NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

SOC 350

HEALTH, ILLNESS AND SOCIETY

COURSE CREDIT:

(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:

(SOC 204 [D-] or SOC 204H [D-])

COURSE DESCRIPTION:

This course is an investigation into the social, cultural, and political dimensions of health and illness. Topics include an exploration of concepts and theoretical frameworks that contribute to sociological understandings of health and illness; medical dilemmas and debates; the self and illness; the social organization and political economy of health care systems; practitioner socialization; stratification and power in health care delivery organizations; health care and social change; the social production and distribution of health and illness; the development of the biomedical model; and alternatives to dominant constructions of health, illness, disease, and healing. Course prerequisite: one introductory course in sociology or a related social science (check with professor if you are unsure about your preparation for this course).

CONTACT INFORMATION:

Tony Vogt, Ph.D.
E-mail: vogtbl@onid.orst.edu (with SOC 350 in subject line)

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.
LEARNING RESOURCES:

Required Texts:


Brown, Phil Perspectives in Medical Sociology Fourth Edition (Waveland Press, 2008)

Please order your books at least two weeks before the term begins.

I expect students to have the texts on hand the first week of class, so please be proactive about ordering your texts, and include time for mailing. Both texts are available through the OSU Bookstore. You may also find them for rent, or used, at other sites. If you get either of the texts used, be very sure that you are buying the current edition (6th edition for the Weitz text; 4th edition for the Brown text).

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

STUDENT LEARNING OUTCOMES:

By the end of this course, you should be able to:

a) describe how the social organization of society significantly influences the type and distribution of illness  
b) contrast and evaluate differing systems of health care delivery  
c) analyze practitioner roles, and hospitals as social institutions  
d) describe the dilemmas faced by the chronically ill and people with disabilities  
e) discuss alternative existing models of health care  
f) develop an analysis of the health care crisis  
g) imagine and articulate feasible alternatives to or improvements upon the current U. S. system of health care  

Evaluation: The writing assignment, the midterm and final exams, your weekly reflections on the readings posted on the Discussion Board, and your responses to other course activities will help me evaluate the extent to which you have achieved the learning outcomes above.
COURSE CONTENT AND POLICIES:

DISCUSSION BOARD PARTICIPATION: There is a course discussion board or forum on Blackboard for weekly postings. Weekly participation in the forum constitutes a hefty 25% of your final grade. Participation means posting a response to, or discussion of, the assigned readings for the first part of the week (Monday through Thursday), and also responding thoughtfully to a posting by a classmate. Students will repeat this process for the readings scheduled for the second half of the week (Friday through Sunday). So each week before midnight on Sunday (new weeks begin each Monday), you are responsible for four separate postings – two that are substantial reflections on the readings for that week, and two thoughtful responses to a classmate. This requirement includes all weeks of the course, including those weeks for which an exam is scheduled.

This will encourage you not only to keep up with the reading, but also, through this weekly writing, to engage with the ideas presented each week. Reflections on the readings should demonstrate that you’ve read and are familiar with the main insights, specific arguments, terminology, and themes in the readings for that week (and also any video assigned for the week). Please avoid the kind of posting that you could write without ever having done the reading, or postings that sound as if you quickly skimmed the reading, but gave it no serious thought.

** Again, You will be posting weekly reflections on the readings twice each week, and also responses to classmates twice each week. **During Week Four or Week Five I will assign a provisional "participation" grade for each student, based on each student’s postings on the Discussion Board in weeks prior. Each student will then have the remainder of the term to raise or maintain the assigned provisional grade.** A document on how to approach writing the weekly reflections is posted in the “Course Information” section. See also the grading rubric (guidelines) for postings/ participation, also posted in the “Course Information” section of our site.

*** Respect for the process you are entering into is crucial – considering the ideas of authors and classmates with an open mind, and extending basic courtesy to everyone in our learning community. I will attend to any major infractions of Internet etiquette ("flaming"), with whatever I consider the appropriate measure. All students should find a site that describes the protocol for on-line discussion groups and learn the major points. Please observe common courtesy rules of Web use.
**CONTROVERSY AND CONVERSATION:** A certain amount of discomfort as well as excitement comes with exploring the unfamiliar, or with taking new approaches to what you thought of as familiar. Our common ground for the course is the readings we share, so try to relate your statements thoughtfully to the readings, since this is something we all have as a point of reference. Be open to change and surprise. I expect us all to treat each other on-line with respect, and to honor the differences in experience and perspectives that we bring to this course.

**STUDENT CONDUCT:** For complete information about academic integrity and the University’s policies and procedures in this area, please refer to the Student Conduct web site at: [http://oregonstate.edu/studentconduct/offenses](http://oregonstate.edu/studentconduct/offenses).

* * * **CAUTION, LEARNING CURVE AHEAD:**

On-line classes aren’t less work that face to face classes; in fact, they are harder in some ways because you don’t have the extra motivation that comes with meeting regularly in a classroom. This is a four credit course, which means you should expect to spend at least six to eight hours a week on it, sometimes more (to complete all the reading, compose your weekly posting, and sometimes respond to classmates). This is comparable to a four credit classroom course, which would require four hours of classroom attendance a week, and up to double that time for activities outside the classroom – reading, completing assignments, preparing for class discussions.

**This is a four credit course, and there is more reading than for a three credit course.**

Spend as much time as you need each week to complete readings and assignments (again, expect a minimum of eight to twelve hours a week).

**THE NUMBER ONE DANGER IN TAKING AN ON-LINE CLASS IS THAT AS TIME PASSES, STUDENTS RISK LOSING TRACK OF THE LEARNING TRAJECTORY, FALLING BEHIND IN THE READINGS, AND DISENGAGING FROM WEEKLY DISCUSSIONS. FINALLY THEY RISK BECOMING SO DISCONNECTED FROM THE CLASS THAT THEY DROP OUT.**

PLEASE DON’T LET THIS HAPPEN TO YOU. AND PLEASE NOTE THAT I WILL NOT GIVE AN INCOMPLETE FOR THIS COURSE EXCEPT FOR THE MOST DRASTIC OF REASONS, SUPPORTED BY THIRD PARTY EVIDENCE. PLEASE DON’T ALLOW YOURSELF TO FALL BEHIND IN THE READINGS OR THE WEEKLY RESPONSES. COMMIT YOURSELF TO THE TIME THIS COURSE ASKS OF YOU EACH WEEK. If you cannot devote the *minimum* of eight to twelve a week to this course that it requires, you are at great risk of falling behind. Please consider taking the course when you can honor the time commitment.
**Informal lectures:** For each week there are posted “comments and questions” (an informal lecture) based on the week’s readings. Please consider these comments and questions required reading for the week. Allow time to answer for yourself the questions I pose. Consider time spent reading the informal lectures, and answering the questions posed there, as part of the eight to twelve hours you should expect to devote each week to this course. *Though I do not expect you to write down your answers and send them to me*, keeping a course journal for such purposes is a good idea. It’s not just “busy work” to do so, but will allow you to check and develop your comprehension, and help prepare you for the two exams (midterm and final), and should be very useful in helping you compose your weekly responses.

**VIDEOS:** There will be a number of videos throughout the course. They will be posted under the appropriate weekly learning module. You’ll be able to access these on-line as streaming videos. These are required viewing for that week, and are intended to deepen understanding and elaborate upon themes for that week. Your weekly response should include these videos, *but also the readings* – What is the relation between the two? In what ways do the videos broaden your understanding of some of the themes and specific ideas presented in the readings?

**PLEASE NOTE:** At any time, I reserve the right to modify, change, or alter any aspect of the syllabus, the schedule of readings and assignments, and the requirements for this course. If I do so, I will make timely announcements of any significant changes.

**HOW TO SUCCEED IN THIS COURSE: SUGGESTIONS**

In addition to taking notes, summarize each reading in one to three paragraphs in a course journal as soon as you’ve read it. What was the reading about? What were the major arguments or analyses? How did the author support the argument or analysis? What questions emerged for you as you read? If you do this kind of short summarizing of each reading, you are likely to be very well prepared for exams and online discussions.

Other suggestions: **This is a four credit course, and there is more reading than for a three credit course.** Spend as much time as you need each week to complete readings and assignments (expect a minimum of eight to twelve hours a week – a four credit classroom course would require four hours of classroom attendance a week, and up to double that time for activities outside the classroom – reading, completing assignments, preparing for class discussions). Whether in written work or in online discussions, back up your judgments as specifically and thoroughly as you can, and relate them thoughtfully to class readings, on-line discussions, lectures, and/or videos. Don't just agree or disagree: support your assertions with good scholarship, with evidence, and with reasoning.
Frequently Asked Questions:

1. **How soon will you respond to e-mails?** I will respond to your e-mail within 48 hours, and usually within 24 hours. If you use my onid e-mail address to contact me, be sure to put “SOC 350” in the subject line or I may not notice it among the many e-mails I receive each day.

2. **How do I contact you?** After you enroll, you can pose questions of general interest on the discussion board in the category devoted to those questions, or for other questions and concerns, you can contact me at vogtbl@onid.orst.edu - again, be sure to put “SOC 350” in the subject line.

3. **Will there be any lectures?** For each week, I have posted relevant comments and questions based on the readings. These informal lectures are required reading.

4. You can access them in the learning models, which are divided by week.

5. **How often should I check the course site on Blackboard?** You should check at least three times a week (beginning, middle, and end of the week) for announcements, discussion board or class document postings, and any other developments. It’s important to check under the current week in the “Course Documents” section early in the week to see if there required videos to watch (online) for that week. I also expect you to read all postings each week on the discussion board – these are essentially classroom discussions for this course, and need your attention just as if we were meeting face to face each week.

6. **Are there specific times when I will be expected to post discussion board items?** You will post four times a week – twice before midnight on Thursday, and twice before midnight on Sunday. The posts before Thursday will address all readings, and any videos, scheduled for the first part of the week. The posts before midnight on Sunday should address all readings (and any videos) scheduled for the second half of the week. Late postings will not receive full credit.

7. **Will I need to access videos on-line for this course? How do I do that?** Yes, there are a few assigned videos important to this class. There will be a link to each one on Blackboard (in the relevant weekly learning module), and you can access them as streaming video. There are players you can download for free that will allow you access – there will be more notes on Blackboard at the course site about this when you enroll.
9. **How will the two exams for the course be given?** They will be given on-line.

10. **Though I will be changing the format for the exams somewhat each term, you can probably expect a mixture of short essay, true or false, and fill in the blank questions. It will not be an open book exam, and if I use the format I now intend, you will have two hours to complete the exam once you open it, after which the exam will automatically close. I will post study guides for each exam.**

11. **How long is the course paper supposed to be?** A minimum of six pages, double-spaced, with no larger than a conventional 12-point font such as Times. It will be due on a date near the end of the term (check course schedule below). A description of the assignment is posted on our website.

12. **Where can I go for technical help?** Here is a very useful site: http://ecampus.oregonstate.edu/services/technical-help.htm

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**Evaluation of Student Performance**

- **Midterm Exam** -- 25% of final course grade
- **Final Exam** -- 25% of final course grade
- **Short Course paper** -- 25% of final course grade
- **Participation in discussion board forum** – 25% of final course grade

Midterm and final exams are taken on-line. They will be composed of a variety of items (true/false, fill in the blank, short essay, etc.). I will post midterm exam and final exam study guides a week before the exams. The final exam is not cumulative.

* A complete description of the written assignment is posted in the “Course Information” section of our Blackboard site.

Grades will follow the conventional scale: 100 -93 = A; 92 -90 = A -; 89 - 88 = B+; 87 - 83 = B; 82 -80 = B -; 79 -78 = C+; 77 – 73 = C; 72 –70 = C -; 69 –68 = D+; 67 –63 = D; 62 –60 = D -; 59 and below = F.

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**Course site login information**

Information on how to login to your course site can be found [HERE](http://ecampus.oregonstate.edu/services/technical-help.htm).

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**Statement Regarding Students with Disabilities**

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the
student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**Academic Integrity and Student Conduct (OSU policy)**

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

- [Statement of Expectations for Student Conduct](#)
- [Student Conduct and Community Standards - Offenses](#)
- [Policy On Disruptive Behavior](#)
Plagiarism
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

Statement of Expectations for Student Conduct
Avoiding Academic Dishonesty

Turnitin Plagiarism Prevention
Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click HERE.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

COURSE DEMO
GETTING STARTED

Tutoring
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

Writing Center
Online Writing Lab

Student Evaluation of Teaching
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to
respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

**Refund Policy information**

Please see the [Ecampus website](http://ecampus.oregonstate.edu) for policy information on refunds and late fees.