will be applied to the total points possible.

A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%

C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	60-66.99%

B-	80-82.99%	F	<59.99%
C+	77-79.99%		

Evaluation of Assignments:

I will look for definite qualities in evaluating your work. Some expectations include the following:

1. The development of independent thinking.
2. Utilization and specific references to course materials.
3. A willingness to play with new ideas — yours and others.
4. The development of competence at learning from others and integrating those ideas which challenge, support or simply stimulate your thinking into your work.

5. The writing of a well-formulated paper. Be deliberate and reflective in your use of language.
6. The exploration of complicated ideas, even if you find you cannot come to a neat and easy conclusion.
7. The development of competence in writing that summarizes, analyzes and argues.
8. All assignments are individual assignments. Any unauthorized collaboration is a violation of the Academic Integrity Policy.

Tests

You will complete three tests over the course of the term. They will be composed of multiple choice and/or short essay questions. The tests will be timed. You will have 90 minutes to complete the tests in one session.

DISCUSSIONS:

We will have several discussions during the term. I have noted the discussions in the schedule of topics, assignments and readings below. Here are my expectations:

- 1) Unless otherwise indicated in the schedule below, complete your response to the discussion assignment and post your reply by **Wednesday** of the week we are having the discussion (except for the first and last weeks of class). In addition, reply to two peers postings or to me by **Sunday** of that week. Be sure to note there are a few weeks where the schedule is different (see below).
- 2) You will be graded on the quality, quantity, and frequency of your responses. Comments such as "I agree" or "great point!" will not count. Your comments must add to the discussion through example, linkage to course materials, sharing of new perspectives, and more.
- 3) The discussion will run through **Sunday**.
- 4) **Late contributions to discussion will not be accepted as such contributions would defeat the purpose of having a discussion.**

Discussion Rubric

	Excellent	Good	Needs Improvement
Content Score	Post addresses all parts of the discussion assignment(s) through fully developed paragraphs. Keep in mind that paragraphs are typically a	Post addresses most parts of the discussion. Additional expansion or use of course materials would be beneficial. Post provides mostly correct citations and	The post does is brief, and does not address all aspects of the assignment. The reply is cursory in nature, and knowledge of course materials is limited or absent.

	<p>minimum of five sentences.</p> <p>Post shows a clear comprehension of relevant issues through explicit engagement with course materials (including in-text citations with page numbers) and examples.</p> <p>7- 8 points</p>	<p>references as appropriate.</p> <p>6</p>	<p>No citations or references where appropriate.</p>
Interaction Score	<p>In addition to the response(s) to the assignment, the student posts quality responses to at least 2 posts (instructor or student) by the deadline. The posts work to deepen on our discussion, playing upon each others' ideas and raising new points for discussion.</p> <p>2 points</p>	<p>In addition to the response(s) to the assignment, the student posts a quality response to 1 post by the deadline or brief replies to two posts (expansion is needed). The posts have few errors.</p> <p>1 point</p>	<p>No responses, OR-</p> <p>Responses are of poor quality, OR-</p> <p>Responses are poorly written.</p> <p>0 - .5 points</p>

BOOK REPORT

This paper should be double spaced and typed. Spelling and punctuation do count. It is also expected that you will attribute quotes and paraphrasing to the respective authors. As you will be using the course text, you will not need to provide a bibliography. If you do use additional sources, please do provide a bibliography. However, additional sources are not necessary.

To complete the assignment you will need to read the course text by Fadiman. Please address each of the following three questions.

I hope you find the book to be as powerful as I do! => I will look forward to receiving your work.

Question One (40 points):

Which character in Fadiman's novel do you believe learned the most about intercultural communication? What do you think were some of the lessons they learned? Provide specific examples from the text. Discuss your answer in three fully developed paragraphs.

Question Two (30 points):

Describe one of the most significant cross-cultural conflicts explored in the text. What was the outcome of the conflict? How might the outcome have been different if those involved had stronger intercultural communication skills? Discuss in two fully developed paragraphs with specific examples from the text.

Question Three (30 points):

Suggest three ways the hospital could prepare for and better serve the Hmong community of California. What steps would you take if you were the hospital administrator at MCMC? Discuss your answer in two fully developed paragraphs.

This is the rubric I will use to grade your paper.

Spirit Catches You Assignment Grading Rubric			
Question One	34 -40	18 – 33	0-17
Your Score:	The student provides three fully developed paragraphs describing lessons one character	The student provides solid discussion of lessons one character learned about intercultural	The student's discussion demonstrates could benefit from additional reflection upon the

	<p>learned about intercultural communication. Specific examples are drawn from the text. The discussion demonstrates the student's close and thorough reading of the text.</p>	<p>communication. The discussion is grounded in examples from the text, but additional expansion or examples are needed.</p>	<p>character and the text.</p>
<p>Question Two</p> <p>Your Score:</p>	<p>25 – 30</p> <p>The student explores a cross-cultural conflict in-depth and demonstrates thorough knowledge of the text. The student's discussion draws explicitly from the text while demonstrating effectively how stronger communication skills could have led to a different outcome. Two fully developed paragraphs with specific examples are provided.</p>	<p>20 – 24</p> <p>The student provides good discussion of a cross-cultural conflict. The discussion could benefit from additional expansion and/or knowledge of the text.</p>	<p>0-19</p> <p>The student's discussion of the cross-cultural conflict is cursory and thorough knowledge of the text is absent.</p>

Question Three	25 - 30	20 - 24	0-19
Your Score:	The student provides 3 suggestions for better serving the community. They identify steps they would take if they were a hospital administrator at MCMC. The discussion is provided in two fully developed paragraphs. The solutions demonstrate knowledge of the key issues identified in the text.	The student provides important suggestions for improving the hospital, but the discussion could be deepened and expanded.	The student's discussion of solutions does not meet expectations for length, depth, and/or familiarity with themes raised in the text.
			Your Score:

Incompletes:

Please be aware that I rarely provide incompletes. I only do so under the most exceptional documented circumstances (i.e., severe documented illness, death in the family, etc.). Even under these conditions, the vast majority of the work would need to have been completed (minimum 75%, and the student must be in good standing). If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F (I).

Students with Learning Disabilities:

If you have physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register

with, and provide documentation of your disability, to Disability Support Services (UDSS) in SEO, room 330 Knight Hall. Their phone number is 307-766-6189.

Academic Honesty:

UW Regulation 6-802. (Suggested language: The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated [from the UW General Bulletin]. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: <http://uwadmnweb.uwyo.edu/legal/universityregulations.htm>)

Technical Assistance:

Are you new to the online environment? You can reach the Canvas Support Hotline at: 855-778-9971. Phone the UWYO IT Help Desk at: 307-766-4357.

Technology and email

You will need to check your UWYO email regularly and the email within Canvas. If you experience a technical problem, you must assume responsibility for contacting me immediately **and** responding to my returned emails and/or phone calls within a 12 hour period. Technical problems do not automatically mean an extension of assignment and/or exam due dates. It is a good idea to document technical problems by taking a screen shot so that you can email it to me as an attachment. Contact Canvas help support immediately to help you resolve the problem. Their number is: 855-778-9971.

Professor's Schedule:

I greatly enjoy communicating with students! Don't hesitate to get in touch with me. I will check my email daily, Monday through Friday, typically before noon. I do take the weekends off to be with my family. I will not be available during the weekends nor late Friday afternoon. It is important that you take this into account. Be sure to review assignments well in advance of the due dates, and communicate any questions or concerns to me well in advance of the deadline.

Schedule of Topics, Readings, and Assignments:

Topic	Reading	Assignments
<p>Theoretical Approaches</p> <p>Defining Health</p> <p>1/28 – 2/3</p>	<p>All readings and course materials posted in our class under this unit.</p>	<p>Class Introductions (not graded) – Please introduce yourself via the class discussion board no later than Thursday, 1/31.</p>
<p>Class, Place, and Health</p> <p>2/4 – 2/10</p>	<p>All readings and course materials posted in our class.</p> <p>Place Matters Documentary</p> <p><i>The Sociology of Health and Illness</i> readings 2, 7 and 10.</p>	<p>Class Discussion</p>
<p>Race and Health</p> <p>2/11 – 2/17</p>	<p>All readings and course materials posted in our class.</p> <p><i>The Sociology of Health and Illness</i> reading 34</p>	<p>Discussion</p> <p>Test One. This test will cover materials from the start of class through the unit on race and health. It will be available for you to complete from 2/11 – 2/17. Once you launch it, you must complete it in one 90 minute sitting.</p>
<p>Pharmaceutical Companies and HIV AIDS</p> <p>2/18 – 3/3</p> <p>***Please Note: This is a two week unit.</p>	<p>Materials posted in our online classroom.</p> <p><i>The Sociology of Health and Illness</i> reading 23 and 24.</p> <p>Read your book by Fadiman.</p>	<p>Discussion: Documentary Analysis due to your discussion group 2/24. This discussion is worth 20 points as it will demand more time and attention. Replies to peers are not required.</p> <p>Discussion: Media Analysis Due in your group discussion board 2/27, replies to peers due 3/3.</p>

<p>Gender and Health 3/4 - 3/15 Please note: This is a two week unit.</p>	<p><i>The Sociology of Health and Illness</i> reading 4 and 18</p> <p>Read your book by Fadiman.</p>	<p>Discussion on The Walk to Beautiful due 3/6 with replies to peers due 3/10.</p> <p>Discussion: Interview Project – Submit to your discussion group 3/15. This assignment is worth 20 points as it will take more time and attention. Replies to peers are not required.</p>
<p>Spring Break 3/16 – 3/24</p>		
<p>Language and Health Pain and Culture</p> <p>3/25 – 3/31</p>	<p>All readings and course materials posted in our class.</p> <p><i>The Sociology of Health and Illness</i> reading 32.</p> <p>Read your book by Fadiman.</p>	<p>Book Report on Fadiman Due 3/31.</p>
<p>Globalization and Development</p> <p>4/1 – 4/7</p>	<p>All readings and course materials posted in our class.</p>	<p>Discussion</p>
<p>Food and Health</p> <p>4/8 – 4/14</p>	<p>All readings and course materials posted in our class.</p>	<p>Test Two available from 4/8 – 4/14. You must complete the test in one 90 minute session.</p>
<p>Comparative Study of Health Systems</p> <p>4/15 – 4/21</p>	<p>All readings and course materials posted in our class.</p>	<p>Discussion</p>

	<i>The Sociology of Health and Illness</i> readings 44, 45 and 46.	
International Policy and Government Aid 4/22 – 4/28	<i>Read the materials posted in our online unit.</i>	Discussion
Is Health a Right? And Politicizing Health 4/29 – 5/5	All readings and course materials posted in our class. <i>The Sociology of Health and Illness</i> reading 47	Test Three This test will cover materials since test two through the unit on health as a right. It will be available from 4/29 – 5/5.
Ethics and Methods 5/6 – 5/10	All readings and course materials posted in our class.	Ethics and Methods Discussion Post your response to the discussion assignment by 5/8. Reply to two additional posts by 5/10.

**The syllabus may be edited as needed by the instructor.