**UNIVERSITY OF WYOMING**

**SOC 3550-40**

**Medical Sociology: 3 CREDIT HOURS**

**100% Online**

**Spring 2020**

**Dr. Karen Straight**

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**Phone:** 406-201-1224

**Office hours:** Monday and Wednesday 9 – 10:30 am MST remote and by arrangement.

**Course prerequisites, co-requisites, enrollment restrictions**: Prerequisite: SOC 1000

**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).

**Student Learning 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.

**Required Text:**

Cockerham, William C. 2017. Medical Sociology (14th edition). New York: Routledge.

## Required examinations, assignments, activities, and projects:

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 |
| Discussions | Eight at 10 points each (80 points) |
| Interview Project | 20 points |
| Media Analysis | 20 points |
| Documentary Analysis | 20 points |
| Three Exams | 300 |
| Total Points Possible | 440 |

**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 minimum of five sentences.  Post shows a clear comprehension of relevant issues through explicit engagement with course materials (including in-text citations with page numbers) and examples.  7- 8 points | Post addresses most parts of the discussion. Additional expansion or use of course materials would be beneficial. Post provides mostly correct citations and references as appropriate.  6 | 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.  No citations or references where appropriate. |
| Interaction Score | 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.  2 points | 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.  1 point | No responses, OR-  Responses are of poor quality, OR-  Responses are poorly written.  0 - .5 points |

**Late Work Policy:** Assignments are due by the date indicated in the syllabus.

**Classroom Behavior Policy:** We form a learning community. Your behavior contributes to the learning experience of your peers. Give our course materials and assignments your full attention. Stay on top of due dates and participate on time in a manner that contributes to our learning community. Keep in mind that discussion is an opportunity to reflect more deeply on course materials and learn from your peers through an exchange of ideas. While critical evaluation of course materials and key debates is required, behavior that negatively impacts the learning environment of your peers will not be tolerated. As the instructor, I have the right to dismiss you from electronic forums if behavior is inappropriate and negatively impacts the experience of others.

**My Schedule:** I check email daily during normal business days. I am offline on holidays and weekends. Please plan accordingly. Thank you!

**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.

**Classroom Statement on Diversity:** “The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. “

**Disability Support**:

*The University of Wyoming is committed to providing equitable access to learning opportunities for all students.* *If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, , please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or*[*udss@uwyo.edu.*](mailto:udss@uwyo.edu)*It is in the student’s best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at:*[*www.uwyo.edu/udss*](http://www.uwyo.edu/udss)

**Academic Dishonesty Policies**: Include a statement or a reference to UW Regulation 2-114 (Procedures and Authorized University Actions in Cases of Student Academic Dishonesty).

*Example: “Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an “F” on an exam, an “F” on the class component exercise, and/or an “F” in the entire course. Academic dishonesty means anything that represents someone else’s ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically.”*

**Duty to Report under Title IX:**

*While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at UW.*

*For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution’s Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200,* [*report-it@uwyo.edu*](mailto:report-it@uwyo.edu)*,* [*www.uwyo.edu/reportit*](http://www.uwyo.edu/reportit)*). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (*[*stopviolence@uwyo.edu*](mailto:stopviolence@uwyo.edu)*,* [*www.uwyo.edu/stop*](http://www.uwyo.edu/stop)*, 766-3296) (or SAFE Project (*[*www.safeproject.org*](http://www.safeproject.org)*,* [*campus@safeproject.org*](mailto:campus@safeproject.org)*, 766-3434, 24-Hour hotline: 745-3556).*

*Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to* [*www.uwyo.edu/dos/uwyocares*](http://www.uwyo.edu/dos/uwyocares)*.*

*Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors and what was done to resolve them.*

**Substantive changes to syllabus**:

*All deadlines, requirements, and course structure are subject to change if deemed necessary by the instructor. Students will be notified in our online class shell through the announcements of these changes. It is your responsibility to regularly review the announcements.*

**Schedule of Activities and Assignments: To be posted within the class before the start date.**

**Student Resources:**

***Example: CAMPUS RESOURCES***

*DISABILITY SUPPORT SERVICES:* [*udss@uwyo.edu*](mailto:udss@uwyo.edu)*, 766-3073, 128 Knight Hall,* [*www.uwyo.edu/udss*](http://www.uwyo.edu/udss)

*COUNSELING CENTER:* [*uccstaff@uwyo.edu*](mailto:uccstaff@uwyo.edu)*, 766-2187, 766-8989 (After hours), 341 Knight Hall,* [*www.uwyo.edu/ucc*](http://www.uwyo.edu/ucc)

*ACADEMIC AFFAIRS: 766-4286, 312 Old Main,* [*www.uwyo.edu/acadaffairs*](http://www.uwyo.edu/acadaffairs)

*DEAN OF STUDENTS OFFICE:* [*dos@uwyo.edu*](mailto:dos@uwyo.edu)*, 766-3296, 128 Knight Hall,* [*www.uwyo.edu/dos*](http://www.uwyo.edu/dos)

*UW POLICE DEPARTMENT:* [*uwpd@uwyo.edu*](mailto:uwpd@uwyo.edu)*, 766-5179, 1426 E Flint St,* [*www.uwyo.edu/uwpd*](http://www.uwyo.edu/uwpd)

*STUDENT CODE OF CONDUCT WEBSITE:* [*www.uwyo.edu/dos/conduct*](http://www.uwyo.edu/dos/conduct)