

APR 13 2012

11-10h.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		#5th.	AP-3/1/11	App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE

- New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number &/or Title Change       Catalog Description Change

SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 342  
Social and Cultural Aspects of Health and Medicine

Current Course prefix, number and full title      Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

- This course is also proposed as a Liberal Studies Course.       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

3. Program Proposals

- New Degree Program       Program Title Change       Other  
 New Minor Program       New Track  
 Catalog Description Change       Program Revision

Current program name      Proposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	<i>Melanie Hildebrandt</i>	11/9/10
Department Chair(s)	<i>Cheryl Lee</i>	11-10-10
College Curriculum Committee Chair	<i>Zmit Beal</i>	11/17/10
College Dean	<i>Aaron</i>	4/10/12
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>Edel Reilly, TECC Chair</i>	4/10/12
	<i>Al Den Coe</i>	4/1/12
UWUCC Co-Chairs	<i>Gail Sechrist</i>	4/13/12

\* where applicable

Received

APR 13 2012

Liberal Studies

Received

SEP 21 2011

Liberal Studies

Received

DEC 8 2010

Liberal Studies

**Syllabus of Record**  
**SOC 342 – Social and Cultural Aspects of Health and Medicine**

**I. Catalog Description**

**Prerequisite:** 6 cr in Sociology or Anthropology

**3c-01-3cr**

A review of the fields of medical sociology and anthropology. Focuses on such topics as health and illness in cross-cultural context, aging, social and psychological aspects of pain, and social organization of health facilities and services. Definitions of limits of “life” and “death” in context of holistic health.

**II. Course Outcomes**

In this course, students will:

- a) Compare sociological perspectives on the study of health and illness in the context of the American health system.
- b) Differentiate theories that sociologists use to study health, illness, sickness and disease as social phenomena.
- c) Assess how social inequalities, including social class, race, and gender, influence health and illness.
- d) Examine ways in which health is shaped by social context, culture, social structure, and social processes.
- e) Analyze the social organization of health care including health care occupations, the organization of the health care delivery system and related policy issues.

**III. Course Outline** [Below are example topics and content for this course.]

- Week 1: Perspectives & Theories  
Definitions of health  
Historical contexts of health, illness & medicine
- Week 2: Who gets sick?  
Social epidemiology: social distribution of health & illness  
Social causes of morbidity & mortality  
Population health
- Week 3: Inequalities & social disparities in health  
Life chances & life choices  
Health lifestyles: health behaviors & behavior change
- Week 4: The sick role  
Illness as deviance  
Medicalization  
Social control & sickness
- Week 5: Social stress & health  
Social roles, role conflict & role strain  
Meanings of illness & disability  
Illness behaviors & the experience of illness

- Week 6:** Social models of disability  
Medicine as a profession  
Medicine as an institution  
Historical context and social process of becoming a physician  
Medical education  
Socialization and the values of medicine
- Week 7:** Doctor-Patient interactions  
Models of physician-patient relationships  
Communication in health encounters  
Medical authority  
Professional dominance and decline  
Professional codes: Ethical issues and obligations of physicians
- Week 8:** Midterm Exam  
[Note: Individual faculty should adjust the course schedule for breaks/holidays, such as Labor Day or MLK Day, Spring or Thanksgiving break, and reflect them in the syllabus.]
- Week 9:** Nurses & nursing  
Care work & caregiving  
Historical contexts of nursing  
Nursing & femininity  
Professional status of nursing  
Allied health workers & other health care practitioners
- Week 10:** Complementary & alternative medicines (CAM) or systems of healing  
Historical & cultural contexts of medical traditions  
Regular medicine & allopathy  
CAM Examples: Homeopathy, Osteopathy, Chiropractics, Acupuncture, Ayurveda, Curanderismo, Native American Healing, Christian Science  
Co-optation of CAM practices
- Week 11:** The U.S. Health Care System  
Health care financing  
Health insurance  
Medicaid, Medicare, private health insurance, un-insurance
- Week 12:** Comparison of national health & health care systems  
Examples: (U.K., Canada, Germany, Japan, Russia, China, Mexico, Switzerland, Taiwan, France, Cuba)
- Week 13:** Health care delivery organizations  
Complex organizations & bureaucracies  
Historical & social contexts of the hospital and the doctor's office  
Corporatization, chains, & integration of care
- Week 14:** Social issue & medical debates  
Historical & social contexts of technological change in medicine  
New technologies & ethical questions regarding life & death

Patient rights: informed consent & informed refusal

Week 15: Exam Week

Culminating Activity: Research projects, Examination and/or Presentations

[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

#### IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	25 to 75%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay)	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	0 to 50%

Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

#### V. Grading Scale

Grading Scale: A: 90% or higher      B: 80-89%      C: 70-79%      D: 60-69%      F: 59% or lower

#### VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

#### VII. Required textbooks, supplemental books and readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

Cockerham, William C. 2009. *Medical Sociology*. 11<sup>th</sup> edition (Upper Saddle River, NJ: Pearson/Prentice Hall).

Fennell, Mary and Bernice A. Pescosolido, eds. 1995. "Forty Years of Medical Sociology: The State of the Art and Directions for the Future." *Journal of Health and Social Behavior*. Vol 35 (Extra Issue).

Freund, Peter E.S., Meredith McGuire, and Linda S. Podhurst. 2003. *Health, Illness, and the Social Body: A Critical Sociology*. 4<sup>th</sup> edition (Upper Saddle River, NJ: Pearson/Prentice Hall).

- Hankin, Janet R. and Eric R. Wright, eds. 2010. "What Do We Know? Key Findings from 50 Years of Medical Sociology." *Journal of Health and Social Behavior*. Vol 51 (Extra Issue).
- Henderson, Gail E., Sue E. Estroff, Larry R. Churchill, Nancy M. P. King, Jonathan Oberlander, and Ronald P. Strauss, eds. 2005. *The Social Medicine Reader, Volume Two: Social and Cultural Contributions to Health, Difference, and Inequality*. 2<sup>nd</sup> edition. (Durham, NC: Duke University Press).
- King, Nancy M.P., Ronald P. Strauss, Larry R. Churchill, Sue E. Estroff, Gail E. Henderson, and Jonathan Oberlander, eds. 2005. *The Social Medicine Reader, Volume One: Patients, Doctors, and Illness*. 2<sup>nd</sup> edition. (Durham, NC: Duke University Press).
- Oberlander, Jonathan, Larry R. Churchill, Sue E. Estroff, Gail E. Henderson, Nancy M. P. King, and Ronald P. Strauss, eds. 2005. *The Social Medicine Reader, Volume Three: Health Policy, Markets, and Medicine*. 2<sup>nd</sup> edition. (Durham, NC: Duke University Press).
- Weiss, Gregory L. and Lynne E. Lonnquist. 2009. *The Sociology of Health, Healing and Illness*. 6<sup>th</sup> edition. (Upper Saddle River, NJ: Pearson/Prentice Hall).
- Weitz, Rose. 2010. *The Sociology of Health, Illness, and Health Care: A Critical Approach*. 5<sup>th</sup> edition. (Belmont, CA: Wadsworth/Thomson Learning)

#### Films:

- The Business of Being Born* (2008)
- Doctors' Diaries: 7 Doctors, 21 Years* (2009. NOVA)
- Gray's Anatomy* (1996)
- Murderball* (2005)
- Sick around America* (2009. Frontline)
- Sick around the World* (2008. Frontline)
- Unnatural Causes...is inequality making us sick?* (2008)

### VIII. Special resource requirements

#### Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

#### Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at [it-supportcenter@iup.edu](mailto:it-supportcenter@iup.edu) or via electronic form available online in Moodle.

## **Disability Services**

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

## **Academic Integrity**

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

## **IX. Bibliography**

- Anspach, Renee R. 1988. "Notes on the Sociology of Medical Discourse: The Language of Case Presentation." *Journal of Health and Social Behavior*. Vol. 29 (4): 357-375.
- Brown, Phil. 1995. "Naming and Framing: The Social Construction of Diagnosis and Illness." *Journal of Health and Social Behavior*. Vol 35 (Extra Issue): 34-52.
- Byrd, W. Michael and Linda A. Clayton. 2000. *An American Health Dilemma: A Medical History of African Americans and the Problem of Race: Beginnings to 1900*. Volume 1. (New York, NY: Routledge).
- Byrd, W. Michael and Linda A. Clayton. 2001. *An American Health Dilemma: Race, Medicine, and Health Care in the United States 1900-2000*. Volume 2. (New York, NY: Routledge).
- Charmaz, Kathy and Debora A. Paterniti, eds. 1999. *Health, Illness, and Healing: Society, Social Context, and Self, An Anthology*. (Los Angeles, CA: Roxbury Publishing Company).
- Cockerham, William C. 2007. *Social Causes of Health and Disease*. (Malden, MA: Polity Press).
- Conrad, Peter. 2007. *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders*. (Baltimore, MD: The Johns Hopkins University

Press).

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. (New York: Farrar, Straus and Giroux).

Freidson, Elliott. 1989. *Medical Work in America: Essays on Health Care*. (New Haven: Yale University Press).

Henslin, James M. and Mae A. Biggs. "The Sociology of the Vaginal Examination." In Henslin, ed. 1993. *Down to Earth Sociology*. 7<sup>th</sup> edition (New York: The Free Press), pp. 235-247.

Link, Bruce G. and Jo Phelan. 1995. "Social Conditions as Fundamental Causes of Disease." *Journal of Health and Social Behavior*. Vol 35 (Extra Issue): 80-94.

Mechanic, David. 1994. *Inescapable Decisions: The Imperatives of Health Reform*. (New Brunswick: Transaction Publishers).

National Center for Health Statistics (NCHS). 2010. *Health, United States, 2009*. (Hyattsville, MD: National Center for Health Statistics) [<http://www.cdc.gov/nchs/hus.htm>].

Payer, Lynn. 1996. *Medicine and Culture: Varieties of Treatment in the United States, England, West Germany and France*. Revised edition. (New York, NY: An Owl Book/Henry Holt and Company).

Quadagno, Jill. 2004. "Why the United States Has No National Health Insurance: Stakeholder Mobilization Against the Welfare State, 1945–1996." *Journal of Health and Social Behavior*. Vol. 45: 25–44.

Schoeni, Robert F., James S. House George A. Kaplan and Harold Pollack, eds. 2008. *Making Americans Healthier: Social and Economic Policy as Health Policy*. (New York, NY: Russell Sage Foundation).

Sontag, Susan. 2001. *Illness as Metaphor [1978] and AIDS and Its Metaphors [1988]*. (New York, NY: Picador/Farrar, Straus, Giroux).

Starr, Paul. 1982. *The Social Transformation of American Medicine*. (New York: Basic Books).

Turner, Bryan. 2004. *The New Medical Sociology: Social Forms of Health and Illness*. (New York, NY: W.W. Norton & Company).

Turner, Bryan S. 1995. *Medical Power and Social Knowledge*. 2<sup>nd</sup> edition (Thousand Oaks, CA: Sage Publications).

Wailoo, Keith. 2001. *Dying in the City of the Blues: Sickle Cell Anemia and the Politics of Race and Health*. (Chapel Hill: University of North Carolina Press).

Washington, Harriet A. 2006. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. (New York, NY: Harlem Moon).

Wilkinson, Richard and Michael Marmot (eds.) 2003. "Social determinants of health: the solid facts." 2nd edition (Denmark: WHO Regional Office for Europe).

Zola, Irving Kenneth. 1983. *Sociomedical Inquiries: Recollections, Reflections, and Reconsiderations*. (Philadelphia: Temple University Press).

<b>Conceptual Framework</b>	<b>INTASC Standards</b>	<b>NCSS Program Standards</b>	<b>Course Objectives</b>	<b>Course Assessment</b>
1a.	1	1. Culture and Cultural Diversity 5. Individuals, Groups and	(c), (d)  (a), (c) – (e)	

		<b>Institutions</b>		
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[See also American Sociological Association teaching resources available at [www.asanet.org](http://www.asanet.org).]