

# SOCY 5545: Medical Sociology\*

TTH 12-1:15pm; Gasson 207

Spring 2017

Instructor: **Wen Fan**

Office location: **McGuinn 408**

Mailbox: **McGuinn 426**

Email: [wen.fan@bc.edu](mailto:wen.fan@bc.edu)

Office hours: **TTh (1:30-2:30pm) & by appt**

Phone: **617-552-6864**

## 1 Course Description

### 1.1 Overview

Welcome to Medical Sociology! In this course we begin with the idea that we cannot understand the topics of health and illness simply by looking at biological phenomena and medical knowledge, but instead, we must also consider a variety of social, political, economic, and cultural forces. Medical sociologists use sociological perspectives and methods to understand topics such as: social meanings of illness; 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; the cultural, organizational, and economic functioning of various healthcare institutions; and social movements surrounding health, including the ways some deviant behaviors are "medicalized" while others are not. Sample questions we will discuss include: Why is it that poorer people are more likely than wealthier people to have health problems and shorter life expectancies? Why is it the case that, when faced with very similar circumstances, some people seek medical attention while others do not? What happens when these people come in contact with the medical system? As a society, how do our labels for "medical problems" change over time so that medical jurisdiction over a problem can expand or recede?

Throughout the course, emphasis will be placed on understanding health topics and issues through the sociological imagination. As a critical perspective, sociology is uniquely positioned to question existing conditions and analyze the social, political, economic, historical, and cultural forces which shape, define, and change human behaviors and experiences including health and illness. Students who successfully complete the course will be well prepared to take the Medical Sociology field exam.

### 1.2 Objectives

SOCY5545 is designed to address a range of intellectual issues, using a variety of methodologies, and to engage students in particular ways. These are discussed below:

- To provide students with a broad overview of medical sociology.

---

\*This syllabus was influenced by Karen Lutfev's 2005 syllabus for *Sociology of Health and Illness* at the University of Minnesota.

- To increase students' awareness of cultural diversity by examining how issues such as gender, race, ethnicity, socioeconomic status, age, and sexual orientation shape health and illness in contemporary U.S. society and around the world.
- To expose students to a variety of methodological approaches and tools. By looking at a variety of points of view we are able to assess the relative strengths and weaknesses of various methods of analysis.
- To foster students' critical thinking and writing abilities in their analysis of societal issues, and in their articulations of these issues. Students are expected to consider policy implications of medical sociology and other areas of sociology.
- To provide each student with the opportunity to write and polish a paper which she/he would be proud to show potential employers as a writing sample.

### 1.3 Course Communication

Please do not hesitate to email me ([wen.fan@bc.edu](mailto:wen.fan@bc.edu)) whenever you have questions. I will do my best to answer any questions within 24-48 hours of receipt. Please recognize, however, that response times may be delayed at high-volume periods during the semester. If you have a question for me, do not wait until the last minute. If you do not receive a reply from me within 48 hours, this is probably because you don't need me to answer your question (please read the syllabus and any other assignment documents I have given you before emailing). Lastly, if you have an in-depth question, please come to office hours or email me to set up a meeting. I will NOT send extensive or in-depth reply emails.

### 1.4 Texts and Materials

#### Required:

William C. Cockerham. 2015. *Medical Sociology, 13th Edition*. New York: Routledge. [MS]  
 T. R. Reid. 2010. *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. New York: Penguin Books.

Academic papers on Course Reserves (<https://arc.bc.edu/reserves//courses/SOCY5545/01>).

#### Recommended:

Chloe E. Bird, Peter Conrad, Allen M. Fremont, and Stefan Timmermans. 2010. *Handbook of Medical Sociology, Sixth Edition*. Nashville: Vanderbilt University Press.

#### Background Reading:

Most readings assume some background in sociology. Students who have not had an undergraduate course in introductory sociology should read a basic textbook before the spring semester. Examples of these are:

Dalton Conley. 2015. *You May Ask Yourself: An Introduction to Thinking like a Sociologist, Fourth Edition*. New York: Norton.

Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, and Deborah Carr. 2013. *Introduction to Sociology (Seagull Ninth Edition)*. New York: Norton.

John J Macionis. 2013. *Sociology (16th Edition)*. New York: Pearson.

## 2 Course Policies

### 2.1 Academic Integrity

I have no tolerance for cheating in any form. Such will earn the student an automatic zero. Academic misconduct includes (but is not limited to): cheating on exams; using material from the internet without citing it; plagiarizing any part of work done by someone else; and

submitting substantially similar work for two courses without consent. It is your responsibility to familiarize yourself with the university's policy on academic integrity: <http://www.bc.edu/schools/cas/polisci/integrity.html>. If you have any questions, always consult with me.

## 2.2 Withdrawals

If you decide to discontinue the course for any reason, please make an official withdrawal. If you fail to officially withdraw from a class which you are no longer attending, you may receive an F on your permanent transcript. I WILL NOT GIVE INCOMPLETES.

## 2.3 Absences

You are expected to come to class prepared to discuss the readings. If you should be absent for unavoidable reasons, you must check with me before I consider allowing any make-up work.

## 2.4 Classroom Conduct

*Treat everyone in the class with respect.* The classroom is an open forum for the expression of thoughtful ideas. As you share your ideas, be attentive to the feelings and (potential) histories of others, especially people from cultures or social groups other than your own. We are all responsible for keeping discrimination, harassment, and intimidation out of the classroom.

*Behave with common courtesy.* Please turn off cell phones or other electronic devices that may disrupt class. If you know you need to leave class early, it is less distracting for me if you let me know before class starts, and then choose a seat close to the exit. Other disruptive behaviors in class include (but are not limited to): using your laptop for purposes other than note taking (BTW, do you know that laptop users perform more poorly in class than those taking notes by hand? See [this Scientific American article](#)), engaging in personal conversations, arriving late, making rude and sarcastic comments. I will remove from the class those whose behavior is disruptive to learning.

## 2.5 Disability Statement

Boston College is committed to providing reasonable accommodations and integrated access for students with disabilities to all available academic, social, and recreational programs and activities. Appropriate support and referral services are provided by the Disability Services Office, which serves students with hearing, visual, mobility, medical, and psychiatric disabilities. If you are a student with a documented disability seeking reasonable accommodations in this course, please contact Kathy Duggan, (617) 552-8093, [dugganka@bc.edu](mailto:dugganka@bc.edu), at the Connors Family Learning Center regarding learning disabilities and ADHD, or Paulette Durrett, (617) 552-3470, [paulette.durrett@bc.edu](mailto:paulette.durrett@bc.edu), in the Disability Services Office regarding all other types of disabilities, including temporary disabilities. Advance notice and appropriate documentation are required for accommodations. If you are unsure whether or not Disability Services are appropriate for your needs, please make an appointment with Disability Services for a consultation.

## 3 Assessments and Grades

Your grade in this course will be determined by your performance on the following criteria. Please note that I do NOT give extra credit assignments.

### 3.1 Readings and Participation

Each class several leading articles or chapters dealing with a particular topic are read and discussed in class. I will give an introductory lecture to place the readings in a broader context. Students should come prepared to analyze the day's readings with respect to both substance and method and must participate actively in the discussion.

Assigned readings fall into two groups: (1) "core" readings, which are to be read by all students, and (2) "precis" readings, each of which is to be read by discussion leaders (while the abstracts are to be read by all students). The exact rate of assignments will depend upon the course enrollment.

Each week a team of 2 students will serve as discussion leaders. The responsibilities of the team include: (1) to prepare a brief oral introduction of the readings for the purposes of initiating the class discussion, and (2) to prepare a set of questions that will guide class discussion. For the most part it is not the responsibility of the team to lecture to the class. Rather, the team's responsibility is to keep the discussion going and to make sure that the key aspects of the readings are covered. Conversely, students who are not discussion leaders in a given week have the same responsibility as the leaders to read and be prepared to discuss the week's core readings.

Given that student participation is vital to the learning experience, part of your final grade will be based on class participation. You earn participation points by attending class, actively participating in group activities, and making thoughtful contributions to class discussions. Students with excessive, unexplained absences (i.e., more than 3 classes missed) risk losing their participation grade altogether, as do students who routinely show up late and/or unprepared for class. Readings and participation are worth **40** points (discussion leader 15 points, in-class discussion 15 points, attendance/participation 10 points).

### 3.2 Paper

You are expected to produce one 20-30 page (excluding references) double-spaced papers (12 font, Times New Roman, 1 inch margins). This paper is designed to offer you the opportunity to demonstrate your mastery of a particular area in medical sociology and exploration of current issues in that area. You will choose an area of interest (most likely from the course areas of interest) for your paper. The goal will be to move your own interests and work forward in ways that articulate with the subject matter we are addressing. This can involve providing either a broad overview or investigating a specific substantive topic. For example, a literature review of a particular health-related construct, theory, or issue; policy development around health-related institutional arrangements; current states of health inequalities; the culture differences around health risks and behaviors, etc. A process of peer reviewing will be used to improve your papers and facilitate the paper-writing process. Students will comment on other students' paper drafts. Timely participation in this process is expected and will be graded.

Specifically, you will write two versions of the paper and review one other paper. The first draft of your paper should be 8-10 pages long; the final draft of your paper should be 20-30 pages long.

- **Rough draft:** The rough draft of the paper is due on March 16th. Bring two copies of the rough draft of your paper to class. You will turn one copy in to me, and you will turn one copy in to a "peer reviewer" in the class. The rough draft will be worth **10** points.
- **Peer review draft:** You will review one other paper and provide constructive comments and critiques. This review will be worth **10** points, and will be due one week after the rough draft (March 28th).

- Final draft: You will revise your paper and turn in a final draft on May 2nd. The final paper will be worth **30** points. To receive full credit, attach a copy of the peer review to your final paper. You may provide additional comments explaining why you did or did not choose to incorporate your comments from me and/or your peer reviewer.

Clearly indicate the date and your name on the first page of your paper. For late papers, a penalty of 10% will be applied for each day that the paper is late.

Suggestions for the paper:

- Pick a topic in which you are really interested.
- To find a topic, go to the library and browse through recent issues of journals such as: *Journal of Health and Social Behavior*, *Social Science & Medicine*, *Demography*, *Sociology of Health & Illness*, etc.
- If the topic is big, focus on a very small part of it. I can help you narrow it down.
- The deadlines are for your benefit, not mine. The more opportunities you have to get input on your paper and to revise it, the better it will be.

### 3.3 Book Review

Read a book (of your choice or from the recommended list below) on a topic related to this course. Write a brief (1 page, single-space) review, incorporating concepts and theories discussed in class and found in the readings for this course. Note this is not a book report where you tell me what the book said and whether or not you liked it. This is a critique of the book in which you briefly summarize the contents then criticize parts of the book. Each student will give a brief (5 minutes) oral review of the book in class. Book review is worth **10** points.

- Almeling, Rene. 2011. *Sex Cells: The Medical Market for Eggs and Sperm*. Berkeley: University of California Press.
- Anspach, Renee R. 1993. *Deciding Who Lives: Fateful Choices in the Intensive Care Nurser*. Berkeley: University of California Press.
- Bell, Susan. 2009. *DES Daughters: Embodied Knowledge and the Transformation of Women's Health Politics*. Philadelphia: Temple University Press.
- Cifu, Adam S., and Vinayak K. Prasad. 2015. *Ending Medical Reversal: Improving Outcomes, Saving Lives*. Baltimore: Johns Hopkins University Press.
- Deaton, Angus. 2013. *The Great Escape: Health, Wealth, and the Origins of Inequality*. Princeton: Princeton University Press.
- Epstein, Steven. 2007. *Inclusion: The Politics of Difference in Medical Research*. Chicago: University of Chicago Press.
- Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus and Giroux.
- Gawande, Atul. 2014. *Being Mortal: Medicine and What Matters at the End*. New York: Metropolitan Books.
- Gutkind, Lee. 2013. *I Wasn't Strong Like This When I Started Out: True Stories of Becoming a Nurse*. Pittsburgh: InFact Books.
- Jauhar, Sandeep. 2008. *Intern: A Doctor's Initiation*. New York: Farrar, Straus and Giroux.

- Kellogg, Katherine C. 2011. *Challenging Operations: Medical Reform and Resistance in Surgery*. Chicago: University of Chicago Press.
- Mol, Annemarie. 2002. *The Body Multiple: Ontology in Medical Practice*. Durham: Duke University Press.
- Timmermans, Stefan. 2006. *Postmortem: How Medical Examiners Explain Suspicious Deaths*. Chicago: University of Chicago Press.

Yes, there are a lot of assignments. I want you to get your money's worth out of undergraduate/graduate school! If you keep up, you'll do fine. However, that doesn't mean you'll like it. If you don't like this style of teaching and the amount of required work, you'll be happier if you take a different course.

### 3.4 Grading

Letter grade assignment: Out of a possible 100 points,

A	92.50+
A-	89.50-92.49
B+	86.50-89.49
B	82.50-86.49
B-	79.50-82.49
C+	76.50-79.49
C	72.50-76.49
C-	69.50-72.49
D	59.50-69.49
F	<59.50

## 4 Important Dates to Remember

Date	Due
3/16	Paper (rough draft)
3/28	Paper (peer review draft)
5/2	Paper (final draft)

## 5 Readings

The following schedule is tentative.

### SECTION 1

In this section of the course, we begin by providing a broad overview of the field of medical sociology, including its historical origins, theoretical approaches and methodological traditions.

## Week 1

### January 17 Welcome and Course Overview

- **Lecture:** introduction; course logistics; requirements; expectations
- **Readings:** syllabus

### January 19 Introduction to Medical Sociology

- **Lecture:** overview of the scope of medical sociology; health differentials over time and across populations; why social characteristics matter for health; relations with other disciplines (demography, epidemiology)
  - **Readings:**
    - Chapters 1 and 2 in MS.
    - Pescosolido, Bernice A. 2011. "Taking 'The Promise' Seriously: Medical Sociology's Role in Health, Illness, and Healing in a Time of Social Change." *Handbook of the Sociology of Health, Illness, and Healing*, edited by B. A. Pescosolido, J.K. Martin, J.D. McCleod, and A. Rogers. New York: Springer.
- 

## Week 2

### January 24 Key Theories (I)

- **Lecture:** paradigm shift; Durkheim's suicide research; social conditions as fundamental causes of disease
- **Core Readings:**
  - Cockerham, William. 2013. "Sociological Theory in Medical Sociology in the Early Twenty-First Century." *Social Theory and Health* 11:241-255.
  - Chapter 5 in MS ("Durkheim: The Larger Society", pp. 119-122).
  - Link, Bruce G., and Jo Phelan. 1995. "Social Conditions as Fundamental Causes of Disease." *Journal of Health and Social Behavior*:80-94.
- **Precis Readings:**
  - Mueller, Anna S., and Seth Abrutyn. 2016. "Adolescents under Pressure: a New Durkheimian Framework for Understanding Adolescent Suicide in a Cohesive Community." *American Sociological Review* 81(5):877-899.
  - Chang, Virginia W., and Diane S. Lauderdale. 2009. "Fundamental Cause Theory, Technological Innovation, and Health Disparities: the Case of Cholesterol in the Era of Statins." *Journal of Health and Social Behavior* 50(3):245-260.

### January 26 Key Theories (II)

- **Lecture:** stress process theory; health lifestyle theory
- **Core Readings:**
  - Chapter 5 in MS ("Stress" and "Social Factors and Stress", pp. 122-129).

- Thoits, Peggy. 2010. "Stress and Health: Major Findings and Policy Implications." *Journal of Health and Social Behavior* 51:41-54.
- Cockerham, W. C. 2013. "Bourdieu and an Update of Health Lifestyle Theory." Pp. 127-154 in *Medical Sociology on the Move*, edited by W.C. Cockerham. Dordrecht: Springer Press.

- **Precis Readings:**

- Turner, Jay R., Blair Wheaton, and Donald A. Lloyd. 1995. "The Epidemiology of Social Stress." *American Sociological Review* 68:223-250.
  - Cockerham, William C., M. Christine Snead, and Derek F. DeWaal. 2002. "Health Lifestyles in Russia and the Socialist Heritage." *Journal of Health and Social Behavior* 43(1):42-55.
- 

## Week 3

### January 31 Key Theories (III)

- **Lecture:** life course theory; age patterns in morbidity and mortality

- **Core Readings:**

- Chapter 5 in MS ("Life Changes", pp. 129-136).
- Chapter 4 in MS ("Age", pp. 91-94).
- Elder, Glen H. Jr, Monica Kirkpatrick Johnson, and Robert Crosnoe. 2003. "The Emergence and Development of Life Course Theory." In Mortimer, J.T. and Shanahan, M.J. (Eds.), *Handbook of the Life Course*, pp.3-12. New York: Plenum.

- **Precis Readings:**

- Conley, Dalton and Neil Bennett. 2000. "Is Biology Destiny? Birth Weight and Life Chances." *American Sociological Review* 65:458-467.
- Willson, Andrea E, Kim M. Shuey and Glen H. Elder. 2007. "Cumulative Advantage Processes as Mechanisms of Inequality in Life Course Health." *American Journal of Sociology* 112:1886-1924.
- Meier, Ann M. 2007. "Adolescent First Sex and Subsequent Mental Health." *American Journal of Sociology* 112(6):1811-1847.

### February 2 Methodological Considerations

- **Lecture:** correlation vs. causation; ecological fallacy; research ethics (role of race in medical experimentation)

- **Core Readings:**

- Browning, Christopher R., Danielle Wallace, Seth L. Feinberg, and Kathleen A. Cagney. 2006. "Neighborhood Social Processes, Physical Conditions, and Disaster-Related Mortality: the Case of the 1995 Chicago Heat Wave." *American Sociological Review* 71(4):661-678.
- Duneier, Mitchell. 2006. "Ethnography, the Ecological Fallacy, and the 1995 Chicago Heat Wave." *American Sociological Review* 71(4):679-688.



- Haas, Steven. 2006. "Health Selection and the Process of Social Stratification: The Effect of Childhood Health on Socioeconomic Attainment." *Journal of Health Social Behavior* 47(4):339-354.

- **Precis Readings:**

- Klinenberg, Eric. 2006. "Blaming the Victims: Hearsay, Labeling, and the Hazards of Quick-Hit Disaster Ethnography." *American Sociological Review* 71(4):689-698.
- Jones, James. 2008 "The Tuskegee Syphilis Experiment." In Phil Brown (Ed.), *Perspectives in Medical Sociology* (pp. 310-320). Long Grove, IL: Waveland Press.

## SECTION 2

In this section, we turn to problems that are of central concern to medical sociologists. We examine various types of inequalities (e.g., by race, gender and socioeconomic status) in health exposures, health behavior, and health care utilization, and consider some theoretical explanations.

### Week 4

#### February 7 Social Inequalities in Health: Class

- **Lecture:** class differences in morbidity and mortality; fundamental cause theory; self control; social comparison

- **Core Readings:**

- Chapter 3 in MS.
- Miech, Richard, Fred Pampel, Jinyoung Kim, and Richard G. Rogers. 2011. "The Enduring Association between Education and Mortality: the Role of Widening and Narrowing Disparities." *American Sociological Review* 76(6):913-934.
- Phelan, Jo C; Bruce G Link, and Parisa Tehranifar. 2010. "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications." *Journal of Health and Social Behavior* 51:28-43.
- Marmot, M. G. et al. 1991. "Health Inequalities among British Civil Servants: The Whitehall II Study." *The Lancet* 337:1387-1393.

- **Precis Readings:**

- Lutfey, Karen and Jeremy Freese. 2005. "Towards Some Fundamentals of Fundamental Causality: Socioeconomic Status and Health in the Routine Clinic Visit for Diabetes." *American Journal of Sociology* 110(5):1326-1372.
- Mirowsky, John, Catherine E. Ross, and John Reynolds. 2000. "Links between Social Status and Health Status." In C. E. Bird, P. Conrad, and A. M. Fremont (Eds.) *Handbook of Medical Sociology*. United States: Prentice Hall Publishing.
- Link, Bruce G., Richard M. Carpiano, and Margaret M. Weden. 2013. "Can Honorary Awards Give us Clues about the Connection between Socioeconomic Status and Mortality?" *American Sociological Review* 78(2):192-212.

## Week 5

### February 14 Social Inequalities in Health: Gender

- **Lecture:** gender differences in morbidity and mortality; hegemonic masculinity; sexual minority
- **Core Readings:**
  - Chapter 4 in MS (pp. 79-91).
  - Rieker, P., Bird, C., and Lang, M. E. 2010. "Understanding Gender and Health: Old Patterns, New Trends, and Future Directions." In C. E. Bird, P. Conrad, A. M. Fremont, & S. Timmermans (Eds.), *Handbook of Medical Sociology (6th Edition)* (pp. 52-74). Nashville, TN: Vanderbilt University Press.
- **Precis Readings:**
  - Courtenay, Will H. 2000. "Constructions of Masculinity and their Influence on Men's Well-being: A Theory of Gender and Health." *Social Science & Medicine* 50(10):1385-1401.
  - Meyer, Ilan H. 1995. "Minority Stress and Mental Health in Gay Men." *Journal of Health and Social Behavior* 36(1):38-56.

### February 16 Social Inequalities in Health: Race

- **Lecture:** racial differences in morbidity and mortality
  - **Core Readings:**
    - Chapter 4 in MS (pp. 94-106).
    - Williams, David R. and Michelle Sternthal. 2010. "Understanding Racial-Ethnic Disparities in Health: Sociological Contributions." *Journal of Health and Social Behavior* 51:S15-S27.
  - **Precis Readings:**
    - Monk Jr, Ellis P. 2015. "The Cost of Color: Skin Color, Discrimination, and Health among African-Americans." *American Journal of Sociology* 121(2):396-444.
    - Schnittker, Jason, Jeremy Freese, and Brian Powell. 2000. "Nature, Nurture, Neither, Nor: Black-White Differences in Beliefs about the Causes and Appropriate Treatment of Mental Illness." *Social Forces* 78(3):1101-1132.
- 

## Week 6

### February 21 Social Inequalities in Health: Nativity

- **Lecture:** Hispanic paradox; assimilation; selection
- **Core Readings:**
  - Palloni, Alberto, and Elizabeth Arias. 2004. "Paradox Lost: Explaining the Hispanic Adult Mortality Advantage." *Demography* 41(3):385-415.

- Wadsworth, Tim, and Charis E. Kubrin. 2007. "Hispanic Suicide in US Metropolitan Areas: Examining the Effects of Immigration, Assimilation, Affluence, and Disadvantage." *American Journal of Sociology* 112(6):1848-1885.

- **Precis Readings:**

- Ceballos, Miguel. 2011. "Simulating the Effects of Acculturation and Return Migration on the Maternal and Infant Health of Mexican Immigrants in the United States: a Research Note." *Demography* 48(2):425-436.
- Powers, Daniel A. 2013. "Paradox Revisited: A Further Investigation of Racial/Ethnic Differences in Infant Mortality by Maternal Age." *Demography* 50(2):495-520.

## SECTION 3

In this section we delve into how people experience illness, seek help while they are sick, and engage in preventive behaviors. The ways doctors, nurses, and patients interact with each other will also be investigated.

### February 23 Illness Experience (I)

- **Lecture:** biographical disruption; narrative re-construction; role of social characteristics in decision-making and health experiences
- **Core Readings:**
  - Bury, Michael. 1982. "Chronic Illness as Biographical Disruption." *Sociology of Health and Illness* 4(2):167-182.
  - Rier, David A. 2012. "The Patient's Experience of Illness." Pp. 163-178 in *Handbook of Medical Sociology*, 6th Edition, edited by C. E. Bird, P. Conrad, A. M. Fremont, and S. Timmermans. Nashville, TN: Vanderbilt University Press.
- **Precis Readings:**
  - Williams, Gareth. 1984. "The Genesis of Chronic Illness: Narrative Re-construction." *Sociology of Health & Illness* 6(2):175-200.
  - Perry, Brea L., and Bernice A. Pescosolido. 2012. "Social network dynamics and biographical disruption: the case of "first-timers" with mental illness." *American Journal of Sociology* 118(1):134-175.

## Week 7

### February 28 Illness Experience (II) and Help-seeking Behaviors

- **Lecture:** illness management; self-care; the effect of socioeconomic status on people's choices about going to a doctor
- **Readings:**
  - Chapter 7 in MS.
  - Gengler, Amanda M. 2014. "'I Want You to Save My Kid!' Illness Management Strategies, Access, and Inequality at an Elite University Research Hospital." *Journal of Health and Social Behavior* 55(3):342-359.

- **Precis Readings:**

- Conrad, Peter, and Cheryl Stults. 2012. "The Internet and the Experience of Illness." Pp. 169-191 in *Handbook of Medical Sociology*, 6th Edition, edited by C. E. Bird, P. Conrad, A. M. Fremont, and S. Timmermans. Nashville, TN: Vanderbilt University Press.
- Nettleton, Sarah. 2006. "I Just Want Permission to be Ill': Towards a Sociology of Medically Unexplained Symptoms." *Social Science & Medicine* 62(5):1167-1178.

## March 2 Patient-Provider Interaction

- **Lecture:** minority's experiences in medical setting; providers' assessments of patient compliance; barriers to following medical recommendations

- **Core Readings:**

- Chapter 9 in MS.
- Heritage, John and Douglas W. Maynard. 2006. "Problems and Prospects in the Study of Physician-Patient Interaction: 30 Years of Research." *Annual Review of Sociology* 32(15):1-24.

- **Precis Readings:**

- Zussman, Robert. 2008. "The Patient in the Intensive Care Unit." In Phil Brown (Ed.), *Perspectives in Medical Sociology* (pp. 459-470). Long Grove, IL: Waveland Press.
- McKinlay, John B., Ting Lin, Karen Freund, and Mark Moskowitz. 2002. "The Unexpected Influence of Physician Attributes on Clinical Decisions: Results of an Experiment." *Journal of Health and Social Behavior* 43(1):92-106.

---

## Week 8: No Class. Happy Spring Break!

---

### SECTION 4

In this brief section, we examine three important social contexts—work, family, and neighborhood—to understand how individuals are embedded within their larger social context and how that affects individual health.

## Week 9

### March 16 Work, Family and Health

- **Lecture:** job loss; job strain; demands and control; endogeneity; flexibility; the stress of higher status

- **Core Readings:**

- Strully, Kate W. 2009. "Job Loss and Health in the US Labor Market." *Demography* 46(2):221-246.

- Kuper, Hannah, and Michael Marmot. 2003. "Job Strain, Job Demands, Decision Latitude, and Risk of Coronary Heart Disease within the Whitehall II Study." *Journal of Epidemiology and Community Health* 57(2):147-153.

- **Precis Readings:**

- Schieman, Scott, Yuko Kurashina, and Karen Van Gundy. 2006. "The Nature of Work and the Stress of Higher Status." *Journal of Health and Social Behavior* 47:242-57.
- Kleiner, Sibyl, and Eliza K. Pavalko. 2014. "Double Time: Is Health Affected by a Spouse's Time at Work?" *Social Forces* 92(3):983-1007.

- **Due:** Paper drafts due.
- 

## Week 10

### March 21 Neighborhood and Social Support

- **Lecture:** selection vs. structuration; social support; neighborhood effect

- **Core Readings:**

- Thoits, Peggy A. 2011. "Mechanisms Linking Social Ties and Support to Physical and Mental Health." *Journal of Health and Social Behavior* 52:145-161.
- Robert, Stephanie A., Kathleen A. Cagney, and Margaret M. Weden. 2010. "A Life-Course Approach to the Study of Neighborhoods and Health." In C. E. Bird, P. Conrad, A. M. Fremont, and S. Timmermans (Eds.) *Handbook of Medical Sociology, 6th Edition* (pp. 124-143). Nashville, TN: Vanderbilt University Press.

- **Precis Readings:**

- Wheaton, Blair and Philippa Clarke. 2003. "Space Meets Time: Integrating Temporal and Contextual Influences on Mental Health in Early Adulthood." *American Sociological Review* 68:680-706.
- Schieman, Scott, Leonard I. Pearlin and Stephen C. Meersman. 2006. "Neighborhood Disadvantage and Anger among Older Adults: Social Comparisons as Effect Modifiers." *Journal of Health and Social Behavior* 47(2):156-172.

## SECTION 5

In this section we explore the institutional evolution of the current U.S. health care system and identify differences with other health care systems.

### March 23 American Healthcare Industry

- **Lecture:** types of healthcare service; rates of uninsured in the U.S. and their implications; policy options

- **Core Readings:**

- T. R. Reid. 2010. *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. Penguin Books.
-

## Week 11

### March 28 Healthcare Providers: Physicians

- **Lecture:** history of medical profession; changing characteristics of medical providers; physician socialization; physician authority; medical education
- **Core Readings:**
  - Chapters 10 and 11 in MS.
  - Timmermans, Stefan and Alison Angell. 2001. "Evidence-Based Medicine, Clinical Uncertainty, and Learning to Doctor." *Journal of Health and Social Behavior* 42:342-359.
- **Precis Readings:**
  - Timmermans, Stefan. 2005. "Suicide determination and the professional authority of medical examiners." *American Sociological Review* 70(2):311-333.
  - Smith III, Allen C., and Sherryl Kleinman. 1989. "Managing emotions in medical school: Students' contacts with the living and the dead." *Social Psychology Quarterly*:56-69.
- **Due:** Peer review comments on drafts due, in class. Be prepared to explain/elaborate upon your comments in small groups.

March 30: No Class. Wen is attending ISA meeting.

---

## Week 12

### April 4 Healthcare Providers: Nurses, Physician Assistants, and Pharmacists

- **Lecture:** emergence of new medical professions; nursing shortages; gender and informal caretaking; long-term care for elderly
- **Core Readings:**
  - Chapter 12 in MS.
  - Chambliss, Daniel. 2008. "Nurses' Role: Caring, Professionalism, and Subordination." In Phil Brown (Ed.), *Perspectives in Medical Sociology* (pp. 503-515). Long Grove, IL: Waveland Press.
- **Precis Readings:**
  - Anspach, Renee. 2010. "Gender and Health Care." In C. E. Bird, P. Conrad, A. M. Fremont, and S. Timmermans (Eds.) *Handbook of Medical Sociology, 6th Edition* (pp. 229-248). Nashville, TN: Vanderbilt University Press.

### April 6 Alternative Medicine and Culture

- **Lecture:** healthcare outside of formal medical arenas; why some groups are more likely to engage in alternative medicine
- **Core Readings:**
  - Chapter 13 in MS.

- Goldstein, Michael. 2008. "The Emergence of Alternative Medicine." In Phil Brown (Ed.), *Perspectives in Medical Sociology* (pp. 261-269). Long Grove, IL: Waveland Press.

- **Precis Readings:**

- McClean, Stuart and Ronnie Moore. 2013. "Money, commodification and complementary health care: Theorising personalised medicine within depersonalised systems of exchange." *Social Theory and Health* 11:194-214.
- 

## SECTION 6

Building on the concepts introduced in the previous sections, we now scrutinize the medicalization of mental health and deviant behavior in the United States.

### Week 13

#### April 11 Social Control and Deviance

- **Lecture:** stigma; labeling theory; discrimination
- **Core Readings:**
  - Chapter 8 in MS.
  - Link, B.G. and J.C. Phelan. 2013. "Labeling and Stigma." In C. S. Aneshensel, J. Phelan, and A. Bierman (Eds.) *The Handbook of the Sociology of Mental Health* (pp. 525-541). Springer.
- **Precis Readings:**
  - Carr, Deborah and Michael Friedman. 2005. "Is Obesity Stigmatizing? Body Weight, Perceived Discrimination and Psychological Well-Being in the United States." *Journal of Health and Social Behavior* 46:244-259.
  - Mitteness and Barker. 1995. "Stigmatizing and 'Normal' Condition: Urinary Incontinence in Late Life." *Medical Anthropology Quarterly* 9(2):188-210.

April 13 Easter Weekend. No Class.

---

### Week 14

#### April 18 Medicalization of Deviance (I)

- **Lecture:** definitions of illness and patients' social identities; historical changes in what counts as illness; social problems and the management of deviance
- **Core Readings:**
  - Conrad, Peter. 2005. "The Shifting Engines of Medicalization." *Journal of Health and Social Behavior* 46:3-14.
  - Brown, Phil. 1995. "Naming and Framing: The Social Construction of Diagnosis and Illness." *Journal of Health and Social Behavior* 33:267-281.

- **Precis Readings:**

- Medeiros, Aimee. 2015. "Is Being Short A Disability? Examining How Disease and Disability Have Framed The Medical Treatment of Short Stature." *Western Humanities Review* 69(3):56-82.
- Conrad, Peter and Barker, Kristin K. 2010. "The Social Construction of Illness: Key Insights and Policy Implications." *Journal of Health and Social Behavior* 57:S67-S79.

#### April 20 Medicalization of Deviance (II)

- **Lecture:** contested illness; biomedicalization; control over women under medical model

- **Core Readings:**

- Barker, Kristin K. 2008. "Electronic Support Groups, Patient-Consumers, and Medicalization: The Case of Contested Illness." *Journal of Health and Social Behavior* 49:20-36.
- Clarke, Adele E., Janet K. Shim, Laura Mamo, Jennifer R. Fosket, and Jennifer R. Fishman. 2003. "Biomedicalization: Technoscientific Transformations of Health, Illness, and U.S. Biomedicine." *American Sociological Review* 68(2):161-185.

- **Precis Readings:**

- Watkins, E. S. 2007. "The medicalisation of male menopause in America." *Social History of Medicine* 20(2):369-388.
- Navon, Daniel, and Gil Eyal. 2016. "Looping Genomes: Diagnostic Change and the Genetic Makeup of the Autism Population." *American Journal of Sociology* 121(5):1416-1471.

---

## SECTION 7

Finally, we deal with stability and change in the health arena.

### Week 15

#### April 25 Social Movement and Health

- **Lecture:** how health epidemics take shape and garner attention

- **Core Readings:**

- Brown, Phil, Stephen Zavestoski, Sabrina McCormick, Brian Mayer, Rachel Morello-Frosch, and Rebecca Gasior-Altman. 2004. "Embodied Health Movements: New Approaches to Social Movements in Health." *Sociology of Health & Illness* 26(1):50-80.
- Klawiter, Maren. 2008. "Breast Cancer in Two Regimes: The Impact of Social Movements on Illness Experience." In Phil Brown (Ed.), *Perspectives in Medical Sociology* (pp. 555-576). Long Grove, IL: Waveland Press.

- **Precis Readings:**



- Goldner, Melinda. 2004. "The Dynamic Interplay between Western Medicine and the Complementary and Alternative Medicine Movement: How Activists Perceive a Range of Responses from Physicians and Hospitals." *Sociology of Health & Illness* 26:710-736.
- McCormick, Sabrina. 2003. "The Personal is Scientific, the Scientific is Political: The Public Paradigm of the Environmental Breast Cancer Movement." *Sociological Forum* 18:545-576.

**April 27: No Class. Wen is attending PAA (Population Association of America) annual meeting.**

---

## **Week 16: Student Presentations**

### **May 2: Student Presentations**

- **Due:** Final paper due. Also, you must hand in the copy of your paper draft which is marked with the comments of your peer reviewer. The copy should be clearly identified with the name of the peer reviewer, as the peer reviewer will be graded on the quality of his/her comments.

### **May 4: Student Presentations**

---