Instructor: Dr. Annette Schwabe
Office: 425 Bellamy Building & 3502 UCA (stadium)
Office Hours: M: 9-11:30 AM
& W: 2-3 or by prior appointment

E-mail: aschwabe@fsu.edu
Phone: 645-0731 (UCA office)
644-6416 (Sociology Dept.)

Teaching Assistant (TA): None this semester.
Note: You may leave printed materials for me in the Department of Sociology office, 526 Bellamy, or by sliding them under my office door.

COURSE DESCRIPTION
The biomedical health care system is a social institution that has grown in size and importance economically, politically, and in our personal lives. However, both the institution of medicine and health itself are fundamentally and profoundly influenced by social structures, social values, social relationships, and politics. This course is not an overview of the workings of the medical profession. Our primary focus will be to examine the many factors outside of formal medical care that influence health. The values and assumptions underlying the medical definition of health are not necessarily the same as those underlying the sociological definition of health. When we discuss formal health care we will use data and historical information to analyze how social values and the organization of the medical profession shape health and our perception of it. Consequently, some of the findings and conclusions in this course might radically depart from what you hear in the media or glean from conventional wisdom. For example, a sociological study of the medical care system in the U.S. could reveal that a system plays a significant role in maintaining inequalities and the persistence of health care problems or that it serves as a “great equalizer” improving population health overall. Likewise, though individual will is sure to influence health, it might matter less than access to resources available for maintaining good health and a long life.

My aim for this course is to provide students with a working knowledge of the important social factors that influence health and the system of health care in the U.S. and other nations. I emphasize active learning and provide students with opportunities to apply what you have read and what we discuss in our class meetings. By the end of the course, students will be able to explain why health (including life expectancy) varies across social groups and societies and to suggest interventions for enhancing population and individual health. Come prepared to think and engage in this fascinating and relevant topic!

The following quote is illustrative of these health-related social issues:
“…in a landmark 1958 essay, ‘Two Concepts of Freedom,’ the philosopher Isaiah Berlin pointed out that ‘to offer political safeguards against intervention by the State to men (sic) who are half-naked, illiterate, underfed, and diseased is to mock their condition; they need medical help or education before they can understand, or make use of, an increase in their freedom.’ For those who do not have reliable access to basic social goods, the primary enemy of freedom is not government interference but, rather, the lack of resources that are necessary conditions of valuable choice.”

Michael Fuerstein

COURSE OBJECTIVES
By the end of the semester, the student will be able to:
- Explain the differences in and implications of the sociological and biomedical perspectives on health.
- Identify measures of health and draw conclusions from health data.
- Explain and illustrate how social factors and statuses affect health.
- Articulate strengths and limitations embedded in various health care delivery systems.
- Describe how the organization of health care in the U.S. affects the cost, access to, and quality of care.
- Use sociological concepts, ideas, and data to derive possible solutions to health problems.

TEXTBOOK & REQUIRED READINGS
Text

The text will be available at the FSU Bookstore and at Bill’s. Used copies available at the “usual” websites for about $15.00. I will assign selected chapters from this text/reader. See listings in the syllabus calendar.

Note: chapters are not assigned through the semester in the order in which they appear in the text.
Required Readings posted on Blackboard (in addition to assigned text chapters):


Rosenthal, Elizabeth. 2013. Both NYT articles ("In Need of a New Hip" and "$2.7 Trillion HC Bill/Colonoscopies").


## COURSE CALENDAR

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings &amp; Class Activities</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, Jan. 9</td>
<td>Course Introduction</td>
<td>Mandatory Attendance, basic course overview</td>
<td></td>
</tr>
<tr>
<td>M, Jan. 16</td>
<td>NO CLASS</td>
<td>M.L. KING, JR. DAY</td>
<td></td>
</tr>
<tr>
<td>W, Jan. 18</td>
<td>Models of Health</td>
<td>Barry &amp; Yuill; Wallace (Medieval med.)</td>
<td>On-line Bio, 11PM</td>
</tr>
<tr>
<td>M, Jan. 23</td>
<td>Consequences &amp; Limits of Biomedicine</td>
<td>CDC (antibiotics, p. 1); Friedman et al.; Peikoff (genetic testing); Leape (errors)</td>
<td>3-Minute Paper 1</td>
</tr>
<tr>
<td>W, Jan. 25</td>
<td>Fundamental Causes</td>
<td>Kolata; Goldberg; Farmer et al.</td>
<td>PLOS Assignment</td>
</tr>
<tr>
<td>M, Jan. 30</td>
<td>Fundamental Causes</td>
<td>Obesity as a case study (reflection)</td>
<td>Relevance reflection 1</td>
</tr>
<tr>
<td>W, Feb. 1</td>
<td>Inequality &amp; Health. Socio-Economic Status (SES)</td>
<td>Wilkinson &amp; Pickett; Kawachi; Link, Carpiano, &amp; Weden</td>
<td>Reading Quiz 1</td>
</tr>
<tr>
<td>M, Feb. 6</td>
<td>Inequality &amp; Health - SES</td>
<td>Barr (Poor Health); Scott</td>
<td>3-Minute Paper 2</td>
</tr>
<tr>
<td>W, Feb. 8</td>
<td>Inequality &amp; Health - Race</td>
<td>Dressler et al; Brown Ch. 2 (Williams)</td>
<td></td>
</tr>
<tr>
<td>M, Feb. 13</td>
<td>Inequality &amp; Health - Gender</td>
<td>Mahalik et al.; Brown, Ch. 3 (Lorber &amp; Moore)</td>
<td>Relevance Reflection 2</td>
</tr>
<tr>
<td>W, Feb. 15</td>
<td>Inequality &amp; Health - Intersections</td>
<td>Olshansky et al., Case &amp; Deaton</td>
<td>TBL 1. Inequality</td>
</tr>
<tr>
<td>M, Feb. 20</td>
<td>Stress and Health</td>
<td>Thoits; Film: Unnatural Causes</td>
<td>Reading Quiz 2</td>
</tr>
<tr>
<td>W, Feb. 22</td>
<td>Stress and Coping</td>
<td>Brown Ch. 7 (Pearlin &amp; Aneshensel)</td>
<td>3-Minute Paper 3</td>
</tr>
<tr>
<td>M, Feb. 27</td>
<td>Research Planning</td>
<td>Discuss research process &amp; proposal</td>
<td>Research notebook</td>
</tr>
<tr>
<td>W, Mar. 1</td>
<td>Social Construction of Health</td>
<td>Loring and Powell (Social influence on diagnosis)</td>
<td>Relevance Reflection 3</td>
</tr>
<tr>
<td>M, Mar. 6</td>
<td>Medicalization</td>
<td>Conrad (Medicalization &amp; Social Control); Abate (Plastic Mommy)</td>
<td></td>
</tr>
<tr>
<td>W, Mar. 8</td>
<td>Medicalization</td>
<td>Marshall (male menopause) Film: 30 Days/medicalization of aging</td>
<td>Reading Quiz 3</td>
</tr>
<tr>
<td>Mar. 13-17</td>
<td>NO CLASS – SPRING BREAK – Engage in healthy behaviors!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M, Mar. 20</td>
<td>Research Work</td>
<td>Peer/instructor review research proposals</td>
<td>Bring proposal</td>
</tr>
<tr>
<td>W, Mar. 22</td>
<td>U.S. Health Outcomes: Cross-National Comparison</td>
<td>Bezrucha (Health Olympics); Commonwealth Fund</td>
<td>Research proposal</td>
</tr>
<tr>
<td>M, Mar. 27</td>
<td>U.S. Health Care</td>
<td>Brown Ch. 26 (Quadagno);</td>
<td>3-Minute Paper 4</td>
</tr>
<tr>
<td>W, Mar. 29</td>
<td>NO CLASS</td>
<td>RESEARCH DAY</td>
<td></td>
</tr>
<tr>
<td>M, Apr. 3</td>
<td>Health Care Systems</td>
<td>Film: “Sick Around the World” &amp; Debrief</td>
<td></td>
</tr>
<tr>
<td>W, Apr. 5</td>
<td>Health Care Systems</td>
<td>Angell; Woodward; Garrison, Rosenthal (both by Rosenthal)</td>
<td>Relevance Reflection 4</td>
</tr>
<tr>
<td>M, Apr. 10</td>
<td>Creating a new HC System</td>
<td>TBL 2, Health care</td>
<td>Reading Quiz 4</td>
</tr>
<tr>
<td>W, Apr. 13</td>
<td>Creating a new HC System</td>
<td>TBL 2, Health care</td>
<td>&amp; TBL 2. HC</td>
</tr>
<tr>
<td>M, Apr. 17</td>
<td>Developing a health policy</td>
<td>TBL 3, Campus health policy</td>
<td></td>
</tr>
<tr>
<td>W, Apr. 19</td>
<td>Developing a health policy</td>
<td>TBL 3, Campus health policy</td>
<td>TBL 3. Policy</td>
</tr>
<tr>
<td>M, Apr. 24</td>
<td>Course Review</td>
<td>Lessons learned, lingering questions</td>
<td></td>
</tr>
<tr>
<td>W, Apr. 26</td>
<td>It’s a Wrap!</td>
<td>Debriefing and Turn in Papers</td>
<td>Final Paper</td>
</tr>
</tbody>
</table>

**Approved make-ups to be held during the FINAL EXAM PERIOD:** Thursday, 5/4/17, 10 AM-Noon.*

*To be held in our usual classroom. Make-ups must be approved within a week of the missed test. Note: If you come more than 15 minutes late for a test or if the first student has finished and left the classroom you will not be able to take it.
COURSE REQUIREMENTS

Blackboard. Submit written assignments and tests to Turnitin as requested by the instructor. Please check Blackboard regularly to keep up with newly posted information and changes to the syllabus.

Attendance. Student attendance is required and expected. Though I will not take attendance, you must be present for all scheduled events (tests, in-class assignments including team-based learning activities, 3-minute papers, and relevance reflections) or you will not get points for them. You may not make them up except in emergency situations for which you have valid documentation. If you have an emergency and cannot attend class, please let me know ASAP (preferably, before class) via e-mail or phone. You will need a valid written excuse to get attendance points for any activity in that missed class. Class attendance and grades are very highly correlated.

Assigned Readings: Lectures, class discussion, and in-class work will build on ideas and concepts in the readings so you should finish assigned readings prior to coming to the class on the date assigned in the schedule. Being prepared for each class will also enhance your learning experience and allow you to ask questions about the material during the lecture on the assigned topic.

Assignments. Students will complete seven assignments, briefly listed below. I will discuss the details of assignments in class and will post information relevant to them on the Blackboard website for this course well before they are due.

1. On-line bio: you will complete this in Blackboard by the due date.
2. Article Summary from PLOS, an on-line journal: submit to Turnitin on our course Blackboard site.
3. Team-based learning (TBL) 1: Transplant exercise. Turn in a write-up completed during class by each team.
4. Research proposal. You must bring three hard copies of your proposal to class on the review date and submit a copy of your edited proposal to Turnitin on our course Blackboard site by the date listed in the course schedule. Proposal directions are on Blackboard.
5. Team-based learning (TBL) 2: Creating a health care system. Turn in team write-up completed during class.
6. Team-based learning (TBL) 3: Creating policies for a healthy campus.
7. Final paper. You will write a research paper, a book review, or a media analysis. All assignments except the TBL work must be uploaded to Bb by 11:59 PM on the due date.

Format for the In-class Team-Based Learning Assignments.
In your assigned teams, you will debate the pros and cons of different options for solving a health-related problem, write up a short summary, and briefly discuss your decision and rationale in class before handing it in. You MUST be in class that day to get credit for it unless you have a valid and clearly documented excuse (illness, emergency).

I reserve the right to deduct 3 points the first day that an assignment is late, 3 more points on the second day after the due date and after 3 days I will give you a zero for that assignment. I also reserve the right to deduct up to 3 points per day late for late submissions to Turnitin even if a hard copy is turned in.

In-class Learning Activities
You will complete the following in-class activities, which are designed to increase processing of course information, leading to better performance on tests as well as transfer and retention of material. They include:

1. 3-minute papers (3 points each)
2. Relevance reflections (2 points each).

Quizzes & Examinations. There will be three short answer quizzes based on course readings, each worth 10 points. The fourth reading quiz, with 15 multiple choice questions, will prepare you for Team-Based Learning Assignment 2. The quizzes are designed to assure that you grasp the material from readings, lectures, and discussions and, thus, are building a foundation of knowledge that is essential to the study of medical sociology. Unless we get behind in covering topics, exams will be held in class on the dates specified in the syllabus. If you are more than 15 minutes late for a test you will not be able to take it.

I will administer make-up tests only for emergencies or for extenuating circumstances and you must take them during our scheduled final exam period in our regular classroom. In order to get credit for the exam you must provide a valid written excuse that I can keep for my records. DO NOT SCHEDULE trips, flights, interviews, medical appointments, or any other events on dates on which exams, group work/TBLs, or in-class writing assignments are scheduled. You will not be excused from a test if you do not have a valid excuse.
GRADING AND EVALUATION

- You will not receive letter grades for exams or assignments; I will add your points for all exams and assignments to derive your final grade for the course.
- Grades assigned will be based on a class curve, so that grades are distributed roughly according to class performance. This works in the students’ favor (feel free to ask me). I will periodically post grade distributions and “approximate letter grade equivalents” for total scores up to the date of posting so you know your status along the way. Note that anything at or below 50% of points possible will earn an “F” regardless of the class curve.

**Extra Credit:** I will not give extra credit in this course. If you attend regularly, keep up with readings, study for exams and complete assignments on time, you will not need to do extra credit.

SUMMARY OF MEASURES AND GRADING

Course grades will be based on the following weighting of course requirements:

<table>
<thead>
<tr>
<th>Item</th>
<th>Content</th>
<th>Points Possible</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-line bio</td>
<td>Submit via Blackboard site</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>PLOS Article Review Assignment</td>
<td>20</td>
<td>11%</td>
</tr>
<tr>
<td>Reading Quiz 1</td>
<td>Readings prior to February 1st</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Reading Quiz 2</td>
<td>Readings from 2/1-2/15</td>
<td>15</td>
<td>8%</td>
</tr>
<tr>
<td>Reading Quiz 3</td>
<td>Readings from 2/20 – 3/8</td>
<td>15</td>
<td>8%</td>
</tr>
<tr>
<td>TBL 1</td>
<td>Addressing health inequality</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Reading Quiz 4</td>
<td>Readings &amp; film from 3/22-4/5</td>
<td>15</td>
<td>8%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>Proposal</td>
<td>20</td>
<td>11%</td>
</tr>
<tr>
<td>TBL 2</td>
<td>Developing a Health Care System</td>
<td>20</td>
<td>11%</td>
</tr>
<tr>
<td>TBL 3</td>
<td>Healthy Campus Policies</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Final Paper/Project</td>
<td>Analyzing Comparative Care Systems</td>
<td>40</td>
<td>21%</td>
</tr>
<tr>
<td>3-minute papers (N=4)</td>
<td>Active learning/processing of material</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>Relevance reflections (4)</td>
<td>Active learning/applying material</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>190</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: Additional points for attendance taken will be added to the base (numerator and denominator) and used to calculate final grade. I will take attendance randomly and up to 15 additional points may be added.

I use full letter grades in this course. I use the conventional cut-points but I often assign the next highest grade if one’s score is 2-3 points from the cut point and if attendance, timeliness, and participation are all excellent. Cut-points for letter grades are: 
- A=90-100%; B= 80-89%; C=70-79%; D=60-69%; F< 59% [based on curved score; see below]

ACADEMIC HONOR POLICY

Students are expected to abide by the Academic Honor Policy of the Florida State University, including the statement on Values and Moral Standards published in The Florida State University General Bulletin. The Academic Honor Policy outlines the University’s expectations for students' academic work, the procedures for resolving alleged violations of these expectations, and the rights and responsibilities of students and faculty throughout the process. Please see the following website for a complete explanation of the Academic Honor Policy: [http://www.fsu.edu/~dof/honorpolicy.htm](http://www.fsu.edu/~dof/honorpolicy.htm)

The on-line biography assignment will quiz you on some aspects of this policy.

CLASSROOM COURTESY

Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means **no talking (unless asked by the professor), surfing the web, or answering cell phones in class**. If you must text or web surf during class, you should give that your full attention and leave the classroom. Please keep your cell phone on vibrate in case you receive any emergency calls. Also, please step out of the room to manage emergencies by phone.
E-MAIL ETIQUETTE
In every e-mail note you send me please include your first and last name and the course or day/time of our class. If you include this information, I can reply to your note more quickly than without it.

Before asking questions about basic course information, please check the course Bb site and the syllabus. In most cases, you will get the information you need much more quickly by looking at what I have provided instead of e-mailing me first.

AMERICANS WITH DISABILITIES ACT
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

If you are allowed to take exams at the center rather than in class, please remind me to send the exam over a few days prior to the exam date. For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center, 108 Student Services Bldg., Florida State University Tallahassee, FL 32306-4167, (850)644-9566 (voice), (850)644-8504 (TDD)
E-mail: SDRC@admin.fsu.edu
Website: http://www.fsu.edu/~staffair/dean/StudentDisability/

EXCUSED ABSENCES
Only the following absences are eligible to be excused: Religious holidays, as specified in FSU policy, and when a student represents FSU at official functions, including intercollegiate debating or varsity sports events. You must inform me in advance if you will miss a class for any scheduled events (e.g., religious holidays, FSU functions, planned surgery, job interviews, court dates). Verified emergencies and/or medical illness are also excused. Medical illness refers to conditions that are serious in nature and require treatment by medical professionals and/or surgical or other treatments. I require valid documentation for absences to be excused. You are responsible for all materials assigned outside and covered in class on the day(s) missed.

INCOMPLETE GRADES
Missing work or uncompleted assignments are insufficient reasons for a grade of Incomplete. An Incomplete grade will not be given except under extenuating circumstances at the instructor’s discretion. Note that College of Social Science guidelines require that students seeking an “I” must have completed a substantial portion of the course and have a passing grade at the time the Incomplete is requested.

SYLLABUS CHANGE POLICY: This syllabus is a guide for the course and is subject to change with advanced notice. Class topics, assignments, reading assignments and scheduling may be modified by the instructor as circumstances dictate. I will announce in class meetings and/or via e-mail any changes in advance so please stay tuned!

RESOURCES TO HELP YOU SUCCEED IN THIS COURSE
Tutoring
• ACE Learning Studio @ Johnston Ground (WJB). It is fabulous! And their workshops are great, too. Hours: Monday-Thursday, 10am-8pm; Sunday 3pm-8pm. https://www.lib.fsu.edu/tutoring/other-locations
• Strozier & Dirac Libraries: For detailed information about all tutoring offered at Strozier and Dirac, please visit https://www.lib.fsu.edu/tutoring-information
• The Reading and Writing Center. The RWC is on the second floor of the William Johnston building and has satellite locations including Dirac Library and Strozier Library. If you aren't doing well with your writing or if you just want to do better and get more experience as a writer, call the Reading/Writing Center (R/WC) and make an appointment. Teachers in the R/WC are college writing teachers and are trained to help you with any aspect of writing for any class or for your own projects. You can also call for a single appointment and be a “walk-in.” When you call, the person answering the phone will arrange a time when you can come to the center. Call 24 hours ahead: 644-6495. The center is open 8:30-4:30, Monday-Friday. For more information and to schedule an appointment on line, go to: http://wr.english.fsu.edu/Reading-Writing-Center/Hours-of-Operation

[See next page for additional resources]
**Assistance with personal issues that might affect course performance**

I am happy to meet with students to discuss any aspect of course performance and for feedback and help on course work. However, if you wish to seek other help with personal issues that arise (e.g., roommate issues, financial trouble, etc.), especially if they are a serious issue in need of appropriate professional help there are three key resources for you to use at FSU (instead of or in addition to meeting with me):

- Dean of Students Office: [http://deanofstudents.fsu.edu/](http://deanofstudents.fsu.edu/)
- Victim’s Advocacy program (within the Dean of Student’s Office)
- FSU Counseling Center: [http://counseling.fsu.edu/](http://counseling.fsu.edu/)