

SOC 343: Sociology of Health & Medicine (3 credits, in-person)

This course introduces and examines the vast field of the Sociology of Health & Medicine, which includes the analyses of institutions, roles, patient-doctor relationships, clinic and hospital administrations, and the social constructions of health, illness, and disability. Sociologists concern themselves with understanding how social factors influence the health of individuals and groups.

Learning Goals

- Examine historical roots of epidemiology, medicine, and the sociology of health and illness
- Investigate intersectional causes for health inequalities over the life course
- Research issues related to the complex U.S. healthcare system(s)
- Critically evaluate the meanings of sickness, health, illness, disability, and other socio-medical labels

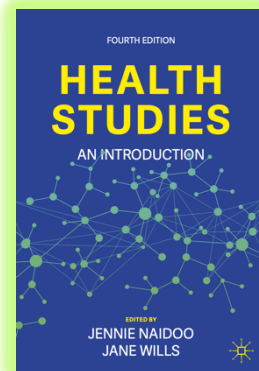
Course Materials

1. Naidoo & Wills (2022). **Health Studies**, 4th ed. (available on Canvas as full book and selected chapters)
2. **Netflix** Subscription
3. Readings, videos, podcasts, and other materials on Canvas

Classroom & Inclusion Policy

Our classroom is a learning community in which individual perspectives are valuable. It is necessary for us to respect each other's growth trajectory and always remember to discuss and critique *ideas* and never *people* themselves. We are here to learn from and with each other and thus this class must be a brave space in which we share and engage with one another:

- Intentionality is important – what do you mean to convey? Choose words that demonstrate intentions
- Never assume what other individuals are thinking or what groups they represent
- Animosity or disrespect towards any student, teacher or guest speaker is not allowed
- Being opinionated is not the same as being informed.



Accommodations & Accessibility

As an educator, I aim to make Sociology accessible to all students, regardless of ability or previous educational experiences. Students with accommodations **must present their accommodations to the instructor within two weeks of the first day of class**. I encourage all students to discuss with me any personal situations or emergencies during the semester that may affect performance in the course. On accommodations:

- I cannot retroactively grant extensions (and this is not the definition of an extension...)
- McBurney students must come to Student Hours in the first two weeks of class
- Religious events/holidays must be communicated to me in advance to receive accommodation

Course Content Advisory: This course examines disparities related to health, medicine, disability, illness, disease, and death. We will be discussing social determinants of health inequality which include racism, misogyny and sexism, discrimination, geographical location, and other socially critical lenses. Conversations will require informed engagement but may invoke personal emotion(s) and prove challenging for some students; if you are unable to discuss topics such as mental health, human sexuality, disease, etc., I recommend selecting another course to fulfill your academic requirements.

The course schedule and required content for each week are available on Canvas, new modules are posted each Thursday evening prior to the next week

Week	Date	Topic & Lecture Content	Assignment/Due Dates
Unit I			
1	Thursday, Sept. 5 th	Introductions What is Medical Sociology?	
2	Tuesday, Sept. 10 th	Epidemiology	Introductory Disc. Post & Course Orientation Quiz Due Tuesday, Sept. 10 th
	Thursday, Sept. 12 th	Social Epidemiology	
3	Tuesday, Sept. 17 th	Social Construction of Illness & Disability I	Model Medicine (MM) Preferences Due Tuesday, Sept. 17 th
	Thursday, Sept. 19 th		
4	Tuesday, Sept. 24 th	Social Construction of Illness & Disability II	
	Thursday, Sept. 26 th		
5	Tuesday, Oct. 1 st	Mental Health & the DSM Addiction	Exam #1 - Opens Thursday, Oct. 3rd (5 pm) - Due Sunday, Oct. 6th (11:59 pm)
	Thursday, Oct. 3 rd		
Unit II			
6	Tuesday, Oct. 8 th	Social Determinants of Health	M&M Analysis Part I due Thursday, October 10 th M&M DAY, Oct. 10 th (in-class)
	Thursday, Oct. 10 th		
7	Tuesday, Oct. 15 th	Gender & Health	
	Thursday, Oct. 17 th		
8	Tuesday, Oct. 22 nd	Race & Health	
	Thursday, Oct. 24 th		
9	Tuesday, Oct. 29 th	Sexual Health & Wellness	M&M Analysis Part II due Tuesday, Oct. 29 th M&M DAY, Oct. 31 st (in-class)
	Thursday, Oct. 31 st		
10	Tuesday, Nov. 5 th	Environment & Exposure	Exam #2 - Opens Thursday, Nov. 7th (5 pm) - Due Sunday, Nov. 10th (11:59 pm)
	Thursday, Nov. 7 th		
Unit III			
11	Tuesday, Nov. 12 th	Healthcare Workers	
	Thursday, Nov. 14 th	Socialization & The Patient	
12	Tuesday, Nov. 19 th	Hospitals & Clinics	M&M Analysis Part III due Tuesday, Nov. 19 th M&M DAY, Nov. 21 st (in-class)
	Thursday, Nov. 21 st		
13	Tuesday, Nov. 26 th	Alternative Medicine & Wellness (no in-person meeting)	
	THANKSGIVING BREAK 28 th -29 th		
14	Tuesday, Dec. 3 rd	Industry, Pharmacy & Devices	M&M Final & Reflection due Tuesday, Dec. 10 th M&M DAY, Dec. 5 th (in-class)
	Thursday, Dec. 5 th		
15	Tuesday, Dec. 10 th	Medicine & Media	Exam #3 - Opens Thursday, Dec. 12th (5 pm) - Due Sunday, Dec. 15th (11:59 pm)
No cumulative final exam			

Grades & Assignments

Criteria	% of Grade	Details & Due Dates
Participation & Engagement <u>*Attendance:</u> - Do not contact the instructor about missing class 3 classes students can miss for any reason (10% off attendance grade for each additional absence) - Engagement points cannot be earned if students do not attend class	15%	Introductory Discussion Post (2%) Due Tuesday, Sept. 10th @ 11:59 pm
		Course Orientation Quiz (3%) Due Tuesday, Sept. 10th @ 11:59 pm
		Attendance & Engagement (10%) - Scored twice during the term - Attendance sheets will be circulated each class meeting - Focused conversation, relevant course questions in-person, during class, group discussions small and large, activity (M&M days) - Students may demonstrate engagement by engaging with course material, responsible use of electronics, student hours, etc.
Exams (Online, via Canvas) - Online exams completed on Canvas. Open note/open book. - Exams are approximately 30-40 questions, multiple choice, true/false, short answer and essay questions - Students must cite where their information came from (in parenthesis) for short answer. Students may NOT work together or with tutors, use course files, etc.	60%	Exam #1 (20%) - Opens Thurs. Oct. 3rd by 5:00 pm - Due Sunday, Oct. 6th by 11:59 pm
		Exam #2 (20%) - Opens Thurs. Nov. 7th by 5:00 pm - Due Sunday, Nov. 10th by 11:59 pm
		Exam #3 (20%) - Opens Thurs. Dec. 12th by 5:00 pm - Due Sunday, Dec. 15th by 11:59 pm
Modeling Medicine (M&M) Research Project & Simulation - All project submissions require formal citations in ASA or APA style with in-text citations and a complete final references list properly formatted and integrated in the assignment - Assignments run through Turnitin.com and AI tracing software M&M simulation days are scheduled three times during the semester. Attendance and participation on these days will result in 2% extra credit added to the final M&M project grade.	25%	M&M Analysis Part I: Background and History (5%) - Students must describe the brief history of their selected arena/profession/role. They must select relevant elements to include to introduce their topics/projects. 4-5 pages minimum, due Thursday, Oct. 10th
		M&M Analysis Part II: Experience, Purpose & Function (5%) - Students must detail the purpose/function of the institution or organization they are researching. If they are a patient/family member, students must analyze how their role generally interacts with institutions/organizations in healthcare. 3-4 pages minimum, due Tuesday, Oct. 29th
		M&M Analysis Part III: Problems & Possibilities (5%) - Students must analyze the sociological issues relevant to their assigned role/institution and/or individual. 4-5 pages minimum, due Tuesday, Nov. 19th
		M&M Analysis Final & Reflection (10%) - Must use at least 10 peer-reviewed, academic references total (from previous Parts I, II, III) - Formal citations list, in-text citations required (APA or ASA) - Papers will be run through Turnitin.com by instructor - Students may not use previous assignments or work for other courses without instructor approval 10 pages minimum, due Tuesday, Dec. 10th

Modeling Medicine (M&M)

Research Project & Simulation

This course requires a final research paper (10 pages minimum) that will serve as an argumentative literature review about an aspect/area of healthcare and medicine. Students will be assigned roles in a class-wide project about the healthcare system, specifically in the United States. [Students may include international research in their final projects]. Students will be assigned a role as one of the following/within one of these:

Private Hospital	Public Health Clinic	General Family Office	Pharm/Device Company	Insurance Company	Government	Patients & Families	
Head of Hospital	Head of Hospital	Admin	CEO	CEO	Politicians	Female	
Administrators	Administrators	Doctors	CFO	CFO	Attorneys	Male	
Doctors	Doctors	Nurse Pract.	COO	COO		Intersex	
Nurse Pract.	Nurse Pract.	Physician’s Assist.	Admin/Sales	Agents/Sales		Trans	
Physician’s Assist.	Physician’s Assist.	CNAs/MAs				Spouses	
Surgeons	Surgeons					Parents	
Specialists	Specialists					Children	
Nurses	Nurses						
CNAs	CNAs						

The Modeling Medicine (M&M) research project is divided into **three parts** before the final project and reflection assignment at the end of the term. This is to help break up the work and scaffold assignments so that students have lower stakes grades they can improve upon. Each part requires sociological research using databases and the UW Library systems to find empirical data and evidence in argumentative written work.

Students will be given some elements of their “role” and asked to create most of their role’s details during the semester. The literature review assignment(s) require students to report on those details and then write about the institution/role in a sociological context, using argumentation. Examples of assigned roles + papers:

- **Nurse:** nurses in sociological research, nurses at private vs. public clinics, immigrant women in nursing, etc.
- **Specialist:** anesthesiologists in sociological research, specialist education, cardiological training
- **Administrators:** management and practice of medicine, legal issues, patient management, patient technology, etc.

What does “argumentative literature review” mean? Instead of doing a topic “report” about your assigned area/role/institution, you need to take an argumentative stance using a thesis. For example, rather than writing about “doctors in society” you need to be much more specific and argue an element of their career with a strong thesis. “Doctors and physicians earn general education sufficiently in the United States, but their specific trainings lack gender training and intersex-specific lessons; this leads to significant harm in the intersex community around the country.” *Per this example, the paper must have an argument rather than just be about a broad topic.*

Details, rubrics, and instructions about the M&M assignment and participation during in-class simulation days will be posted to Canvas.

I will meet with students about their papers during student/office hours, but I unfortunately cannot grade and edit drafts on assignments

Standard Paper Format (required)

The format of each written assignment must adhere to the following guidelines:

- All text is double spaced, no additional spaces between paragraphs; headings are allowed
- Each new paragraph is indented
- 12-pt font in Times or Times New Roman
- 1-inch margins
- Page numbers in the upper right-hand corner
- Reference page in American Sociological Association style, American Psychological Association style or Chicago style (with footnotes)
 - <https://owl.english.purdue.edu/owl/resource/583/03/>
 - Alphabetical by authors' last names
 - This does not count in page or word requirements
- Quotations & evidence cited according to ASA or APA style
 - <https://owl.english.purdue.edu/owl/resource/583/02/>
- Quotations must be marked with “ “ marks and you must cite with the author's name(s), the year and the page number to avoid plagiarism.
 - Ex: “After Anthony Comstock's death in 1915, the power of the nineteenth century anti-obscenity societies began to wane” (Stone 2017:168).
- If the source does not have a page number, you must indicate which paragraph it came from.
 - Ex: “...” (Smith 2018: para. 6)
- **References always have dates** unless you find an ancient artefact...
 - If you cannot find a year on a website, look at the very bottom for the “copyright” date
 - If you still cannot find the year, you use the year you visited the website as the date
 - Do not include references dated more than 15 years to write about modern criminology. Dated references are okay for historical analyses

Citing Lecture: Frank, S. (2024) “Title of Lecture” *Sociology of Health & Medicine*. University of Wisconsin – Madison.

Multiple Lectures? Put A, B, C... after the year and use this in text as well. Ex: (Frank 2024A; Frank 2024B).

Grading Standards

The grading scale for the course is as follows:

- | | | |
|--------------|--------------|--------------------|
| • A = 94-100 | • BC = 77-83 | • F = 59 or below. |
| • AB = 88-93 | • C = 70-76 | |
| • B = 84-87 | • D = 60-69 | |

***Grades are returned within 2 weeks of receiving the assignment (thank you for your patience). Students may NOT contact a course grader with questions/concerns, all inquiries go through the instructor.**

****I only “bump” grades or round up a final semester grade if you are above the 0.5 mark AND you have excellent participation. Do NOT email me at the end of the term to ask for a higher grade, I do this automatically.**

Grade Concerns

You must wait 24 hours after notification of a grade you earned before contacting the instructor about the assignment/assessment and your concerns. It takes at least this time for you to review the assignment, review the rubric, take my comments into account, and reflect on the score you earned. **Course graders may work with me to grade student work. Students are NOT allowed to contact the course grader(s) for any reason.** If you earned a grade that disappoints you, please don't lose hope! I'm happy to work with students on improving their writing, exam skills, etc.

Late Policy

Due dates are not suggestions – they are deadlines. These dates make the course manageable for you and for your instructor. If you have an *emergency* that requires an extension, you must consult with me *before* the due date. Short of an emergency, to turn in a paper late, you must request permission with 48 hours prior notice of the due date. **You may not submit an assignment late without dialogue the instructor. If you submit an assignment late without talking with me, it will be scored as a zero.**

For each day an assignment is late, your grade will be lowered 10%. Late assignments will not be accepted past one week following the due date and will thus receive an F or no points. **Sometimes life throws you a curve ball – please be in contact with me early on!**

I cannot retroactively change your grade if you contact me at the end of the semester and tell me what's been going on for several weeks and/or ask for special consideration in your grade

Academic Integrity: Course and University Policies

see addendum document

Academic honesty and integrity are important to your instructor, to the University of Wisconsin – Madison, and to the authors whose work students attempt to pass as their own work. The principles and rules about academic honesty and misconduct reflect U.S. and international laws surrounding copyright, theft, and malpractice.

Course Orientation

Instructor Contact

The best way to contact me is via email: frankie.frank@wisc.edu. Please write me an email with "Hello" or a greeting and make sure to sign your name as you prefer to be called so I do not incorrectly default to the UW system name given to you. Respectfully let me know how I can help you or what you've found that we can discuss. Make sure to let me know (1) your name, (2) which class you are taking with me -- I have over 150 students at any given time without TA help.

Keep communication professional and make sure you have checked the syllabi and course documents for answers to your questions first.

- You may call me Dr. Frank or Professor Frank.
- Avoid using text speak, casual/inappropriate language, slang, emojis, etc.
- Do not send attachments without a proper message/subject and address

Sociology 343: Sociology of Health & Medicine

Fall 2024 (Sept. 4- Dec. 11th)

In-Person, T/Th 8:00-9:15 am, Sewell 5106

Dr. Frank (frankie.frank@wisc.edu)

Student Hours: Mon. 9:00-10:30 am,

Thurs. 3:30-4:30 pm (Sewell 7129)

If I do not respond to your email within 48 hours, please send me a gentle “bump” reminder to put your email back at the front of my inbox. I do not answer emails on Saturdays, (my cats require my full attention).

Student Hours

Student Hours (aka office hours) are available Mondays 9:00-10:30 am and Thursdays 3:30-4:30 pm in Sewell 7129.

To make an appointment visit: <https://drfrankuw.youcanbook.me> and select the available times in 15-minute increments. Appointments fill up quickly, so I do not allow students to make more than 30 minute bookings (2 slots) and appointments cannot be made more than 2 weeks in advance or less than 12 hours notice.

- *I am unable to offer additional office hours at this time, but I will also offer “Dr. Frank Fridays” this semester where I come to campus with snacks and can meet with students/answer questions and talk about professionalization, etc.*
- Please make sure you knock on the door to let me know you are waiting outside if 5 minutes have passed, and you are still waiting!

Lectures/Instruction

The class will meet in-person Tu/Th 8:00-9:15 am in Sewell Social Sciences 5106.

- Lectures will not be recorded, and I do not allow students to "Zoom in"
- PowerPoint slides will not be posted to Canvas
- Students who miss class are expected to get notes from a peer/fellow student (make a friend!)
- Attendance will be taken via sign-in sheet and signature
- Do not email the instructor about absences from class, as you are allowed to miss 3 classes without penalty
- Absences more than these 3 classes (1 ½ weeks of the course) will result in a 10% deduction from your attendance grade *per additional absence*

Schedule & Required Content

- Start with "Modules" or click "Schedule & Modules" from the course home page on Canvas
- The course is divided into two units that serve as markers for exams
- Each page you see is grouped by "Week" starting with Week 1
- Inside these pages, you'll find a schedule for Tuesday & Thursday
 - Each day, there is a topic/theme of the class that hones our focus for readings, lectures, etc.
 - Under each day, you'll see "Required Content" which refers to readings, videos and other homework that corresponds with the lecture of that day
 - Some days also have "Action Items/Assignments" under which you will see activities or assignment links and due dates.
- Please note, I can see when students access Canvas, click on anything, download or select links, enter text in boxes, etc.
- I do not do "reading checks" and I don't monitor when students open or click on links.
- Assignment due dates are posted; work must be submitted by those dates.

Student Participation

- Please feel welcome to share your comments, questions, ideas, perspectives respectfully -- your experiences and inquiries are important to me as your instructor
- I want you to succeed and I want you to know that I am here for your questions and to support your learning each step of the way

- There are many ways to participate in this course:
 - You can make comments or ask questions during lectures
 - Participate during class activities, group discussions, small breakout groups, worksheet work
 - Leave comments or ask questions of others' discussion posts or engage with material someone else has posted
 - Attend student hours

Exams

- Exams are online and open-note, open-book, open-internet exams.
- The exams open on Thursdays by 5:00 pm and they are due Monday evenings by 11:59 pm
- You must hit SUBMIT on the exam, it will NOT submit on its own
- They are not open to collaboration.
 - You may not work with other students, friends, family, tutors, teachers, etc.
 - Using course files, previous students' saved work, etc. is explicitly forbidden
 - Doing so constitutes academic dishonesty and misconduct.
 - Exams found to be submitted as a result of academic dishonesty or by using AI (artificial intelligence) will be scored as a 0% and may result in failing the course (see Academic Misconduct Policies)
- Exams are not cumulative; they only cover the content of the previous 7-8 weeks
- Exams take the form of multiple choice, true/false, select all that apply and short answer questions/essays.
- There is always a reflection question at the end -- I am interested in your genuine response!

Privacy of Student Records & Online Content

- You may not record any course meetings without written consent from your instructor and teaching assistant.
 - *If a lecture is not already recorded, you are not authorized to record our discussions without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1]*
- Students may use materials and provided recordings for use related to participation and achievement in this course.
- The privacy of your contributions and your classmates' contributions to lecture and discussion sections are protected by federal law.
- Lecture materials, lecture recordings, discussion materials and recordings for Sociology 496/Legal Studies 400 are protected intellectual property of your instructor(s) and of the University of Wisconsin - Madison.
- Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission.
- Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

TL;DR -- do not record lectures, post course content, screenshot course content, post course/ instructor/ classmate content online, it is against Wisconsin state law.

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University of Wisconsin – Madison
Campus Resources

	UW-Madison Writing Center: For course papers and general writing guidance, students may wish to visit the campus writing center, located at 6171 Helen C. White Hall, (608) 263-1992. Webpage: www.writing.wisc.edu . Excellent writing instructors on staff offer group classes and one-on-one meetings to help with all aspects of the writing process, from brainstorming to polishing a final draft. Even the best writers have room for improvement!
	Tom Durkin, Social Science Librarian: Tom is a truly wonderful resource when it comes time to find sources for social science research. He can help you navigate the library's online databases to find relevant, peer-reviewed sources. His office is in the Social Science Reference Library on the (rear) 8th floor of the Sewell Social Science Building. You can email him at ssrilib@library.wisc.edu . Visit his website for more information.
	Student Technology Training: Free technology training for all students. Call (608) 265-6624 or e-mail sts@doit.wisc.edu . Webpage: www.doit.wisc.edu/training/student .
	McBurney Disability Resource Center: Students with disabilities, visible and invisible, should contact the McBurney Disability Resource Center located at 702 W Johnson St #2104, (608) 263-2741. Webpage: www.mcburney.wisc.edu .
	The primary mission of the Multicultural Student Center is to collaboratively strengthen and sustain an inclusive campus where all students, particularly students of color and other historically underserved students, can realize an authentic Wisconsin Experience. https://msc.wisc.edu/about-the-msc/
	University Counseling and Consultation Services (C&CS): School (and life) can be stressful! To obtain assistance for personal, social, career, and/or study skills problems, please contact the counseling center at University Health Services: 333 East Campus Mall, 7th Floor. (608) 265-5600 (option 2). www.uhs.wisc.edu/services/counseling .
	UHS Violence Prevention 333 East Campus Mall, 8 th Floor violenceprevention@uhs.wisc.edu Survivor Services: survivorsservices@uhs.edu https://www.uhs.wisc.edu/survivor-services/ Sexual Misconduct Resource and Response Program (Title IX Office) uwcomplianceoffice@wisc.edu
	Greater University Tutoring Services (GUTS): volunteer tutors at GUTS provide assistance with academic courses, study skills, conversational English, and intercultural exchange. They provide free tutoring and mentoring to hundreds of students and university affiliates each semester. 333 East Campus Mall, 4th floor, Office # 4413. 608-263-5666. http://www.guts.wisc.edu .