This is a graduate seminar that provides an overview of the sociological understandings of health, illness, and health care. We will examine inequalities in health and health care as well as examine medicine as an institution. Students who are interested in understanding social inequality will gain an understanding of how axes of differentiation in society shape and are influenced by health and health care outcomes. Those who are interested in social institutions will gain an appreciation of medicine as an intriguing case to study issues such as institutional change, professional boundaries, and organizational behavior.

Embedded across weekly readings are several themes that appear in the medical sociology literature. These include classic themes such as medicalization and the boundaries of professional medicine to more contemporary themes such as the consequences of mass incarceration, the Great Recession, and the genomic era for health and medicine.

Throughout each week, we will work toward the following:

- Sharpen written and oral communication skills
- Identify data sources for conducting research on health, illness, and health care
- Develop hypotheses and research questions about health, illness, and health care
- Develop connections between medical sociology and other research areas

**DESIRe2LEARN (D2L)**

Our course has a D2L website: http://D2L.uwm.edu. You will use the same username (username@uwm.edu) and password that you use for your UWM email account. If you have any questions about content on the course website, please contact me. If you have questions about, or problems using, the D2L website, please email help@uwm.edu, call 229-4040, or see the service staff in Bolton 225 during their office hours.

**SEMINAR FORMAT**

As a graduate seminar, the primary emphasis of our class time will be split between discussing the readings in-depth and building research studies. Each week, we will have one student act as a discussion co-facilitator. In addition to presenting a synthesis of the readings and offering initial questions to guide our discussion, the co-facilitator will also describe a hypothesis or research question that emerged from the readings. We as a group will help the co-facilitator by refining the hypothesis or research question, constructing theoretical claims, identifying relevant
research, and developing a feasible way to study it. In general, we will discuss the readings in-depth first, and then turn to the hypothesis or research question.

REQUIRED READING

All readings that are required for the class can be located on the course’s D2L website.

COURSE REQUIREMENTS

Participation

For a seminar to be beneficial to all involved, students need to come prepared to participate and actually participate. We should all be expected to chime in as we have constructive additions, critiques, or questions to contribute to the group.

Discussion Questions

Every week, each student is required to identify two discussion questions and offer their initial thoughts or responses to the questions. These will be printed on one-side of a single page and brought to seminar. I encourage you to use this to participate in discussion each week.

Co-Facilitate Discussion

At our first meeting, we will assign each student to co-facilitate 1-2 (depending on class size) of our weekly discussions. There are three parts to being a co-facilitator:

1. Present a 5-10 minute synthesis of the readings. The synthesis should be more than a summary of the readings. It may include overarching themes, an outline of the logic of the theoretical claims, theoretical or methodological critiques, and connections to content outside of this course (e.g., current news, everyday interaction, research studies not assigned in this course).
2. Initiate discussion by sharing your two discussion questions, as well as offer follow-up comments or questions as discussion progresses.
3. Based on the weekly readings, develop a draft of either a hypothesis that you are interested in testing or a research question that you are interested in answering. You may seek guidance from me or others prior to the seminar you are co-facilitating. By the start of our seminar, you will write the one sentence draft of the hypothesis or research question on the board.

Research Paper

Each student will choose a class topic (or a closely related one) in which they are interested and write a 15-20 page essay. The paper must do any of the following: 1) propose a feasible research study to address hypotheses or research questions; or 2) analyze findings from a research study to address hypotheses or research questions.
In addition to the research paper, students are required to submit a one-page memo detailing whether or not changes to the paper were made in response to a peer review and explaining why.

The final version of the research paper and the one-page memo is due on the appropriate D2L Dropbox by: Thursday, May 19 at 7PM

**Research Paper Proposal**

A 1-2 page description of your research paper that goes over hypotheses or research questions, potential data sources, and a list of 3-5 articles or books that will be used in the literature review. This is to help you begin crafting the paper and also receive feedback. If you are unsure of what to write about, I encourage you to meet with me early in the semester.

The proposal is due on the appropriate D2L Dropbox by: Tuesday, February 16 at 4PM (Week 4)

**Peer Review of Research Paper**

Each student will be assigned the draft of one other student’s research paper to read and review. The purpose will be to not edit the other’s writing, but to identify any of the following: 1) gaps in the logic of the theoretical claims in the paper; 2) relevant literatures that may help the writer; and 3) data sources that may be helpful for addressing the hypotheses or research questions.

The draft is due on the appropriate D2L Discussion Board by: Tuesday, May 3 at 4PM (Week 14)

The peer review of the draft is due on the appropriate D2L Discussion Board by: Tuesday, May 10 at 4PM (Week 15)

**Presentation of Research Paper**

On our last class meeting, each student will give a 12-15 minute PowerPoint presentation of their research paper, followed by up to 5 minutes of Q&A.

Presentations will occur during seminar on: Tuesday, May 10 (Week 15)

**GRADES**

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<td>Participation</td>
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<tr>
<td>Discussion Questions</td>
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<td>Co-Facilitate Discussion</td>
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<td>Research Paper</td>
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<td>Research Paper Proposal</td>
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<td>Peer Review of Research Paper</td>
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CREDIT HOURS

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

WEEKLY TOPIC & READING SCHEDULE

1. Introduction (Jan 26)

2. Socioeconomic Status (Feb 2)


3. Sex and Gender (Feb 9)


4. Sexual Orientation (Feb 16)


5. Race and Ethnicity (Feb 23)

6. Health-related Stigma (Mar 1)


7. Place, Neighborhoods, and Community (Mar 8)


8. Patient-Physician Interaction (Mar 22)


9. Mental Health (Mar 29)


10. Identity and Illness (Apr 5)


11. Health Care Change (Apr 12)


12. Health Care Professions (Apr 19)


13. Health Care Organizations (Apr 26)


14. Technology (May 3)


UNIVERSITY AND SOCIOLOGY DEPARTMENT POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is: http://www4.uwm.edu/secu/SyllabusLinks.pdf

Students with Disabilities. Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following: http://www4.uwm.edu/secu/SyllabusLinks.pdf

Religious Observances. Policies regarding accommodations for absences due to religious observance are found at the following: http://www4.uwm.edu/secu/docs/other/S1.5.htm

Students called to active Military Duty. Accommodations for absences due to call-up of
reserves to active military duty are found at the following:
http://www4.uwm.edu/current_students/military_call_up.cfm

Incompletes. You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:
http://www4.uwm.edu/secu/docs/other/S31.pdf

Discriminatory Conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at:
http://www4.uwm.edu/secu/docs/other/S47.pdf

Academic Misconduct. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following: http://www4.uwm.edu/osl/dean/conduct.cfm

Complaint Procedures. Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at:
http://www4.uwm.edu/secu/docs/other/S49.7.htm

Grade Appeal Procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at
http://www4.uwm.edu/letsci/upload/grievance_procedure.pdf
Procedures for graduate student grade appeal can be found at http://www.graduateschool.uwm.edu/students/policies/

Final Examination Policy. Policies regarding final examinations can be found at the following:
http://www4.uwm.edu/secu/docs/other/S22.htm

Book Royalties. In accord with Department of Sociology policy, the royalties from the sale of faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology Account to support future awards and activities for UWM students in Sociology.

Update 08/2015