SOCIOLOGY 4443/W01
MEDICAL SOCIOLOGY
ONLINE COURSE
DR. LINDA A. TREIBER
SYLLABUS-SUMMER SESSION 1
MAY 30-JUNE 23, 2017

COURSE DESCRIPTION:
This course provides an analysis of (1) the social processes affecting conditions of health and illness and (2) the cluster of social relationships and organizations that comprise the social institution of health. The course emphasizes the sociocultural factors that influence definitions of health and illness, causes, preventions and treatments, cross-cultural and interclass comparisons of stress, delivery of health care, mental illness, death and dying, and health care professionals.

3 Class Hours- 0 Laboratory Hours- 3 Credit Hours
Prerequisite: SOCI 1101

INSTRUCTOR INFORMATION:
INSTRUCTOR: Dr. Linda A. Treiber, Professor of Sociology
OFFICE: 4070, Social Science Building
OFFICE PHONE: 470-578-2279
E-MAIL: ltreiber@kennesaw.edu
IN PERSON OFFICE HOURS: by appointment or office telephone

REQUIRED TEXTS:
Gawande, Atul. 2002. *Complications: A Surgeon's Notes on an Imperfect Science*. New York: Picador.
        ISBN: 0-312-42170-2
Weitz, Rose. 2017. *The Sociology of Health, Illness, and Health Care: A Critical Approach, 7th Edition*
        Boston: Cengage.
        ISBN: 978-1-305-58370-2

Other Readings (provided on D2L):
Herek, Gregory M. 1999. "Aids and Stigma." *American Behavioral Scientist* 42(7):1106-16.
Horwitz, Allan V. and Jerome C. Wakefield. 2006. "The Epidemic in Mental Illness: Clinical Fact or Survey Artifact?" *Contexts* 5(3):19-23.
Markle, Gail L., Brandon K. Attell and Linda A. Treiber. 2015. "Dual, yet Dueling Illnesses: Multiple Chronic Illness Experiences at Midlife ". *Qualitative Health Research* 25(9):1271-82. doi: 10.1177/1049732314559948.
Treiber, Linda A. and Jackie H. Jones. 2015. "The Care-Cure Dichotomy: Nursing's Struggle with Dualism". *Health Sociology Review* 24(2):152-62. doi:10.1080/14461242.2014.999404.
Zenk, Shannon N., Amy J. Schulz, Barbara A. Israel, Sherman A. James, Shuming Bao and Mark L. Wilson. 2005. "Neighborhood Racial Composition, Neighborhood Poverty, and the Spatial Accessibility of Supermarkets in Metropolitan Detroit." *American Journal of Public Health* 95(4):660-67. doi: 10.2105/AJPH.2004.042150

You will need access to a computer with reliable internet access and sound and video capabilities.

Medical Sociology COURSE OBJECTIVES/GOALS:
1. At the end of the course, students should be able to explain the roles that social and behavioral factors play in fostering illness and health disparities.
2. At the end of the course, students should be able to examine how race/ethnicity, social class, gender, sexuality, and age affect the likelihood and consequences of health and illness in the United States and less developed countries.

3. At the end of the course, students should be able to analyze the meanings and experiences of persons with acute and chronic illnesses, disabilities, and mental illnesses.
4. At the end of this course, students should be able to distinguish between the responsibilities, occupational/ normative socialization processes, and occupational histories of major health care providers including physicians, nurses, pharmacists, chiropractors, and midwives.
5. By the end of the course, students should be able to describe the historical and organizational functions of insurers, hospitals, nursing homes, and hospices.
6. By the end of the course, students should be able to compare the health care systems in Great Britain, Canada, Germany, and the United States and to evaluate their relative merits.
7. By the end of the course, students should be able to analyze sociological issues associated with bioethics.

Preparing for a Successful Online Course

Note: Many of our videos are in Flash and require a program like iTunes or RealPlayer to view. Both are available free—iTunes is available at http://www.apple.com/itunes/overview/?cid=OAS-US-DOMAINS-itunes.com, and RealPlayer is available at www.RealPlayer.com.
Because many of our videos are in Flash, you will not be able to rely solely on an iPad or iPhone to successfully complete this course. You will need a desktop or laptop computer or a tablet computer that runs Flash.

ADA Statement
Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Kennesaw State University's Student Disability Services can be accessed at http://www.kennesaw.edu/stu_dev/dsss/welcome.html

KSU's Institutional Policies for Student Disability Services can be accessed here: http://www.kennesaw.edu/stu_dev/dsss/policies.shtml

Software Accessibility Statements

D2L: http://www.brightspace.com/about/accessibility/standards/

VoiceThread: http://voicethread.com/about/features/accessibility/

Panopto: http://support.panopto.com/documentation/viewing/accessibility-features

Kaltura: http://corp.kaltura.com/sites/default/files/Datasheets/Kaltura%20Accessibility%20Datasheet.pdf

SoftChalk: http://softchalk.com/products/softchalk/accessibility

Student Services
KSU provides a variety of services to foster and support student success. To learn more, click here: http://www.kennesaw.edu/studentsuccessservices/

Academic Policies
Students are expected to comply with KSU's academic policies, listed here: http://registrar.kennesaw.edu/policies/

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.

Please note that plagiarism detection software is in place in this course for all assignments. Even if you do not turn work in to the Dropbox, your work may be scanned for plagiarism. If you are caught plagiarizing, plagiarism penalties will apply. To learn more about the definition of academic misconduct at KSU, click here: https://web.kennesaw.edu/scai/content/ksu-student-code-conduct#2

Software Privacy Statements

D2L: http://www.brightspace.com/legal/privacy/

VoiceThread: https://voicethread.com/support/howto/Privacy_and_Security/

Panopto: http://panopto.com/privacy/

Kaltura: http://corp.kaltura.com/privacy-policy

SoftChalk: http://softchalk.com/about/privacy-policy

PBWorks: http://www.pbworks.com/privacy-policy.html

BASIC SKILLS

You will need basic computer skills. You will also need regular access to a computer and Internet service. You can use the labs on campus if you buy a set of headphones. Please locate a backup in case your system fails. In other words, if your internet fails, it may severely hinder your progress in this class. You will need an email account that you check every day, and your facilitator needs that account address. Email failures, like internet failures, can severely hinder your progress in this course.
You will turn in all assignments in the D2L Dropbox unless otherwise assigned. Acceptable formats for turning materials in to the Dropbox are

- Corel WordPerfect (.wpd)
- Encapsulated PostScript (.eps)
- Microsoft Word (.doc, .docx)
- plain text (.txt)
- Portable Document Format (.pdf)
- Rich Text Format (.rtf)
- web pages (.htm, .html)

No other formats are accepted. If you turn in documents in other formats, your work will be counted late until you turn in the assignment in the correct format.

As your professor, I will try to keep you updated every other week on your progress during the course. Always let your professor know if you run into difficulties.

Course Expectations and Conduct

Students are expected to view the electronic lectures in a timely fashion and to keep up with the course schedule. Late assignments to the Dropbox may or may not be accepted. If accepted, late assignments lose 5 points per day late. Day 1 of late begins after the due date and time. View the netiquette guidelines (http://www.kennesaw.edu/elearning/netiquette/index.html) for information regarding behavioral expectations for online students. If an instructor (including me) or any of your peers expresses or does anything that you consider racial or sexual harassment, notify the instructor immediately. 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. Plagiarism (http://www.kennesaw.edu/elearning/tutorials/68plagiarism.html) carries with it penalties, including a failing grade for the course.

GRADES

Grades will be based upon your percentage of the total number of points on exams/quizzes, written work, and participation activities.

A= 90-100%; B= 89.99-80%; C= 79.99-70%; D= 69.99-60%; F= Below 60%.

Grade Breakdown
Exam 1=20%
Exam 2=20%
Final Exam=20%
Gawande Summary Papers (2 @ 5%)= 10%
Term Paper=15%
Discussion Boards =15%

About Exams
There are three (3) exams in this course, each worth 20% of your final grade. All exams will be open book and will mainly consist of multiple choice and true and false items. These exams are not cumulative. Each will cover the information presented since the last exam. Some concepts however, must be learned and used throughout the term.
You will have a limited amount of time to complete each exam, so please stay current in readings and assignments. Please prepare for the exam ahead of time.

Taking Exams on D2L
The easiest way to locate the exams is to click on the "Quizzes" button. Please read through all of the instructions prior to starting the exam, then click on START QUIZ. Questions will be displayed one at a time and you must answer one question before receiving another. You cannot go back and change an answer. When prompted to finish, please submit for grading. You will be able to view your score under GRADES after everyone in the course has completed testing.

Important Points
1. Please use a computer with a hard-wired connection to take exams. Wireless connections may not be as reliable.
2. You have only one chance to complete the exam and there is a time limit. Keep track of the remaining time by looking at a timer.

3. The exams are scored electronically. You have one chance to choose or change the answer. You must click to save the answer for each question and to get to the next one. Do not click on the next question unless you chose not to respond to that question, otherwise D2L will score that unanswered item as a 0. This cannot be corrected.
4. Please email me immediately if you have exam problems.

About the Gawande Papers
There are two summary/reaction papers on the book, *Complications: A Surgeon's Notes on an Imperfect Science* by Atul Gawande. Each paper is worth 5% of your grade (10% total).
About the Illness Term Paper
The course term paper will be on an illness experience, worth 15% of your final grade. The finished paper will be around 6-8 pages excluding references and title page. The paper should have three main parts: social epidemiology, social consequences, and theoretical framework. It should also include a reference section with at least six references. Detailed instructions for the paper appear in "Start Here" folder under "Term Paper"
About the Discussion Boards
Students will be able to earn points for class participation each week through Discussion Board participation. For each module, your instructor will post a question about course readings and content. Students are REQUIRED to post their response to every discussion board and respond to at least one other post with more details. A total of 15 discussion boards will be posted throughout the term. Each completed discussion board post will count for 1% of your grade. I will not grant extensions for these assignments. Each post and response should be 10 substantive lines long.

COURSE OUTLINE:

Start DATE	TOPIC	READING ASSIGNMENT	Due DATE
Module 1 Tuesday May 30	Introduction to Core Concepts: The Sociological Perspective	Make sure you have texts and can access D2L READ Weitz, Chapter 1, "Introduction"	**Discussion Board #1 Introductions** *Due by Thursday June 1
Module 2 Wednesday May 31	Social Epidemiology	READ Weitz, Chapter 2, "The Social Sources of Illness" READ Gawande Chapters 1-2 "Education of a Knife" "The Computer and the Hernia Factory"	**Discussion Board #2 on the social sources of illness.** *Due by Sunday June 4
Module 3 Thursday June 1	Social Inequality and Illness	READ Weitz, Chapter 3, "The Social Distribution of Illness in the United States" READ Zenk et al., "Neighborhood Racial Composition, Neighborhood Poverty, and the Spatial Accessibility of Supermarkets in Metropolitan Detroit"	**Discussion Board # 3 on the social distribution of illness.** *Due by Sunday June 4

Module 4 Monday June 5	Illness in Less Developed Countries	READ Weitz, Chapter 4, "Illness in the Developing Nations" WATCH FILM: Rx for Survival (36 minutes) READ Gawande, chapters 3-4 "When Doctors Make Mistakes" "Nine Thousand Surgeons"	**Discussion Board # 4 on Rx for Survival** **Due by Thursday June 8** *You should also have the topic of your illness term paper to me by Thursday June 8*
Module 5 Tuesday June 6	Meanings and Medicalization	READ Weitz, Chapter 5, "The Social Meanings of Illness" READ Gawande, Chapters 5-6 "When Good Doctors Go Bad" "Full Moon Friday the Thirteenth"	**Discussion Board # 5 on social meanings of illness** *Due by Thursday June 8 **COMPLETE Exam 1 by Thursday, June 8,** 1159 PM **(Exam 1 covers Modules 1-5)**
Module 6 Wednesday June 7	Chronic Illness and Disability	READ Weitz, Chapter 6, "The Experience of Disability, Chronic Pain, and Chronic Illness." READ: Markle, Attell, and Treiber, "Dual, yet Dueling Illnesses: Multiple Chronic Illness Experiences at Midlife"	**Discussion Board #6 on disabilities and chronic illnesses** *Due by Sunday June 11
Module 7 Thursday June 8	Social Meanings and Experiences of Persons with HIV/AIDS	WATCH Film: The Age of AIDS, Part 1 TAKE QUIZ on film (optional) READ Herek, "AIDS and Stigma" READ Gawande, Chapter 7, "The Pain Perplex"	**Discussion Board #7 on AIDS and Stigma** *Due by Sunday June 11
Module 8 Monday June 12	Understanding Stigma and Mental Illness	READ Weitz, Chapter 7, "The Sociology of Mental Illness." READ Horwitz and Wakefield, "The Epidemic in Mental Illness: Clinical Fact or Survey Artifact?"	**Discussion Board #8 on Mental Illness** *Due by Thursday June 15 **Gawande Paper 1 due by Thursday June 15 (Chapters 1-7)**
Module 9 Tuesday June 13	The US Health Care System	READ Weitz, Chapter 8, "The US Health Care System and the Need for Reform" READ Gawande, Chapters 8, 9, 10 "A Queasy Feeling"	**Discussion Board #9 on health insurance and access to care** *Due by Thursday June 15

		"Crimson Tide" "The Man Who Couldn't Stop Eating"	
Module 10 Wednesday June 14	International Health Care Systems	WATCH Film: "Sick around the World" TAKE QUIZ on FILM (optional) READ Weitz, Chapter 9, "Alternative Health Care Systems" READ Gawande, Chapters 11, 12 "Final Cut" "The Dead Baby Mystery"	**Discussion Board #10 on international health care** *Due by Sunday June 18 **<u>*COMPLETE Exam 2 by Sunday, June 18 1159 PM</u>** **<u>(Exam 2 covers Modules 6-10)</u>**
Module 11 Thursday June 15	Health Care Technologies, Nursing Homes, and Hospice	READ Weitz, Chapter 10, "Health Care Settings and Technologies." READ Gawande, Chapters 13,14 "Whose Body Is It, Anyway?" "The Case of the Red Leg"	**Discussion Board #11 on Health care settings and technologies** *Due by Sunday June 18 **<u>Gawande Paper 2 DUE by Sunday June 18 (Chapters 8-14)</u>**
Module 12 Monday June 19	Doctors	READ Weitz, Chapter 11, "The Profession of Medicine"	**Discussion Board # 12 on physicians** *Due by Thursday June 22
Module 13 Tuesday June 20	Mainstream and Other Providers	READ Weitz, Chapter 12, "Other Mainstream and Alternative Health Care Providers" READ Treiber and Jones, "The Care-Cure Dichotomy: Nursing's Struggle with Dualism"	**Discussion Board #13 on other providers** * Due by Thursday, June 22 **<u>Term Paper Due by Thursday June 22</u>**
Module 14 Wednesday June 21	Bioethics	READ Weitz, Chapter 13	**Discussion Board #14 on ethics and death** * Due by Friday, June 23 1159 PM
<u>Module 15</u> Thursday June 22	**<u>Wrap up course</u>**	**<u>Complete all readings and all work must be turned in</u>** **<u>*Term Paper Due</u>**	**Discussion Board # 15 on summing up medical sociology** * Due by Friday,

			June 23 1159 PM
Final exam Friday June 23	**Complete Final Exam**		**Final Exam *COMPLETE Final by Sunday June 25 1159 PM (Final Exam covers Modules 11-15)**

Additional Information

1.) Your professor will respond to email at ltreiber@kennesaw.edu within 24 hours during the week (M-R 9am-5pm). You may also call my office at 470-578-2279 or visit at the KSU campus, Social Sciences building (22), Room 4070. You may wish to call and make an appointment if you plan a visit--just so that the amount of time you think you'll need will be reserved for you. 2.) Assignments will be graded, and grades will be posted, within 1 week after the assignment due date. If the instructor anticipates a delay in grading, you will be notified as soon as possible. 3.) Technical support is your responsibility. If a document or lecture does not open for you, let your instructor know. Sometimes your instructor can put information in a different format that you can access more easily. However, if the problem is on your end (your computer, your software, your modem), it is your responsibility to find someone on your end to help you with the problem. If you are on KSU campus, contact service@kennesaw.edu. Your instructor is not technical support. Again, please let your instructor know if you have any questions.