COURSE DESCRIPTION

Medicine is a social institution that has grown in size and importance economically and in social life. The field of medical sociology is one of the largest sub-disciplines in American sociology. My aim for this course is to provide students with a working knowledge of the important social issues that influence and are influenced by health, health care and the medical sector. I also help students understand the ways in which health and the practice of health care are outcomes of broad cultural and social norms in society.

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. When we discuss formal health care we will use data and historical information to analyze how the medical profession’s values and organization shape health and our perception of it. The values and assumptions underlying the medical definition of health are not necessarily the same as those underlying the sociological definition of health. Consequently, some of the findings and conclusions 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 this system plays a significant role in maintaining inequalities and the persistence of health care problems rather than in improving health for all. I emphasize active learning and provide students with opportunities to apply what you have read and what we discuss in our class meetings. Come prepared to think and engage!

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 should 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 NY Times articles ("In Need of a New Hip" and "$2.7 Trillion HC Bill/Colonoscopies)."


<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings &amp; Class Activities</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>R, Jan. 8</td>
<td>Course Introduction</td>
<td>Attendance, basic course information</td>
<td></td>
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<tr>
<td>T, Jan 13</td>
<td>Socio. of Health, Definitions</td>
<td>Brown Intro (ix-top of xii)</td>
<td></td>
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<tr>
<td>R, Jan. 15</td>
<td>Models of Health/HC</td>
<td>Micke et al (TEM); Wallace (Medieval med.)</td>
<td>On-line bio, 11PM</td>
</tr>
<tr>
<td>T., Jan. 20</td>
<td>Rise of Biomedicine</td>
<td>Brown Chs. 31 (Starr) &amp; 29 (Rosenberg)</td>
<td>Assign. 1, PLOS summary.</td>
</tr>
<tr>
<td>T, Jan. 27</td>
<td>Measures of Health</td>
<td>Kola; Holtz et al.; Farmer et al.</td>
<td>Reading Quiz 1</td>
</tr>
<tr>
<td>R, Jan. 29</td>
<td>Fundamental Causes</td>
<td>Goldberg; Wilkinson &amp; Pickett; Kawachi</td>
<td></td>
</tr>
<tr>
<td>T, Feb. 3</td>
<td>Stress and Health</td>
<td>Thoits; Film: Unnatural Causes</td>
<td></td>
</tr>
<tr>
<td>R, Feb. 5</td>
<td>Inequality &amp; Health-Economic</td>
<td>Scott; Brown Ch. 1 (McCally et al.)</td>
<td>Reading Quiz 2*</td>
</tr>
<tr>
<td>T, Feb. 10</td>
<td>Inequality &amp; Health-Race</td>
<td>Gravlee, Brown Ch. 2 (Williams), Stepanikova</td>
<td></td>
</tr>
<tr>
<td>R, Feb. 12</td>
<td>Gender and Health</td>
<td>Mahalik et al.; Brown, Ch. 3 (Lorber &amp; Moore)</td>
<td>Reading Quiz 3</td>
</tr>
<tr>
<td>T, Feb. 17</td>
<td>Addressing Health Inequality</td>
<td>Team-Based Learning 1: Transplant exercise</td>
<td>TBL 1 work</td>
</tr>
<tr>
<td>R, Feb. 19</td>
<td>Stress &amp; Coping</td>
<td>Brown Ch. 7 (Pearlin &amp; Aneshensel)</td>
<td></td>
</tr>
<tr>
<td>R, Feb. 24</td>
<td>Disability</td>
<td>Film: When Billy Broke his Head</td>
<td>Reading Quiz 4*</td>
</tr>
<tr>
<td>R, Feb. 26</td>
<td>Disability</td>
<td>Cahill &amp; Eggleston (Wheelchair Users)</td>
<td></td>
</tr>
<tr>
<td>T, Mar. 3</td>
<td>Reducing Social Risk</td>
<td>Sebena et al. (alcohol)</td>
<td>TBL 2 work</td>
</tr>
<tr>
<td>R, Mar. 5</td>
<td>Wrapping up the first half of the course</td>
<td>Midterm Exam Review. Take exam on line by 11:59 PM (multiple choice). Opens at 1 PM</td>
<td>Midterm by 11:59</td>
</tr>
<tr>
<td>T, Mar. 17</td>
<td>Social Construction of Health</td>
<td>Lecture: Social influence on diagnosis - Dery</td>
<td>[Start work on ACA assignment]</td>
</tr>
<tr>
<td>R, Mar. 19</td>
<td>Medicalization</td>
<td>Conrad &amp; Leiter (Lydia Pinkham &amp; DTC); Watkins (male menopause)</td>
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</tr>
<tr>
<td>R, Mar. 26</td>
<td>Pharmaceuticals</td>
<td>Mangan; Film: Big Bucks, Big Pharma</td>
<td>In-class Film Quiz</td>
</tr>
<tr>
<td>T, Mar. 31</td>
<td>Cross-national Comparisons: Health Care and Outcomes</td>
<td>Brown Ch. 26 (Quadagno); Bezruchka (Olympics); Angell; Woodward; Garrison, Rosenthal (both)</td>
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</tr>
<tr>
<td>R, Apr. 2</td>
<td>Models of HC</td>
<td>Film: “Sick Around the World”</td>
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<tr>
<td>T, Apr. 7</td>
<td>Creating a new HC System</td>
<td>Quiz &amp; TBL work</td>
<td>Reading Quiz 5 &amp; TBL 3 work</td>
</tr>
<tr>
<td>R, Apr. 9</td>
<td>Creating a new HC System</td>
<td>TBL work and Q&amp;A (cont. TBL 3 work)</td>
<td></td>
</tr>
<tr>
<td>T, Apr. 14</td>
<td>Health Care Reform</td>
<td>Pear et al. on ACA costs (assignment prep)</td>
<td></td>
</tr>
<tr>
<td>R, Apr. 16</td>
<td>Social Profiles of Pandemics – Ebola &amp; Influenza</td>
<td>Specter; Taylor. Film: Influenza 1918</td>
<td>Assign. 3. Analyzing News Claims (ACA)</td>
</tr>
<tr>
<td>T, Apr. 21</td>
<td>Case study: Obesity</td>
<td>No readings assigned</td>
<td></td>
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<tr>
<td>R, Apr. 23</td>
<td>It’s a Wrap!</td>
<td>Exam Review</td>
<td></td>
</tr>
</tbody>
</table>

**FINAL EXAM: Thursday, 4/30, 7:30 -9:30 AM in our usual classroom**

*Reading quizzes 2 & 4 will be take home, handed in on the date listed above & submitted to TII by 11 PM.
**If you come more than 15 minutes late for an exam you will not be able to take it.

Note: Talk in Medical School: "Health Equity, Social Justice, and Public Health" from 4-5 PM on 1/15/15.

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. I will take a random sample of attendance during the semester. I reserve the right to take attendance during every class period. If I take attendance and you are present for the entire class period and signed the sign in sheet I will add 1 point to your total points for the course. That is, accumulated attendance points will not be considered extra credit but will be added to the base points for the course (numerator and denominator). I also look at overall attendance to determine final grades for scores on the margins.
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 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.

Quizzes & Examinations. There will be five quizzes based on course readings. Four will be open-book and short answer, either written during class on the assigned dates (see blue highlights on course calendar) or take-home (no highlights). The fifth reading quiz is multiple choice. The sixth quiz will ask about a film shown during class. These 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.

There will a midterm exam and a final exam; both will be multiple choice and worth 30 points. The midterm will cover all material prior to that exam and you will take it on-line via Blackboard. The final exam will focus on the last section of the course plus some key concepts from the entire course. You will take it during our scheduled final exam period. 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 an exam you will not be able to take it.

I will administer make-up tests only for emergencies or for extenuating circumstances. In order to get credit for the exam you must give me a valid written excuse that I can keep for my records. If you know you will not be able to attend class on one of these dates it is your responsibility to make arrangements with me to take the makeup within 10 school days.

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 the final exam if you leave town before or on the scheduled date. Please see Florida State University’s policy on final exams, which instructors and students are mandated to follow (on FSU Registrar’s website).

Assignments.
Students will complete six 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 and turn in a hard copy in class.
3. Team-based learning (TBL) 1: Transplant exercise. Turn in a write-up completed during class by each team.
4. Team-based learning 2: Setting policy for student health. Turn in team write-up completed during class.
5. Medicalization: Analyze and illustrate medicalization drawing on course materials and a “condition” of choice.
6. Team-based learning 3: Creating a health care system. Turn in team write-up completed during class.
7. Analyzing News Claims about the Affordable Care Act (ACA).

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.

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.

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 any 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>2%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>PLOS Article Review Assignment</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>Reading Quiz 1</td>
<td>Readings for 1/13 - 1/27</td>
<td>15</td>
<td>6%</td>
</tr>
<tr>
<td>Reading Quiz 2</td>
<td>Readings for 1/29 - 2/5</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td>Reading Quiz 3</td>
<td>Readings for 2/10 &amp; 2/12</td>
<td>15</td>
<td>6%</td>
</tr>
<tr>
<td>TBL 1</td>
<td>Addressing health inequality</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Reading Quiz 4</td>
<td>Readings for 2/11 &amp; 2/13</td>
<td>15</td>
<td>6%</td>
</tr>
<tr>
<td>TBL 2</td>
<td>Setting policy for student health</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>First half of the course (take via Bb)</td>
<td>30</td>
<td>13%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Medicalization</td>
<td>30</td>
<td>13%</td>
</tr>
<tr>
<td>In-Class Film Quiz</td>
<td>Big Bucks, Big Pharma</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>Reading Quiz 5</td>
<td>Readings for 3/22 - 3/27</td>
<td>15</td>
<td>6%</td>
</tr>
<tr>
<td>TBL 3</td>
<td>Developing a health care system</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Analyzing ACA costs and news claims</td>
<td>15</td>
<td>6%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Second section of course &amp; key concepts</td>
<td>30</td>
<td>13%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>240</td>
<td>100%</td>
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</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.

RESOURCES TO HELP YOU SUCCEED IN THIS COURSE
Tutoring
- **ACE Learning Studio @ Johnston Ground (WJB).** **Hours:** Monday-Thursday, 10am-8pm; Sunday 3pm-8pm. [https://www.lib.fsu.edu/tutoring/other-locations](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](https://www.lib.fsu.edu/tutoring-information)
- **Department of English:** Now offers students the opportunity to schedule appointments in their Reading-Writing Center online, 24/7. To make an appointment, please visit this website: [fsu.mywconline.com](http://fsu.mywconline.com) You may also call the RWC @ Williams at (850) 644-6495 to register. [http://wr.english.fsu.edu/Reading-Writing-Center](http://wr.english.fsu.edu/Reading-Writing-Center)

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.) there are three key resources for you to use at FSU (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/)

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!