

**DR. LINDA A. TREIBER  
SYLLABUS-FALL 2012  
SOCIOLOGY 4443  
MEDICAL SOCIOLOGY  
Tuesday and Thursday 3:30-4:45  
SOCIAL SCIENCE CLASSROOM BUILDING rm. 2021**

*COURSE DESCRIPTION:*

This course provides an analysis of the social processes affecting conditions of health and illness and the cluster of social relationships and organizations that comprise the social institutions of health. Emphases include the socio-cultural factors that influence definitions of health and illness, causes, prevention and treatment, cross-cultural and inter-class comparisons of stress, delivery of health care, mental illness, death and dying, and health care professionals.

*INSTRUCTOR INFORMATION:*

INSTRUCTOR: DR. LINDA A. TREIBER  
OFFICE: 4070, SOCIAL SCIENCE CLASSROOM BUILDING  
OFFICE PHONE: 678-797-2279  
E-MAIL: [ltreiber@kennesaw.edu](mailto:ltreiber@kennesaw.edu)  
OFFICE HOURS: F 1-2 and T/R 2:00-3:00 AND BY APPOINTMENT

REQUIRED TEXTS:

Conrad, Peter. 2009. *The Sociology of Health and Illness, Critical Perspectives, 8th Edition*. New York: Worth.  
ISBN: 1-4292-0558-X  
Gawande, Atul. 2002. *Complications: A Surgeon's Notes on an Imperfect Science*. New York: Picador.  
ISBN: 0-312-42170-2  
Weitz, Rose. 2010 *The Sociology of Health, Illness, and Health Care: A Critical Approach, 5th Edition*  
Belmont, CA: Wadsworth.  
ISBN: 0495598879

COURSE OBJECTIVES/GOALS:

This course is designed to introduce the student to the area of medical sociology: the ways in which health and illness are socially constructed; inequalities in health and quality of life; the health care delivery system and its various stakeholders. This course builds on knowledge gained in introductory level sociology courses; hence the prerequisite is SOCI 2201. The course is designed for sociology majors, but may also be of interest to students considering careers in health related fields. The teaching methods used in this course include lectures, discussion, individual assignments, in-class group exercises, and films.

TO SUCCEED IN THIS CLASS:

- ✓ Prepare.
- ✓ Contribute.
- ✓ Keep an open mind.
- ✓ Be flexible, adaptive and creative.
- ✓ Take advantage of learning opportunities.
- ✓ Turn written work in on time.
- ✓ Take the exams as scheduled.

ATTENDANCE AND PARTICIPATION:

Every student is expected to participate in class. This means contributing to class discussions as well as active participation in class exercises, short writing assignments, group discussions and projects. You cannot get credit for participation unless you are in class. Students are responsible for all course material. I require a brief memo of specified course readings, due in class. Students will use these as a basis for class discussion. Absences from class will only be excused for students who have documentation that serious illness, injury, incapacity, or official university business prevented them from being present in class.

**EVALUATION AND GRADING:**

**Take the exams on the dates scheduled.**

Each exam will cover approximately one-third of the course assigned readings, lectures, discussions, and films. Although exams are not comprehensive, I assume that knowledge obtained in readings, lectures, etc. is cumulative. Each exam will consist of a combination of multiple choice and essay questions. Make-up exams will only be given to students who have documentation that serious illness, injury, incapacity, or official university business prevented them from being present in class the day of the exam. **MAKE-UP EXAMS WILL ONLY BE ADMINISTERED DURING THE FINAL EXAM PERIOD. The final exam date is non-negotiable. Please make the necessary arrangements to be there.**

Grades will be based upon your percentage of the total number of points on exams, written work, and attendance. A= 90-100%; B= 89.99-80%; C= 79.99-70%; D= 69.99-60%; F= Below 60%. Each exam is worth 20% of your grade; reading summaries are worth 20%; attendance and participation are worth 5%. Your term paper (guidelines to be distributed later in the semester) is worth 15%.

**Please do not send your work via email.** In the interests of equity and to foster organization, late points will be deducted for work that is not received on time. Students should not save their work to KSU computers. You should either email your work to yourself or bring a personal flash drive. **NOTE:** having a KSU computer crash or having your work erased or corrupted if it is saved on a KSU lab or classroom computer is not an acceptable excuse for late or missing papers, assignments, and other products.

<b>Evaluation Method</b>	<b>Weight</b>
<b>Exam 1</b>	<b>20%</b>
<b>Exam 2</b>	<b>20%</b>
<b>FINAL EXAM</b>	<b>20%</b>
<b>TERM PAPER DUE NOVEMBER 15</b>	<b>20%</b>
<b>Reading Memos (see syllabus for dates)</b>	<b>15%</b>
<b>Attendance and participation</b>	<b>5%</b>
<b>TOTAL</b>	<b>100%</b>

**COURSE OUTLINE:**

I plan to follow the course outline listed below as closely as possible. If changes are necessary during the semester, I will announce them in advance. Please read the specified material in the text prior to the dates on which they will be discussed. I expect that you will come to class prepared to discuss assigned course material. You will be responsible for all assigned readings, whether they are explicitly covered in class or not. Please ask questions about any information presented in texts or lectures.

**ACADEMIC INTEGRITY STATEMENT:**

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs, Section II of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

**DISABILITIES:**

If you have academic or testing needs, then please make an appointment with me so that we may work together to serve those needs.

**CONDUCT:**

Several rules of classroom conduct should be followed. **Please do not use cell phones or laptop computers** during class. Arrive on time and do not leave early. If an instructor (including me) or any of your peers says or does anything that you consider racial or sexual harassment, notify the instructor immediately. If this happens in class, you may send me an anonymous note or contact me in person. Belligerent, abusive, profane, threatening and or inappropriate behavior is a violation of the KSU student council regulations. I value and respect your contributions. Please do the same for others in the class.

**COURSE OUTLINE:**

DATE	TOPIC	READING ASSIGNMENT
August 21	Introduction to Core Concepts: The Sociological Perspective	Make sure you have texts and can access WebCT Vista
August 23		Weitz, Chapter 1, "Introduction"
August 28	Social Epidemiology	Weitz, Chapter 2, "The Social Sources of Illness"
<u>August 30</u>	A Critical Look at Health What is making us sick? What is making us well?  <b>Memo #1 McKinlay due</b>  CLASS DISCUSSION 1	McKinlay, "A Case for Refocusing Upstream: the Political Economy of Illness' in Conrad [48]
September 4	Social Inequality and Illness	Weitz, Chapter 3, "The Social Distribution of Illness in the United States"
<u>September 6</u>	<b>Memo #2 McCord &amp; Freeman and Brown due</b>  CLASS DISCUSSION 2	McCord and Freeman, "Excess Mortality in Harlem" in Conrad [3]  Brown, "Popular Epidemiology: Community Response to Toxic Waste-Induced Disease" in Conrad [6]
September 11	Illness in Less Developed Countries	Weitz, Chapter 4, "Illness in the Developing Nations"
September 13		FILM: Rx for Survival
September 18	Meanings and Medicalization	Weitz, Chapter 5, "The Social Meanings of Illness"
<u>September 20</u>	<b>Memo # 3 Barker and Conrad due</b>  CLASS DISCUSSION 3	Barker, " Self-Help Literature and the Making of an Illness Identity: The Case of the Fibromyalgia Syndrome(FMS)"in Conrad [13]  Conrad, "The Meaning of Medications: Another Look at Compliance" in Conrad [14]

September 25	Chronic Illness and Disability	Weitz, Chapter 6, "The Experience of Disability, Chronic Pain, and Chronic Illness."
<u>September 27</u>	<b><u>EXAM 1</u></b>	
October 2	HIV/AIDS	Film: The Age of AIDS, Part 1
<u>October 4</u>	Memo #4 <b>Herek and Armstrong, Carpenter, &amp; Hojnacki due</b>  CLASS DISCUSSION 4	Herek, "AIDS and Stigma" in Conrad [11]  Armstrong, Carpenter, and Hojnacki, "Whose Deaths Matter? Mortality, Advocacy, and Attention to Disease in the Mass Media" in Conrad [12]
October 9		FILM: In the Age of AIDS, continued  <b>You should have the topic of term paper to me</b>
October 11	Mental Illness	Weitz, Chapter 7, "The Sociology of Mental Illness."
October 16	The US Health Care System	Weitz, Chapter 8, "The US Health Care System and the Need for Reform"
<u>October 18</u>	<b>Memo #5 Weiss and Sered &amp; Fernandopulle due</b>  CLASS DISCUSSION 5	Weiss, "Uninsured in America" in Conrad [27]  Sered and Fernandopulle, "Young, Sick, and Part-Time: The Vulnerability of Youth and the New American Job Market" in Conrad [28]
October 23	International Health	Film: "Sick around the World"
October 25		Weitz, Chapter 9, "Alternative Health Care Systems"
<u>October 30</u>	<b>Memo #6 Timmermans and Hartley due</b>  CLASS DISCUSSION 6	Hartley, "The 'Pinking' of Viagra Culture: Drug Industry Efforts to Create and Repackage Sex Drugs for Women" in Conrad [23]  Timmermans, "Social Death as Self-Fulfilling Prophecy" in Conrad [30]
<u>November 1</u>	<b><u>EXAM 2</u></b>	
November 6	Hospitals	Weitz, Chapter 10, "Health Care Settings and Technologies."
<u>November 8</u>	Nursing Homes, Hospice  <b>Memo #7 Gawande Pages 1-129 due</b> CLASS DISCUSSION 7	Gawande (pages 1-129)
November 13	Doctors	Weitz, Chapter 11, "The Profession of Medicine"

<u>November 15</u>	<b>TERM PAPER DUE</b>	<b>TERM PAPER DUE</b>
November 20	Other Health Care Providers	Weitz, Chapter 12, "Other Mainstream and Alternative Health Care Providers"
<u>November 27</u>	<b>Memo #8 Gawande Pages 130-252 due</b> <b>CLASS DISCUSSION 8</b>	Gawande (pages 130-252)
November 29	Bioethics	Weitz, Chapter 13
December 4	LAST DAY	Wrap up course
<u>Tuesday</u> <u>December 11</u>	<u>FINAL EXAM</u>	<u>FINAL EXAM</u> <u>3:30-5:30</u>

**Guidelines for Medical Sociology Term Paper**

**IMPORTANT PAPER RELATED DATES:**

**October 9:** Specific topic of paper due. Include a brief outline and your ideas about the theoretical framework.

**November 15:** Completed paper is due in class.

Your task is to write a concise, critical paper that explains the dynamics of one specific dimension or issue in the area of medical sociology. The paper will contribute 20% toward your final grade. The paper must be typewritten, Times New Roman font, 12 point, and double-spaced with 1 inch margins. The finished paper should be approximately 8-9 pages in length, excluding title page and references.

**Make this paper "work" for you--- as a launching point for future research at KSU, graduate school, for job talks, grant writing, or whatever is in your future.**

**WHAT IS A CRITICAL TERM PAPER?**

The critical term paper has **5 main goals**; write your paper with these goals in mind:

- 1. To acquire an awareness of a major issue of current concern in the area of medical sociology.**
- 2. To develop expertise with regard to that issue as it currently exists.**
- 3. To articulate a theoretical framework that seeks to explain the topic or issue.**
- 4. To present the knowledge that you have acquired in the form of scholarly prose.**
- 5. To suggest avenues for future research.**

A critical term paper typically has the following outline: Use subject headings to identify the following sections:

**Introduction**-Identify the topic. A brief summary of issue or topic under investigation. Why is it relevant? What will you be discussing in this paper? Make sure that the topic you are discussing is not too broadly defined. You should be able to cover the topic adequately in a reasonable amount of time and within the suggested page limits. (15 points)

**Review of Literature.** According to Earl Babbie, the literature review should include the following elements: What have others said about your topic? What previous research exists? Are there consistent

findings or do past studies disagree? Are there flaws in the body of existing work or research? (Babbie 2004:113). (25 Points)

**Analysis and Links to Sociological Theories.** What theories address the topic and what do they say? Which sociological or social psychological theories can be used to understand or to explain the issue or topic? Or, alternatively, bringing together the conceptualizations from your readings or readings for this course and course lectures that allow you to construct an explanation of the topic that you have selected. That is, after reading the literature, what theoretical explanation can you construct to explain the social behavior surrounding your topic? You are free to flex your conceptual muscles here. (25 points)

**Conclusions/Discussion.** You should include a summary about what you have learned in the critical term paper and where the future research might be headed. Conclusions and Introductions sections should relate to one another. Here you should also suggest possible avenues for future research. (20 points)

**References List**—Use American Sociological Association (ASA) style (15 points)

<http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html>

A minimum of **TEN sources** are required. If the reference appears in your list, it must be cited in the term paper. All references must be cited, including page numbers when material is closely paraphrased or directly quoted)

- At least four should be **scholarly sociological references**, for example, professional sociological journal articles or sociologically relevant book
- At least one secondary source reference, for example summary statistics relating to your social problem
- Other resources-can be textbooks, chapter in an edited volume (e.g., Soc. Text/Reader), popular periodical (e.g., *Time*, *Newsweek*, *New York Times*, *AJC*) or a reputable website (e.g., [www.census.gov](http://www.census.gov))

#### **HONESTY**

I expect that all material you turn into me will be your own work. Plagiarism on papers will not be tolerated. Should you choose to plagiarize or cheat on this (or any) assignment, you will receive at minimum a zero (0) for that assignment and I will file an **academic integrity violation report**. If you have questions as to what constitutes a violation of the academic integrity policy, please see Section II of KSU's Code of Student Conduct, or ask me.

**HELP:** Several journal articles and books relating to medical sociology are available. Some of the titles are also available for sale at local bookstores or available on line. Also helpful are any of the sociological journals, especially *Social Problems*, *Journal of Health and Social Behavior*, *American Journal of Sociology* and *Annual Review of Sociology*. **The suggested readings and websites cited in your texts are also excellent resources for your review paper.** All references used must be cited in ASA style.

**NOTE: TERM PAPER DUE: November 15, 2012 in class.**  
**A point deduction of 5 points per day will be assessed on any late papers**