

**Seminar in Medical Sociology SOC 4205**  
**CRN 27426 Section 001**  
**10:00-11:15 A.M. TUESDAYS AND THURSDAYS Old Main 1168**

**DR. JANET HANKIN**

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**TELEPHONE: (313) 577-2930 (main office)**

**OFFICE HOURS: Tuesdays and Thursdays 2:30-3:30 P.M.**

**IN ADDITION, I AM AVAILABLE BEFORE, AFTER CLASS, AND AT OTHER TIMES BY APPOINTMENT, EITHER IN PERSON, BY PHONE, OR THROUGH SKYPE. If you want to stop in outside of office hours, I recommend you contact me and make sure I am available. I teach another class on Tues. & Thurs. from 1-2:15 p.m.**

**HOW TO CONTACT ME:** I am always in during office hours. If I must cancel my office hours, I will announce alternative hours for that week on Canvas and I will send an e-mail. The most reliable way to reach me is to call me the main office at 313-577-2930 and ask to talk to me. I do not have a phone in my office. I have a mailbox in the Department of Sociology, Room 2228 F/AB in the room where the copy machine is located. My e-mail address is [janet.hankin@wayne.edu](mailto:janet.hankin@wayne.edu), and I constantly check my e-mail.

**CANVAS:** This course has a website on <https://canvas.wayne.edu>. The syllabus and other important documents will be available there. **Your assigned readings are only available on Canvas. There is no textbook.** Power point slides for each lecture will be posted no later than the evening before the lecture. I will send you an e-mail letting you know that the slides are loaded on Canvas. There is a direct relationship in my courses between using Canvas and receiving an "A" grade!  
**MESSAGES CONCERNING THE COURSE WILL BE SENT BY WAYNE STATE EMAIL THROUGH CANVAS. IF YOU WISH TO FORWARD YOUR WSU EMAIL TO A PRIVATE EMAIL, THAT IS FINE, BUT BE SURE YOU FORWARD THE WSU EMAIL TO A VALID ACCOUNT.** Lectures will be recorded and available on ECHO360 Recording on the Canvas website. Look on the left-hand bar on Canvas to access the recordings.

## Course Description

SOC 4205 Provides students with an overview of the current state of knowledge in medical sociology with an emphasis on recent empirical papers. It is designed to understand the definition of illness, the distribution of death and disease in society, health promotion, help seeking behavior, the socialization of health care providers, the organization of the health care system, and the need for health care reform

## LEARNING OUTCOMES: YOU WILL BE ABLE TO...

1. Locate relevant sociological literature on your research topic using a scientific database and to perform advanced searches using logical operators like AND and OR.
  2. Write a critical literature review using sources you have located on your chosen topic in medical sociology.
- LEARNING OUTCOMES 3-9 WILL BE ASSESSED BY TWO ESSAY EXAMS.
3. Identify the issues surrounding the definitions of health and illness.
  4. Understand how social factors (especially social inequality and stress) impact health and illness.
  5. Explain the relationship between social stratification, access to resources, and well-being.
  6. Compare the U.S. health care system to systems in other countries.
  7. Discuss the problems people experience when they encounter the health system.
  8. Explain the key elements of the Affordable Care Act and its impact on health care.
  9. Understand the following foundational concepts:
    - a. How socio-cultural factors influence the ways that individuals perceive, think about, and react to the world with a focus on nature of stress, stress outcomes, response to stressors and stress management
    - b. How socio-cultural factors influence behavior and behavior change, including group processes, culture (assimilation, multiculturalism, subcultures) and socialization (definition of norms, agents of socialization, stigma and deviance)
    - c. How socio-cultural factors influence the way we think about ourselves and others, including self concept, formation of identity, prejudice and bias, stereotypes, ethnocentrism, elements of social interaction, presentation of self, social behavior, discrimination
    - d. How cultural and social differences influence wellbeing using sociological theories including structural functionalism, symbolic interactionism, conflict, and social constructionism. Understand the influence of social institutions, culture, demographic characteristics and processes.
    - e. How social stratification and access to resources influence well-being. Concepts including social class, social stratification, social mobility, poverty, social inequality, health and health care disparities

**EATING AND TEXTING: If you want to eat during class, please consume quiet food. Cell phones must be turned off or on vibrate.** Texting during class, instant messaging on your laptop, and surfing the internet will not be permitted. It is very disruptive to other students if you are playing games, playing videos or live programs on your computers. If you engage in these behaviors, you will be asked to leave the classroom (**unless you can document that it is a dire emergency and thus you had to text or message someone**).

***Note that the course schedule is subject to change due to unforeseen circumstances (WSU closes because of snow, power outages.)***

**SCHEDULE OF TOPICS AND ASSIGNED READINGS Winter SOC 4205**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNED READINGS</b> (text in parentheses are file names of documents that are loaded in Canvas modules by dates)
Tu 1/8	Introduction	<b>Rosich &amp; Hankin</b> , Executive Summary: What do we know? Key findings from 50 years of medical sociology. ( <i>S1exsumm</i> )
Th 1/10	Defining Disease	<b>Conrad &amp; Barker</b> , The social construction of illness: Key findings and policy implications. ( <i>S67Conrad</i> ) <b>Parker et al.</b> , Mental health messages in prominent mental health apps. ( <i>medicalizationmh</i> )
Tu 1/15	Mortality	<b>Murphy et al.</b> , Mortality in the U.S., 2017 ( <i>cdc11_18</i> ) <b>Hirai et al.</b> , The Collaborative improvement and innovation network (Coiin) to reduce infant mortality ( <i>preventim</i> )
Th 1/17	Gender	<b>Rieker &amp; Bird</b> , Rethinking Gender and Health: Why we need to integrate social and biological perspectives. ( <i>RiekerandBird</i> ) <b>Williams</b> , Why do women live longer than men? ( <i>mfmortality</i> )
Tu 1/22	Race	<b>Williams &amp; Sternthal</b> , Understanding Racial-ethnic Disparities in Health: Sociological Contributions ( <i>S15Wms</i> ) <b>Silverstein</b> , Genes don't cause racial health disparities, society does. ( <i>genesdon't</i> )
Th 1/24	Social Class	<b>TERM PAPER TOPIC DUE</b> <b>Egen et al.</b> , Health and Social Conditions of the Poorest Versus Wealthiest Counties in the United States. ( <i>egen</i> ) <b>Cohen et al.</b> <u>Read pages 1-7 only!</u> Health Insurance Coverage: Early Release of Estimates From the National Health Interview Survey. ( <i>cdcuninursed</i> )
Tu 1/29	Fundamental Cause	<b>Phelan et al.</b> , Social Conditions as Fundamental Causes of Health Inequalities : Theory, Evidence, and Policy Implications. ( <i>S28Phelan</i> ) <b>Bendix</b> , The Collapse of the White Working Class. ( <i>Bendix</i> )
Th 1/31	Fundamental Cause	<b>Rubin et al.</b> , A fundamental cause approach to the study of disparities in lung cancer and pancreatic cancer mortality in the United States. ( <i>lungca</i> ) <b>Reich et al.</b> Fundamental Interventions: How Clinicians Can Address the Fundamental Causes of Disease ( <i>reichfundcause</i> )
Tu 2/5	Stress	<b>Thoits</b> , Stress and Health: Major findings and policy implications. ( <i>S41Thoits</i> ) <b>Mayo Clinic</b> , Healthy Lifestyle, Stress management. ( <i>stress&amp;healthmayo</i> )
Th 2/7	Social Support	<b>SEND ELECTRONIC COPY ARTICLE YOU WANT TO PRESENT FOR PPT AND REQUEST DATE FOR PPT</b> <b>Umberson &amp; Montez</b> , Social relationships and health: A flashpoint for health policy. ( <i>S54Umberson</i> ) <b>Cherry</b> , How social support contributes to psychological health. ( <i>socialsupport</i> )
Tu 2/12/	Prevention	<b>Morbidity and Mortality Weekly Report</b> , Pp. 619-623, Ten great public health achievements-United States, 2001-2010. ( <i>PHACHIEVE2001-2010</i> ) <b>Ha et al.</b> Partnering medical students with barbers to cut hypertension in Black men. ( <i>Barberhypertn</i> )

Date	Topic	Assigned Readings
Th 2/14	Technology	<b>Casper and Morrison</b> , Medical Sociology and Technology: Critical Engagements ( <i>S120Casper</i> ) <b>Litkowski et al.</b> Curbing the urge to image. ( <i>Curbing imaging</i> )
Tu 2/19	<b>MIDTERM EXAM DUE</b>	<b>TAKE HOME EXAM. NO CLASS TODAY</b>
Th 2/21	Physicians	<b>Timmermans &amp; Oh</b> , The continued transformation of the medical profession ( <i>S94timmermans</i> ) <b>Tweedy</b> , What It's Like to Be a Black Man in Medical School, ( <i>Blackmd</i> )
Tu 2/26	Nurses	<b>Yang et al.</b> , State Scope of Practice Laws, Nurse-Midwifery Workforce, and Childbirth Procedures and Outcomes. ( <i>Midwives</i> ) <b>Richardson</b> , The impact on retiring baby boomers on nursing shortage. ( <i>nursing shortage</i> )
Th 2/28	Dr./Patient relationship	<b>Boyer &amp; Lutfey</b> , Examining critical health policy issues within and beyond clinical encounters: Patient-provider relationships and help-seeking behaviors. ( <i>S80Boyer</i> ) <b>Lutfey-Spencer</b> , Transforming patient compliance research in an era of biomedicalization. ( <i>compliance</i> )
Tu 3/5	Ethics	<b>Bosk</b> , Bioethics Raw and Cooked: Extraordinary Conflict and Everyday Practice. ( <i>S133Bosk</i> ) <b>Madras</b> , The Surge of Opioid Use, Addiction, and Overdoses Responsibility and Response of the US Health Care System. ( <i>Ethicsopioids</i> )
Th 3/7	Neighborhood & Health	<b>Kershaw et al.</b> , Association of Changes in Neighborhood-Level Racial Residential Segregation With Changes in Blood Pressure Among Black Adults: The CARDIA Study ( <i>kershaw</i> ) <b>Robert Wood Johnson Foundation</b> , How does neighborhood shape health. ( <i>RWJ</i> )
3/12&14	Spring Break	<b>COLLECT CITATIONS AND COPY ABSTRACTS OF 10 ARTICLES YOU WANT TO USE IN TERM PAPER</b>
Tu 3/19	Mental Health	<b>TURN IN CITATIONS AND ABSTRACTS FOR 10 ARTICLES YOU WANT TO USE FOR TERM PAPER</b> <b>Villatoro et al.</b> , Perceived Need for Mental Health Care: The Intersection of Race, Ethnicity, Gender, and Socioeconomic Status. ( <i>mhcareneed</i> ) <b>Singer</b> , In Screening for Suicide Risk, Facebook Takes On Tricky Public Health Role. ( <i>facebook&amp;suicide</i> )
Th 3/21	Drug Abuse	<b>NIDA</b> , Misuse of Prescription Drugs. ( <i>misuseRX</i> ) <b>Keyes et al.</b> Historical trends in the grade of onset and sequence of cigarette, alcohol, and marijuana use among adolescents from 1976–2016: Implications for “Gateway” patterns in adolescence. ( <i>alcigmj</i> )
Tu 3/26	Alcoholism	<b>Grucza et al.</b> Trends in Adult Alcohol Use and Binge Drinking in the Early 21st-Century United States: A Meta-Analysis of 6 National Survey Series. ( <i>Grucza</i> ) <b>CDC</b> , Fetal Alcohol Spectrum Disorders. ( <i>FASD</i> )
Th 3/28	Hospitals	<b>Boccuti &amp; Casillas</b> , Aiming for Fewer Hospital U-turns: The Medicare Hospital Readmission Reduction Program. ( <i>Hospitaluturns</i> ) <b>Goldhill</b> , How American Health Care Killed My Father. ( <i>Goldhill</i> )

Date	Topic	Assigned Reading
Tu 4/2	Health Care in other countries	<p><b>Papanicolas et al.</b>, Health care spending in the United States and other high-income countries. (<i>Papanicolas</i>)</p> <p><b>JAMA</b>, Incorrectly described data. (<i>fixerrorjama</i>) Correction to Papanicolas article.</p> <p><b>Emanuel</b>, The Real Cost of the US Health Care System. (<i>Emanuel</i>)</p>
Th 4/4/	Health Care in other countries	<p><b>Baicker &amp; Chandra</b>, Challenges in Understanding Differences in Health Care Spending Between the United States and Other High-Income Countries. (<i>Baicker</i>)</p> <p><b>Parente</b>, Factors Contributing to Higher Health Care Spending in the United States Compared With Other High-Income Countries. (<i>Parente</i>)</p> <p><b>Bauchner &amp; Fontanarosa</b>, Health Care Spending in the United States Compared With 10 Other High-Income Countries: What Uwe Reinhardt Might Have Said. (<i>Bauchner</i>)</p>
Tu 4/9	Health Services Research	<p><b>Wright &amp; Perry</b>, Medical Sociology and Health Services Research: Past Accomplishments and Future Policy Challenges. (<i>S107Wright</i>)</p> <p><b>Gawande</b>, THE COST CONUNDRUM: What a Texas town can teach us about health care: Costlier care is often worse care. (<i>McAllen</i>)</p>
Th 4/11	Health Care System	<p><b>Mechanic &amp; Alpine</b> Sociology of Health Care Reform: Building on Research and Analysis to Improve Health Care. (<i>S147DM</i>)</p> <p><b>Hankin &amp; Wright</b>, Reflections on fifty years of medical sociology. (<i>S10 editorial</i>)</p>
Tu 4/16	ACA	<p><b>Kaiser Family Foundation</b>, Summary of the Affordable Care Act. (<i>aca2017/kff</i>)</p> <p><b>Jost</b>, The Affordable Care Act under the Trump Administration. (<i>ACAtrump</i>)</p>
Th 4/18	ACA	<p><b>Bhatt &amp; Beck-Sagué</b>, Medicaid Expansion and Infant Mortality in the United States. (<i>medicaidexpandim</i>)</p> <p><b>Soni et al.</b>, Effect of Medicaid Expansions of 2014 on Overall and Early-Stage Cancer Diagnoses. (<i>cancerdxaca</i>)</p>
Tu 4/23	STUDY DAY	
Th 4/25	TERM PAPER DUE	
Tu 4/30	SECOND EXAM DUE	

**The course requirements total 500 points.**

**COMPONENTS OF YOUR GRADE:**

Element	Due Date	Points	% of course grade
Participation	Each class	125	25%
First take home exam	Tues. February 19	100	20%
Power Point Presentation	By April 18	50	10%
Term paper	Thurs. April 25	125	25%
Second take home exam	Tues. April 30	100	20%

**Participation.** Participation points will total 125 points or 25% of your grade. You will get participation points if you attend class and submit a written discussion question about one of the assigned readings at the beginning of the class. I hope the questions will enable us to have a spirited discussion of the reading material. Participation points will start on January 10. For every class where you submit a question and show up for class, you will earn 5 points. There are 26 classes excluding February 19, the day the take home midterm exam is due. Thus, attendance is  $25 \times 5$  or 125 points. You get one excused absence. You can miss one class for any reason without being penalized. Participation points will not be given if you walk in late or leave class early unless you have a legitimate excuse approved by Dr. Hankin. Be on time please. Late entrances and early departures disrupt the class.

**Absence Policy**

I will excuse your absence in the case of serious illness, religious observance, work requirements, or a family or personal emergency. However, you must notify me immediately of the reason for the absence, provide a note from your physician verifying your illness, or, in the case of another emergency, provide written verification of the problem (obituary in the case of a funeral, car repair receipt if your car dies, hospital discharge form, etc.) If you are suffering from flu symptoms, DO NOT COME to class. I realize that you may not have health insurance and may not have access to a physician. I do need some type of verification of illness, like a note from "Dr. Mom" or a significant other. Please notify me if you wish to request an excused absence as soon as possible. Students who add the class during late registration period will not be penalized. In order to get an excused absence, you must email me your discussion question on the readings assigned for that day.

**There will be two take home essay exams.** The first take home exam is due by 11:59 p.m. on Tuesday, February 19. It is worth 100 points or 20% of your final course grade. Class will not meet that day, so you can spend time finishing the exam. The exam must be submitted on Canvas using Unicheck. It will cover all the material (lectures, class discussion, readings) from 1/8/19 through 2/14/19. The exam will have three essay questions. You will choose two of those questions to answer. You will receive the questions on 1/31/19. Each essay question will be worth 50 points. Each answer should be 3-4 pages of double spaced text.

The second take home exam is due by 10:00 a.m. on Tuesday, April 30 because the final exam for this course is scheduled on that day. It is worth 100 points or 20% of your final course grade. The exam must be submitted on Canvas using Unicheck. It will cover all the material (lectures, class discussion, readings) from 2/21/19 through 4/18/19. The exam will have three essay questions. You will choose two of those questions to answer. You will receive the questions on 4/9/19. Each essay question will be worth 50 points. Each answer should be 3-4 pages of double spaced text.

**Term paper is worth 125 points or 25% of your course grade.** I need to have your term paper topic by January 24, 2019 so I can approve it. Right after Spring Break, on 3/19/19, I need the following information about your 10 references: the citation for the article and a copy of the abstract of the article. I will give you feedback on the list. The term paper is due on April 25 via Canvas Unicheck by 11:59 p.m.

The term paper will be a literature review incorporating 10 scientific articles or books and will be ten pages long. Specific details appear at the end of this syllabus.

#### Term Paper Grade

Element	Points
state problem	5
sociological	5
describe studies	10
methods	10
data analysis	10
results	10
strengths	10
weaknesses	10
future research	10
policy implications	10
references	10
in-text citations	10
spelling/grammar	5
organization	5
length	5
TOTAL	125

**Power point presentation.** Before the end of the semester, you will do a power point presentation on one of the articles you are using in your term paper. You will have 15 minutes and can present from 12-15 slides. There are 12 required slides: 1) Topic and citation of article, 2) research question addressed, 3) why is research important, 4) methods—how data collected, 5) how was data analyzed? If appropriate, talk about hypotheses, 6) results, 7) results, 8) strengths of study, 9) weaknesses of study, 10) directions for

future research, 11) policy implications, 12) bottom line—takeaway from the article. You need to send me a copy of your article, so I can approve it as well as the date you would like to present by 2/7/18.

### **DETERMINING THE FINAL GRADE**

POINTS	%	GRADE
1000-900	100-90	A
899-850	89-85	A-
849-800	84-80	B+
799-750	79-75	B
749-700	74-70	B-
699-650	69-65	C+
649-600	64-60	C
599-550	59-55	C-
549-500	54-50	D+
499-450	49-45	D
449-400	44-40	D-
< 400	<40	F

### **MORE ABOUT GRADES**

The University does not permit A+ grades. I do not curve the assignments. Attending two outside activities will give you 80 points, and you should not wait until the last minute to go to these events. I do not give “extra credit” assignments to make up points. I am not sympathetic to requests at the end of the term that state: “Please, change my course grade because I missed an ‘A’ by only 20 points.” Therefore, you need to monitor your points throughout the semester on <https://canvas.wayne.edu>. Please see me if you have concerns about your point total or if you are having problems in the course. Do not wait until the last minute to panic about your grade.

### **APPEALS OF GRADES AND POLICIES**

If you wish to appeal a grade on an assignment or an exam, you must provide a note to Dr. Hankin explaining why you deserve a higher grade. You take the risk that your grade will go up, go down, or stay the same. **IF YOU WISH TO APPEAL YOUR GRADE OR ANY POLICIES PERTAINING TO THIS COURSE, YOU SHOULD FIRST CONSULT ME. IF A SATISFACTORY SOLUTION IS NOT REACHED, YOU SHOULD CONTACT THE CHAIR OF THE SOCIOLOGY DEPARTMENT, DR. JEFFREY KENTOR AT 313-577-8131, [Jeffrey.kentor@wayne.edu](mailto:Jeffrey.kentor@wayne.edu).** Formal grade appeals can only be made regarding final grades in a course. You file a formal grade appeal regarding your final course grade by contacting THE COLLEGE OF LIBERAL ARTS AND SCIENCES DEAN’S OFFICE, Elizabeth Stone-Hall, "Elizabeth June Stone-Hall" [elizabeth.stone@wayne.edu](mailto:elizabeth.stone@wayne.edu), 313-577-2516. The office is located on the SECOND FLOOR OF OLD MAIN, room 2155. College procedures for grade appeals are available at <http://www.clas.wayne.edu/grade-appeal-process>

Note there is a 30-day time limit for filing appeals about a course grade. STUDENTS SHOULD CONSULT THE UNIVERSITY BULLETIN REGARDING UNIVERSITY POLICIES THAT AFFECT COURSES.

**EXTENSIONS AND MAKEUP EXAMS.** I permit makeup exams or extensions in the case of illness or death in the family, religious observances, or dire emergencies. I must be notified as soon as possible of these circumstances. Either send me an e-mail or leave a message at 313-577-2930. I must have a written note from a health care provider, a significant other, or a funeral



director or documentation of the emergency before you receive an extension or take a makeup exam. Exams should be made up within two weeks of the original date if possible.

**Grading Rules: a. Students who do not complete these course requirements, or do not withdraw appropriately (in timely ways), will receive a failing grade. So, if you stop coming to class and forget to withdraw from the class, you will receive a F.**

B. Students who request withdrawals beginning with the 5th week of the term will now receive one of these notations:

- WP Withdrawal with a passing grade earned to date
- WF Withdrawal with a failing grade earned to date
- WN Withdrawal never attended, or no graded work to date

Students can make requests to withdraw on Academica. However, before your request is forwarded to me, you must go through SMART CHECK. Once the SMART CHECK is completed, I will be able to approve the request on Academica.

C. Incompletes will revert to a failing grade after one calendar year. That means that work must be completed within one calendar year - **there will be no extensions. There is a contract that must be completed if you are taking an incomplete in a course. It must be signed by the instructor, student, and the department chair.** An Incomplete will be granted only in unusual circumstances, for example, serious illness or hospitalization.

The mark of I – Incomplete is intended to allow a student to complete the required work for a course after the semester has ended, if, in the judgment of the instructor, there is a legitimate reason why the work could not have been completed during the term. Incompletes (I) may be given only when the student has not completed all of the required work and when there is a reasonable probability that the student will complete the requirements successfully **without again attending regular class sessions**. If additional class attendance is required, the student must reregister for the course. The student must be passing at the time the Incomplete is given.

The work must be completed and a change of grade filed with the Office of the Registrar within one year of the end of the term when the course was originally taken. Any unchanged Incomplete at the end of the one-year will be changed to a grade of F. University statute clearly stipulates that no extension to the one-year limit is permitted and that once an Incomplete has been changed to an F, it cannot be changed again. The only recourse for a student not completing coursework in the time allowed is to repeat the course. **Instructors have the right to establish a deadline that is earlier than one year.**

Responsibility for completing all course work rests with the student. Responsibility for grading the completed work and reporting the grade change to the Office of the Registrar in a timely fashion rests with the instructor.

**OTHER IMPORTANT INFORMATION.** Important dates: (See of Schedule of Classes)

• Course Drops and Withdrawals:

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week, there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request in Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: <https://wayne.edu/students/register/dropping>.

By the end of the second week of classes, a university rule requires you to show evidence that you have participated in this class by attending class and doing assignments. If you fail to attend class and do not take the quizzes, the university will withdraw you from the class and your financial aid will be readjusted.

See <http://reg.wayne.edu/gotoclass.php> for details.

Friday, January 18: Last day to drop this class and get tuition cancellation. Also, it is the last day to add this class.

After January 18: If you drop class, it will appear on your academic record, and you are contractually liable for tuition of dropped courses.

January 19-March 24: Need my permission to drop this class. Go into Academica and drop the class. Next complete S.M.A.R.T. counseling. After the counseling I will receive notification from the registrar about your withdrawal request. A grade of WN, WP, WF will appear on your transcript, so it will indicate whether you ever attended class (WN=never attended), were passing (WP), or failing the class (WF) at the time of withdrawal. You are liable for tuition.

**NOTE THE DEADLINE FOR DROPPING THIS CLASS: Sunday, March 24, 2019 IS THE LAST DAY TO DROP THE CLASS!!!! STUDENTS WHO DO NOT OFFICIALLY WITHDRAW FROM THE COURSE BEFORE THE DROP DEADLINE OF March 24 WILL RECEIVE A GRADE OF F. THERE ARE NO EXCEPTIONS.**

**Religious holidays (from the online Academic Calendar):**

*Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.*

**□ Student Disabilities Services (edited statement from the SDS web site**

<http://studentdisability.wayne.edu/>)

*If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The SDS office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-577-3365 (TTD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours or at another agreed upon time to discuss your needs.*

□ Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student's accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

**□ Academic Dishonesty -- Plagiarism and Cheating (edited statement from the DOSO's web site: <https://doso.wayne.edu/conduct/student>)**

*Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct. Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.*

- *Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student's test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.*
- *Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.*
- *Plagiarism: To take and use another's words or ideas as one's own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.*

- *Unauthorized reuse of work product: submission for academic credit, without the prior permission of the instructor, of substantial work previously submitted for credit in another course. Example: submitting a paper in a current course that was written for, and submitted in, a previous course.*
- *Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.*

**Cheating on exams will result in a grade of 0 (zero). Plagiarism on a written assignment (purchased discussion pieces, pieces written by someone other than you, or pieces acquired from the internet) will result in a grade of 0 (zero) on the assignment. Appropriate citations must be used to cite the works of others. Lifting entire paragraphs or pages from other sources and inserting them into a writing assignment is plagiarism.**

#### □ **Student services:**

- The Academic Success Center (Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit [www.success.wayne.edu](http://www.success.wayne.edu) for schedules and information on study skills workshops, tutoring, and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit [clasweb.clas.wayne.edu/writing](http://clasweb.clas.wayne.edu/writing) to obtain information on tutors, appointments, and the type of help they can provide.

#### ○ **Library research assistance**

Working on a research assignment, paper, or project? Trying to figure out how to collect, organize, and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>.

#### □ **Class recordings:**

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information. You can access ECHO360 from Canvas to see lecture recordings.

### **OMBUDSPERSON**

Accessed on August 9, 2017 from <https://wayne.edu/ombuds/>

#### *Mission*

The mission of Ombuds Office is to encourage student success by answering the WSU community's questions about University policies and procedures, supplying an informal and impartial environment in which conflicts and concerns may be confidentially discussed and potential solutions explored, and providing referrals to appropriate services. It also identifies areas for improvement in University processes and systems that relate to academic and student life and conveys them to relevant parties for consideration and possible action.

#### *Services*

The Ombuds Office can provide assistance in:

- Accessing processes for academic appeals.

Identifying the appropriate offices and individuals to help students solve problems related to enrollment and registration, tuition and fees, academic support and student life.

Appropriate referral for personal or health-related issues.

Other assistance in navigating the university's programs, processes and offices.

Contact the office directly at 313-577-3487 or send an email to [ombudsoffice@wayne.edu](mailto:ombudsoffice@wayne.edu). You may also send a fax to 313-577-9296 or hard copy materials to the below address.

Ombuds Office

790 Student Center Building (SCB) (7th Floor) Detroit, MI 48202

### **Term Paper Requirements From the University Policy on Academic Integrity**

"Plagiarism To take and use another's words or ideas as one's own. *Examples:* Failure to use appropriate referencing when using the words or ideas of other persons. Altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own." What does this mean? If you plagiarize, you will receive a ZERO on your term paper. **TOPIC IS DUE BY 1/24/19.**

1. If it is a direct quote, you must put it in quotation marks and you must cite the author and page number. Depending upon your style manual, you may also need to add the year of publication. For example, *As Jones (1999:23) suggests, hormone replacement therapy was thought to be a "fountain of youth" and keep women "forever young."*
2. You may not put the material from articles or books into your paper without acknowledging where they came from. Therefore, every thought that is NOT yours needs to have a citation. For example, "*As Jones (1999) suggests, hormone replacement therapy was thought to fight the aging process in women.*" In this example, you paraphrased Jones. This is appropriate if you show where the idea comes from.
3. It is not permitted to insert paragraph after paragraph from a book or journal article, even if you put the material in quotes. It is not your term paper if all you do is string together paragraph after paragraph of others' material.
4. It is very easy for me to identify plagiarism or purchased term papers these days. If you do it, you will be caught, and you will receive a zero on your paper.
5. The style for referencing should follow MLA or APA guidelines You may cite material in text using (author, date) notation and listing the complete reference at the end. To check formatting for references, a good website is <http://owl.english.purdue.edu> I do not care which style you choose but follow it precisely.
6. **THE TERM PAPER IS DUE ON Thursday, April 25, by 11:59 PM on Canvas using Unicheck. LATE PAPERS WILL BE PENALIZED. YOUR GRADE WILL DROP 10 POINTS FOR EVERY DAY IT IS LATE.** It should be typed, double-spaced 10 pages of text, with 12 fonts and 1-inch margins.
7. I expect 10 references from scientific journals, websites, and/or books. You need to find 10 different articles or books or scientific websites. The paper must be 10 pages typed text, double-spaced. The minimum page requirement does not include a page for references. I will not accept references from popular magazines, blogs, nonscientific websites, and newspapers as part of the required 10 references. You can add them in as additional references. For example, [www.nih.gov](http://www.nih.gov) is a scientific website, as is [www.cdc.gov](http://www.cdc.gov). [www.nytimes.com](http://www.nytimes.com) is *not* a scientific website. When in doubt, ask me. The term paper must be related medical sociology. **List of 10 references with their abstracts are due to me on 3/19/19.**
8. To find references, go to [www.lib.wayne.edu](http://www.lib.wayne.edu) I would use these search engines: Google Scholar, JSTOR, Soc Abstracts, Proquest Research Library, PubMed. References should be published in 2010 or later unless you are doing a historical paper.
9. The paper should take a critical perspective on the quality of the research, including the methods and statistics. The paper should provide a summary of the data, draw conclusions, and explore the policy implications. It should be well organized. Tell me what you will talk about, talk about it, and then tell me what you said.
10. The paper should reflect the sociological perspective, e.g., incorporate some of the major concepts covered in the course. I should be able to tell that you took the course and learned something from it!
11. I will be glad to review your outline for the paper and comment on a draft of it. You will do a literature review, which is defined as **a synthesis of the literature on a topic.** The combining of often varied and diverse ideas, forces, or factors into one coherent consistent complex (Pan, 2004:1). You will summarize what others have found out about the topic. You will argue why this topic is important.
12. Specific hints:

- a. Read the selected literature carefully to get a broad overview, with attention to the relationship of the literature to theory or theories and establish specific purposes of your literature review. Identify three topics in the literature and organize your paper around those topics.
- b. Evaluate and interpret the literature on the topic.
- c. Create a synthesis by reconciling similarities and differences in the literature. Consider the implications of possible conclusions and identify fruitful areas of future research.
- d. Establish the importance of the topic that you are reviewing in the first paragraph.
- e. Avoid vague references to statistics.
- f. Provide specific definitions of major variables early in the literature review
- g. Write logically as you move from one point to another. Do not write a string of annotations (a summary of a piece of literature).
- h. When possible, use more than one reference to support each point you make while avoiding very long strings of references for a single point.
- i. Write the literature review using your own words, use quotations very sparingly.
- j. when reaching conclusions: 1) Point out gaps and critique the literature (what are the strengths and weaknesses of the studies?), 2) Provide suggestions for future research, and 3) Talk about policy implications. Why does this matter? 4) End with a powerful, take-home message.

**POSSIBLE TERM PAPER TOPICS      Do not feel restricted to the topics on this list!**

Access to health care  
 Premature deaths  
 Life style and illness  
 Medicalization  
 Sociodemographic correlates of death rates  
 Why women are sicker, but men die quicker  
 Exclusion of women from clinical trials  
 Health care costs  
 Health care delivery system in another country  
 Physician training  
 Unequal health treatment of racial and ethnic group members  
 Medicaid or Medicare  
 Choice of specialty by physicians  
 Women physicians  
 Physicians who are members of racial or ethnic minority group  
 Effectiveness of warning labels on alcohol or cigarettes  
 Professionalization of nursing  
 Nursing shortage  
 Nurse practitioners, advance practice nurses  
 Compliance with medical regimen  
 End of life care  
 Health care problems of the elderly  
 Advertisements for drugs directed at the public  
 The new demanding patient  
 Trust between doctor and patient  
 Osteopathic vs. allopathic medical schools  
 Telemedicine  
 Sociodemographic correlates of mental health  
 Alcohol or drug abuse  
 Fetal Alcohol Spectrum Disorders  
 Neighborhood effects on health  
 Contraception or abortion  
 Infant mortality  
 Maternity care