

**Sociology 2210**  
**Sociology of Health and Medicine**  
**Fall 2018**  
**STAT 0128**  
**Tuesdays/Thursdays 10:00 am -11:15 am**

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**Course Text:**

William C. Cockerham, Medical Sociology (14<sup>th</sup> edition).

ISBN- 10: 113866832X

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Extra readings will be posted on Canvas in the appropriate week's folder

**Course Description:**

This course is designed to introduce you to the field of medical sociology. The course challenges the notion that health outcomes are the product of "personal choices" alone and investigates the impacts of social and institutional variables on health behavior. Specific topics to be addressed in this course include: patterns in the distribution of health and illness; the ways people seek help for and manage their illnesses; the ways doctors, nurses, and patients interact with each other; and the cultural, organizational, and economic functioning of various healthcare institutions.

The purpose of this course is to teach students:

- To develop a knowledge base pertaining to medical sociology
- That health is socially patterned (and not just a result of biology)
- Be knowledgeable on how a person's socio-demographic characteristics influence his or her health, including his or her ability to access resources to maintain health or receive treatment
- Develop insight into how patients and practitioners understand health and illness and their roles in the health care process.

**Tentative Course Schedule –Subject to change**

<b>Date</b>	<b>Readings</b>
August 30	Introduction to Course, Syllabus, and Each Other
September 4	Chapter 1
September 6	Epidemiology; - Chapter 2
September 11	Social class; - Chapter 3 - Leventhal, Tama and Jeanne Brooks-Gunn. 2003. "Moving to Opportunity: an Experimental Study of Neighborhood Effects on Mental Health." <i>Research and Practice</i> 93:1576-1582.
September 13	<b><i>Group Discussion (Social Class) – Group A</i></b>
September 18	Gender and Age; - Chapter 4 (pg 85 -101) - John Mirowsky and Catherine E. Ross. "Well-Being Across the Life Course." Ch. 19 in Horwitz and Scheid, <i>A Handbook for the Study of Mental Health</i> .
September 20	<b><i>Group Discussion (Gender and Age) – Group B</i></b>
September 25	<b>Test 1 (all material from September 4 to September 18)</b>
September 27	Race; - Chapter 4 (pg. 101 –114) - David R. Williams, Manuela costa and Jacinta P. Leavell "Race and Mental Health: Patterns and Challenges." Ch. 14 in Horwitz and Scheid, <i>A Handbook for the Study of Mental Health</i> .
October 2	<b><i>Group Discussion (Race) – Group C</i></b>
October 4	Social Stress and Health; - Chapter 5
October 9	<b><i>Group Discussion (Social Stress and Health) – Group D</i></b>
October 11	Work-Family and Health; - Tausig, Mark. 2013. "The Sociology of Work and Well-Being" Pp. 433-455 in <i>Handbook of the Sociology of Mental Health</i> , edited by Carol Aneshensel, Jo Phelan, and Alex Bierman. - Young, Marisa, Scott Schieman, and Melissa Milkie. 2014 "Spouse's Work- to-Family Conflict, Family Stressors, and Mental Health among Dual-Earner Mothers and Fathers." <i>Society &amp; Mental Health</i> , 4(1): 1-20 - Glavin, Paul, Scott Schieman & Sarah Reid. 2011. "Boundary-Spanning Work Demands and Their Consequences for Guilt and Psychological Distress." <i>Journal of Health and Social Behavior</i> : 52:43-58.
October 16	<b><i>Group Discussion (Work-Family and Health) – Group A</i></b>
October 18	<b>Test 2 (all material from September 27 to October 11)</b>
October 23	Health Behavior and Coping Resources; - Chapter 6 - R. Jay Turner and Robyn Lewis Brown. —Social Support and Mental Health. Ch. 10 in Horwitz and Scheid, <i>A Handbook for the Study of Mental Health</i> .
October 25	<b><i>Group Discussion (Health Behavior and Coping Resources) – Group B</i></b>
October 30	Illness Behavior; - Chapter 7
November 1 Group 1 meet with instructor (office hours)	<b><i>Group Discussion (Illness Behavior) – Group C</i></b>
November 6	Sick Role; - Chapter 8

Group 2 meet with instructor (office hours)	
November 8 Group 3 meet with instructor (office hours)	<b><i>Group Discussion (Sick Role) – Group D</i></b>
November 13 Group 4 meet with instructor (office hours)	<u>Lecture leader/ facilitator</u> (Group 1) Doctor-Patient Interaction; - Chapter 9
November 15	<b>Test 3 (all material from October 23 to November 6)</b>
November 20	No Class
November 22	University closed
November 27	<u>Lecture leader/ facilitator</u> (Group 2): Nurses, Other Health Care Personnel, and Healing Options; - Chapter 10
November 29	<u>Lecture leader/ facilitator</u> (Group 3): Nurses, Other Health Care Personnel, and Healing Options; - Chapter 13
December 4	<u>Lecture leader/ facilitator</u> (Group 4): Health Care in the US and other Countries; - Chapter 15 and 16
December 6	<b>Test 4 (all material from November 13 to December 4)</b>

\*\* This is a *tentative* schedule. Unforeseen circumstances sometimes require flexibility in scheduling. If that occurs, I will notify students in advance and provide a revised schedule.

### General Course Policies

**Canvas.** This course will be organized via Canvas (<http://Canvas.wayne.edu>). Once you activate your Wayne State access ID, you will find important announcements and materials. Canvas uses your WSU account. You are required to learn how to use Canvas (there are good tutorials on the website). The syllabus, all lectures, any announcements and all tests will be posted here.

*All course information will be posted through Canvas (no exceptions). I do not e-mail lecture slides to students. Each of you have been assigned an email account by WSU that you will need to use if you need to send me an e-mail. I will use your WSU email address to communicate with you.*

**Not checking or not getting your WSU email is no excuse for missing any relevant information for this course.**

**Final Grades.** Final grades submitted by the instructor are **final**. Grades will not be arbitrarily adjusted at the end of the term.

**Makeup Exams.** I only permit makeup exams in the case of serious illness or death in the family or dire emergencies. I must be notified as soon as possible of these circumstances. Please send me an e-mail with your full name, and student number. I must have a written note (scanned and e-mailed to me, or delivered to my office) from a health care provider or a funeral director or documentation of the emergency before you take a makeup exam.

If an alternate test date should be approved by me, the test must be taken within 5 days of the originally scheduled date.

**Extra Credit.** Extra credit will not be offered.

**Honor Code.** Students are bound by the Wayne State University honor code which states: “Wayne State University holds its students to the highest academic standards. Pride in the University and in oneself requires students to maintain an environment free from any breach of academic honesty. As lifelong representatives of Wayne State, we seek to cultivate honor, integrity, and civility in order to ensure that we earn our degree honestly and that we provide an ethical platform for our continued success”

**Registration.** Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. It is the student’s responsibility to request the withdrawal through the registrar’s office. Failure to do so will result in a grade of F. Students must be passing at the time of the request to get a ‘WP.’ After November 11th you cannot withdrawal from the course and will receive a letter grade. Incomplete ‘I’ grades are not given in this class. Students who are not registered for this course may not attend course meetings. ***Incomplete ‘I’ grades are not given for individuals that do not complete their assignments and take tests when they are assigned.***

**Disability.** If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. The SDS telephone number is 313-577-1851 or 313-202-4216 for videophone use. Once you have met with your disability specialist, I will be glad to meet with you privately during my office hours to discuss your accommodations. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at [www.studentdisability.wayne.edu](http://www.studentdisability.wayne.edu).

### Course Requirements and Grading

Test 1	15%
Test 2	15%
Test 3	15%
Test 4	15%
Attendance	5%
Group Discussion lead 1	10%
Group Discussion lead 2	10%
Summary and reflection paper	5%
Lecture leader/ facilitator	10%
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TOTAL	100%

Grades (%): A (95-100) A- (89-94) B+ (84-88) B (77-83) B- (72-76) C+ (68-71) C (64-67) C-(60-63) D (50-59) F (<50)

Tests: There will be 4 test (each worth 15% of your final grade – total 60%) administered in this course. The examinations are scheduled below. The questions on the exams will be taken from the readings & lecture. Students are responsible for all of the materials covered in the lectures and the text. Exams will consist of True/False & multiple choice questions. You will have a maximum of 1.10 hours to take each test.

Attendance (5%): Students may miss one class without penalty. Afterwards each missed class will result in a 1% deduction in your attendance grade regardless of the reason for the absence. **You cannot make up in-class work for days you are absent.** Students arriving more than 15 minutes late will be counted as absent. If you do arrive late, please sit in the back of the class and do not disturb the class.

Group Discussion Lead: (20% -- 10% each time) -- *-in-class performance, marked by peers & instructor:* Participation and working with your peers is essential to your success in this class. Students are expected to have given critical thought to all of the course readings and come to each of our classes prepared to participate.

The class will be divided into 4 groups (Groups A, B, C, and D). Each group will lead the group discussion twice during the term (Please check Canvas to see your assigned group).

Beginning with Group A (Group B will do so the next week, and so on...), the members of the group will collectively lead a 50-minute presentation and discussion of the previous lecture's topic (See course schedule below). *Please note that you are not being asked to give a 50-minute lecture reviewing the assigned readings for the day (I have already done that).* Your goal is to bring the concepts in the readings 'to life' and deepen understanding. You may want to apply the readings to a contemporary media topic, for example, or relate the topic to another section of the course already covered. It is up to your group to decide what you want to do. Just remember, if you do want to apply the readings to an outside topic or a previous section of the course, assume that the class is not familiar with this outside topic/previous section and make sure to explain it to the class! Presentation styles may (and hopefully will!) vary, including techniques such as:

- Games or other activities,
- Skits,
- Brief video clips (10 minutes or less, unless you create the media yourselves),
- Debate,
- Songs,
- Lecture

The discussion component must comprise *at least 15* of your 50 minutes. To lead a discussion, you will need to prepare a set of questions in advance to prompt class discussion of the material you are presenting. If you plan a class activity, please ensure that you have written instructions for your classmates to follow.

***The entire group will receive the same grade, except in the case where a group member does not demonstrate contribution or fulfill their responsibilities as discussed with the professor by other group members.*** The group grade will be the average of the instructor's and class' average assessments. If, under serious extenuating circumstances, you must miss class the day of your group presentation, you are

personally responsible for making sure that someone in your group is prepared to present your portion of the presentation/discussion. If you leave your group member(s) “high and dry” on the day of the group presentation/discussion, you will receive a grade of zero (*no exceptions*).

Summary and reflection paper: (5 %)

Students are required to write **1** weekly summary and reflection paper based on readings assigned to students from September 6 to November 6 (**only one submission on a chosen week is required – Note you are not required to submit a reflection paper every week...just one**). The paper must be submitted at the beginning of lecture during the week of the readings on which it is based and should be no more than 2 Pages, double spaced (*this paper must be submitted to me on the day that I will give a lecture, not on a group discussion day*).

My goal is to get you thinking and writing about the particular issues addressed by the reading(s); how the authors address/position these issues and your thoughts about specific aspects of the material you have read. Do not simply turn in a summary of the articles – the summary should not be more than a paragraph of your paper. You are being graded on your critique and evaluation of the readings and your ability to provide a coherent, thoughtful and organized response.

Doing short papers which integrate your own thoughts and reflection with scholarly work may be a different way of writing than you are used to but this will assist you in developing a greater understanding of course material and the ability to express your views in a succinct, organized way.

Some ideas for overall approaches:

What are one or two primary themes or arguments from the readings?

Do the authors expressly state theoretical perspectives?

Do the arguments and evidence lend support to theoretical perspectives?

How does one article relate to the other? How does the material relate to other course content?

Does the article inspire particular feelings or thoughts? What other information could the authors have included?

What are the implications for studying the issue the way they did? How might the findings change if different approaches were used?

How might these articles address policy or practice issues?

***I am looking for discussion along the above analytical lines rather than only a summary of the article content or simply what you personally thought about the readings.*** I do not require you to do outside research or offer additional citations beyond the course readings but you are welcome to incorporate selected outside information if you feel this could enhance your work.

Lecture leader/ facilitator: (10% -in-class performance, marked by instructor)

Students will be randomly assigned to four groups (1, 2, 3, and 4) at the beginning of the term – these groups will be different from the groups you will be assigned to for the group discussion portion of this course (Check Canvas to see your assigned group). It is important for the students in each group to exchange contact information and meet up frequently to make sure the work is done in a timely manner. Do not leave this portion of the course for the last minute.

Beginning November 13<sup>th</sup>, the lectures will be lead/ facilitated by students – approximately 50 minutes. Lecture leader/facilitation will involve working with a larger group to lead a class. The number in each of the four groups will be determined by class size. In order to ensure a quality experience for all, lecture leader/facilitators are required to meet once with the **instructor prior to November 13th**. This meeting will occur during my office hours (Group 1; November 1<sup>st</sup>; Group 2: November 6<sup>th</sup>, Group 3: November 8<sup>th</sup>; Group 4: November 13<sup>th</sup>). This means that you cannot leave this portion of the course for the last minute. At the time of your meeting with me, a very well thought out and almost complete presentation must be available for my inspection. Each group will be expected to use power point presentation and handouts to facilitate learning for the rest of the group. ***It is also imperative that each member pulls their weight and contributes to the presentation.*** During this time you may wish to show brief movie or film clips (10-15 minutes maximum), and provide discussion questions and/or activities. Your questions and/or activities should be designed to elicit discussion amongst your classmates rather than being a summary of the assigned readings. **NOTE: Missing a class where you are scheduled to act as lecture leader/facilitator is a serious occurrence that has a negative impact on all class members. Due to the tight schedule, there are no opportunities to make up missed lecture leader/facilitator responsibilities and the instructor will provide no alternative form of work. Thus a grade of zero will be given for a missed presentation.**

**The material covered during these presentations will be on your final test.**

Grading Rubric for summary and reflection paper (5% of final grade):

<b>CATEGORY &amp; POINTS PER CATEGORY</b>	<b>0 POINTS</b>	<b>1 POINT</b>	<b>2 POINTS</b>	<b>3 POINTS</b>	<b>4 POINTS</b>
Delivery of Summary and reaction paper	Did not hand in at any time between September 6 to November 6	Utilizes poor spelling and grammar in the paper; paper appears "hasty"	Errors in spelling and grammar evidenced in several parts of the paper	Few grammatical or spelling errors noted in paper.	Few grammatical or spelling errors noted in paper.
Relevance of paper	Did not hand in at any time between September 6 to November 6	Paper does not relate to the week's material; does not cite course material; makes snort or irrelevant remarks; it does not go beyond a summary of the week's reading	Paper is somewhat off topic; only minimal citations/discussion of course materials; paper is very short in length and offers no further insight into the topic; very little attempt is made to provide a critical discussion beyond a summary of the weekly reading	Paper relates well to the week's material; frequently cites the course materials; a strong attempt is made to provide a critical discussion beyond a summary of the weekly reading	Paper relates exceptionally well to the week's material; consistently cites course materials; provides a critical discussion beyond a summary of the weekly reading

Grading Rubric for Group Discussion Lead (10% of final grade: *Same rubric will be filled out by classmates and instructor*):

**Group being rated (A, B, C, D):** \_\_\_\_\_

**Rater's name (please print):** \_\_\_\_\_

Please rate each of the below criteria by circling the appropriate number (Extremely poor (0) – Excellent (5)).

All members of the group appear prepared	0	1	2	3	4	5
Equitable distribution of work between groups is evident (each member is prepared to discuss and follow up on all readings and takes turns doing so)	0	1	2	3	4	5
Group as a whole is well prepared and organized	0	1	2	3	4	5
Discussion component is engaging and well-thought-out	0	1	2	3	4	5
Discussion component reflects the material covered by the week's readings	0	1	2	3	4	5
Overall, the discussion questions elicit more than a yes/no answer	0	1	2	3	4	5
Group members provide answers or polite corrections should discussion questions not be answered or inappropriate/ incorrect responses are given	0	1	2	3	4	5
Presentation length/discussion portion is very close to 50 minutes	0	1	2	3	4	5

5 – Excellent

4 – Very Good

3 – Good

2 – Fair

1 – Poor

0 – Extremely poor

Grading Rubric for Lecture leader/ facilitator (10% of final grade):

**Group being rated (1, 2, 3, 4): \_\_\_\_\_**

Criteria	1	2	3	4	Group's Score
Attention to Audience	Group members did not attempt to engage the audience	Little attempt was made by group members to engage the audience	Group members engaged and held the attention of the audience most of the time by remaining on topic and presenting facts from the readings with enthusiasm	Group members engaged the audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation.	1 2 3 4
Clarity	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well-organized for the most-part, but more clarity with transitions is needed	Sequence of information is very well-organized, specific and appropriate examples are used, transitions are clear and create a succinct and even flow	1 2 3 4
Content	The presentation of material is unclear and information appears randomly chosen	The presentation material is clear, but examples or supporting material/information is disconnected	The presentation is clear, many relevant points/information/examples, but they are somewhat unstructured	Exceptional use of material that clearly relates to the week's reading; many relevant points/information/examples that flow with the material presented	1 2 3 4
Creativity	Delivery is repetitive with little or no variety in presentation technique	Material presented with little interpretation or originality	Some apparent originality displayed through use of original interpretation of presented material	Exceptional originality of presented material and interpretation	1 2 3 4
Presentation length	Greatly exceeding or falling short of allotted time (50 minutes)	Exceeding or falling short of allotted time	Remained close to the allotted time	Presented within the allotted time	1 2 3 4