

**HTS 3086 — SOCIOLOGY OF MEDICINE AND HEALTH
GEORGIA INSTITUTE OF TECHNOLOGY
SPRING 2012**

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How to contact the instructor: Please contact Professor Singh by using the T-Square site dedicated to the course. I will respond to your e-mails within 24 hours.

COURSE DESCRIPTION

This course will provide an introduction to the sociology of medicine and health (also known as medical sociology), which is a broad field examining the social production of health, wellness, illness and mortality. This sub-discipline of sociology starts from the assumption 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. This course will explore health, illness and health care from a sociological perspective by surveying the central topics in the field with an emphasis on the following themes:

- 1) The social production and distribution of disease and illness, which will focus on how social structure influences the occurrence of illness and why some social groups suffer more sickness and disease than others;
- 2) The meaning and experience of illness, which will explore different models of illness and how people decide when they are sick, respond and cope with the symptoms of various diseases, and make decisions about when and from whom to seek help;
- 3) The social organization of medical care, which will examine the challenges facing the US health care system and alternative global systems and profession of medicine;
- 4) The profession of medicine and bioethics, which will analyze the professionalization of medicine, doctor/patient relationships and the ethics of biomedical and public health research.

In sum, this course will explore each of these issues and help improve your understanding of the many ways that society and culture affects health and illness.

COURSE OBJECTIVES

As a result of taking this course, students will:

1. Be able to identify the sociological dimension of health and illness-related phenomena in society;
2. Be able to distinguish the sociological perspective from biomedical models of

- disease and understand how social and cultural factors together affect who gets sick and who stays healthy;
3. Become familiar with the major concepts, methods, and theories medical sociologists use to understand the distribution of health and illness in society;
 4. Be able to describe how gender, race, ethnicity, social class, and other social factors influence the likelihood a person will become ill and how individuals manage their health and respond to illnesses;
 5. Have a basic familiarity with the social organization of the US health care system and other models across the globe, including how it developed and operates, the roles the major health professions play in the system, and the health care related challenges we face as a society;
 6. Gain an understanding of the rise of the professionalization of medicine, the threats to medical dominance, and the relationship between doctors and patients.
 7. Be able to identify historical events that led to institutional bioethical principles used in the conduct of health care and health research.
 8. Challenge your individual critical thinking, analytical, reading and writing skills.

REQUIRED TEXTS

The following books are required for the course and are available at the Engineering Book Store located at 748 Marietta Street NW.

Weitz, R. (2012). *The Sociology of Health, Illness and Health Care 5th Edition*. Boston, MA: Wadsworth Cengage Learning.

Fadiman, A. (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.

*The following articles and book chapters are also required reading. You are required to download and print these from T-square** or e-journals through the GaTech Library.

Brown, P. (1995). Naming and framing: The social construction of diagnosis and illness. *Journal of Health and Social Behavior*, 35(extra issue), 34-52.

Barker, K. (2002). Self-help literature and the making of an illness identity: The case of fibromyalgia syndrome (FMS). *Social Problems*, 49(3), 279-300.

Bird, C.E., and Rieker P.P. (1999). Gender matters: An integrated model for understanding men's and women's health. *Social Science & Medicine*, 48(6), 745-755.

**Cohen, D., McCubbin, M., Collin, J., and Perodeau G. (2004). Medications and the pharmaceutical industry. In Conrad, P. (Ed.) *The sociology of health and illness: Critical perspective 7th edition* (pp. 275-287). New York: Worth Publishing.

Conrad, P. (2005). The shifting engines of medicalization. *Journal of Health and Social Behavior*, 46(March), 3-14.

**Conrad, P. and Schneider, J.W. (2004). Professionalization, monopoly and the structure of medical practice. In Conrad, P. (Ed.) *The sociology of health and*

- illness: Critical perspective 7th edition* (pp. 170-176). New York:Worth Publishing.
- **Frank, A. (2004). The remission society. In Conrad, P. (Ed.) *The sociology of health and illness: Critical perspective 7th edition* (pp.163-166). New York:Worth Publishing.
- Gamble, V. (1997). Under the shadow of Tuskegee: African Americans and health care. *American Journal of Public Health*, 87, 1773-1778.
- Jutel, A. (2010). Framing disease: The example of female hypoactive sexual desire disorder. *Social Science & Medicine*, 70(7), 1084-1090.
- **Kleinman, A., Eisenberg, L., and Good, B. (1978). Culture, illness and care: Clinical lessons from anthropologic and cross-cultural research. *Annals of Internal Medicine*, 88, 251-258.
- **Klinenberg, E. (2001). Dying alone: The social production of urban isolation. *Ethnography*, 2(4), 501-531.
- Light, D. (2011) Historical and comparative reflections on the U.S. national health insurance reforms. *Social Science & Medicine*, 72(2), 129-132.
- **Light, D. (2009). Countervailing power: The changing nature of the medical profession in the United States. In Conrad (Ed.) *The sociology of health and illness: Critical perspective 8th edition* (pp. 239-248). New York: Worth Publishing.
- McKinlay, J. B. and McKinlay, S. M. (1977). The questionable contribution of medical measures to the decline of mortality in the United States in the twentieth century. *The Milbank Memorial Fund Quarterly. Health and Society*, 55(3), 405-428.
- **McKinlay, J.B. (2009). A case for refocusing upstream: The political economy of illness. In Conrad, P. (Ed.) *The sociology of health and illness: Critical perspective 8th edition* (pp. 578-591). New York: Worth Publishing.
- **Mishler, Elliot G. (2009). The struggle between the voice of medicine and the voice of the lifeworld. In Conrad, P. (Ed.) *The sociology of health and illness: Critical perspective 8th edition* (pp.358-369). New York: Worth Publishing.
- Link, B. G. and Phelan, J.C. (1995). Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior*, 35(Extra Issue), 80-94.
- Schoen, C., Osborn, R., Squires, D., Doty, M., Pierson, R. and Applebaum, S. (2010). How health insurance design affects access to care and costs, by income, in eleven countries. *Health Affairs*, 29(12), 2323-2334.
- Timmermans, S. (1998). Social death as self-fulfilling prophecy. *The Sociological Quarterly*, 39(3), 453-472.
- Thomas, S. B., and Quinn, S.C. (1991). Tuskegee syphilis study, 1932 to 1972: Implications for HIV education and AIDS risk education programs in the Black community. *American Journal of Public Health*, 81(11), 1498-1505.
- Williams, D.R., and Jackson, P.B. (2005). Social sources of racial disparities in health. *Health Affairs*, 24 (2), 325-334.
- Quadagno, J. (2010), Institutions, interest groups, and ideology: An agenda for the sociology of health care reform. *Journal of Health and Social Behavior*, 51(2), 125-136.

COURSE REQUIREMENTS

1. Class Participation, Reading Responses and Class Assignments (20%)

Class participation includes attending class, keeping up on assigned readings, and contributing effectively to seminar discussions. Students are expected to do all the assigned reading thoroughly before coming to class and be prepared to participate actively in class discussions. Most class meetings will involve some group discussion of the readings.

Reading Responses: Each student is responsible for turning in 7 one to two-page written responses based on selected articles and/or book chapters indicated by a * in the syllabus. Responses should include: 1) citation of the assigned reading; 2) major concepts and/or theories addressed; 4) a brief summary; 5) a critique of the reading (do you agree or disagree with approach, what is stated, methods, conclusions, etc.? What comparisons can you draw from previous readings? What are the strengths and weakness? What questions were left unanswered? What did not make sense to you?); and 6) two thoughtful questions for the class – these will be the basis of our class discussion. **All critiques must be posted 10am the day of class on T-Square under Forums. Please also bring a copy for the instructor to class.**

No credit will be given to responses turned in late or that do not meet the above criteria. Only excellent critiques will receive complete credit. You may not make up critiques at the end of the semester.

By having prepared a response to the material in advance and sharing your evaluations with the rest of the class, it is my hope that you will be better prepared to engage in productive class discussions and that you will gain more from each other's analyses than you would otherwise. I will be looking for clear intellectual engagement.

In-class assignments: Throughout the course we will view three documentaries that represent different aspects of the social and cultural production of disease. You will be required to answer short questions based on these videos. You cannot make up these assignments.

2. Attendance Policy

Attendance will be taken and is part of your final grade. Beginning with the 4th absence 1% will be deducted from your final grade. For each successive absence an additional percentage point will be deducted from your final grade. For example, 5 absences would result in a 2% deduction from your final grade; 6 absences would result in a 3% deduction, and so on. Absences as defined by the University Senate (serious illness, illness or death of a family member, university related trips, major religious holidays) will be excused.

3. Writing Assignments (50%)

You are required to write two papers for this course:

1. Illness Interviews (4-5 pages) (20%). This paper will be based on interviews you conduct with 3 or more people about their health, specifically about an illness that they or someone very close to them has had and compare/contrast these answers with individuals from the book from *The Spirit Catches You and You Fall Down*. You will also be required to discuss your paper informally during class on the day the paper is due. Details of the assignment will be distributed during the 6th week of class.

DUE DATE: Thursday, March 15, 2012.

2. 'Framing Health' paper (8-10 pages) (30%). For this paper, you will use your sociological imagination to analyze the social construction of health and illness in two different contexts. You will do this by comparing and contrasting how a health topic of your choice has been framed in: 1) medical journals; AND 2) Popular Culture (e.g., broadcast media: TV, radio, film and/or print media: newspaper, magazines, brochures, newsletters). You will receive a handout that describes how to write this paper during the second week of class. You will also be required to discuss your final paper informally during class on the day the paper is due.

DUE DATES:

Hand in topic for paper: Jan. 26, 2012

Section 1 of paper (3-4 pgs.): Feb. 14, 2012

Section 2 of paper (3-4 pgs.): April 3, 2012

Final Paper (Section 1, 2 and 3): April 17, 2012

4. Exams (30%)

There will be two short exams (midterm and final) that will each cover half of the course materials (e.g., required readings, films, and material from lectures). Exams will be multiple choice and short answer.

EXAM DATES

Exam 1: Feb. 21, 2012

Exam 2: May 1, 2012 – 2:50PM (scheduled final exam time)

COURSE EVALUATION

		<u>Calculate your grade</u>
Reading Responses/In-class assignments	20%	(your grade)(.20) = a
Paper 1: Illness Interviews	20%	(your grade)(.20) = b
Paper 2: Framing Health	30%	(your grade)(.20) = c
Exam 1	15%	(your grade)(.20) = d
Exam 2	15%	(your grade)(.20) = e
Attendance (deduct % points based on # of absences)		= f
Total	100 %	(a+b+c+d+e) – f = your grade

Course grade: 90-100=A 80-89=B 70-79=C 60-69=D Lower than 60=F

POLICIES FOR WRITTEN WORK

All written papers (including the final exam) are to be typed, double-spaced, using 12-pt. time New Roman font, and must include page numbers, proper use of citations, and bibliographies. Please use ASA citation style. I have posted a quick guide to ASA citation style on T-Square/Resources/ASA citation.

I only accept hard copies of papers at the beginning of class on the specified due dates. No electronic papers will be accepted. Late papers will be deducted 5% each day it is late. If you have a personal or family emergency and are unable to complete an assignment, you must speak with me as soon as possible so we can discuss how and when you will complete the assignment. **Do not assume that you may hand in all of your assignments at the end of the course, or that you will be granted an extension.**

Research/Writing Resources at Georgia Tech: <http://libguides.gatech.edu/research>:

This guide will help you learn how to conduct research, how to write well, and how to avoid plagiarism by citing your sources.

For international students, there is a writing center that will help you with your written reports. Please see the Language Institute about writing services:

<http://www.esl.gatech.edu/esl/communication-center>

ACADEMIC HONOR CODE

Academic Integrity Statement: Students are expected to act according to the highest ethical standards. The immediate objective of an Academic Honor Code is to prevent any Students from gaining an unfair advantage over other Students through academic misconduct. The following clarification of academic misconduct is taken from Section XIX Student Code of Conduct, of the Rules and Regulations section of the Georgia Institute of Technology General Catalog: Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records. Such acts include but need not be limited to the following:

Plagiarism: Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." I will check all papers for plagiarism and your papers will be considered as "plagiarized" in part or entirely if you do any of the following:

- Submit a paper that was written by someone other than you.
- Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references.
- Submit a paper in which you "cut and paste" or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.

If caught plagiarizing, you will not receive credit for the assignment and you will be dealt with according to the GT Academic Honor Code.

Working with other students: Unless specifically identified as group work, all assignments are to be completed alone.

Cheating: Cheating off of another person's test or quiz is unethical and unacceptable. Cheating off of anyone else's work is a direct violation of the GT Academic Honor Code, and will be dealt with accordingly.

Unauthorized use of any previous semester course materials, such as tests, quizzes, homework, projects, and any other coursework, is prohibited in this course. Using these materials will be considered a direct violation of academic policy and will be dealt with according to the GT Academic Honor Code.

For any questions involving these or any other Academic Honor Code issues, please consult me, my teaching assistants, or visit www.honor.gatech.edu

CLASSROOM CONDUCT

- Do not talk during lecture, while other students are asking questions, or during movie/video presentations.
- Please **silence** cell phones, and **turn off** iPods, or other electronics during class.
- Computers are allowed in class to take notes only. Please refrain from using e-mail, Facebook, You-Tube, or any other non-related electronic material. It disrupts not only your learning but also the learning of those around you. If it becomes apparent that you are using your computer in class to surf the web and are disengaged in class, I will ask you to close your computer and you will no longer be able to bring it to class.
- Late arrivals & early departures disrupt not only me, but also other students; therefore, if you know you will be late or need to leave early—please talk to me *before* class (or email me).
- Since this course discusses controversial issues, I expect you to respect and listen to everybody's opinions and perspectives. I value and respect your contributions. Please do the same for others in the class. Our class is a space free of sexist, racist or other offensive comments.

ACCOMODATIONS

Students with disabilities needing reasonable accommodations are encouraged to contact the instructor. The Office of the Dean of Students, ADAPTS Disability Services Program is available to assist us with the reasonable accommodations process. More information at: <http://www.adapts.gatech.edu/index.php>.

ADDITIONAL RESOURCES

Medical Sociology Resources:

Somatosphere, Science, Medicine and Anthropology: A collaborative weblog covering the intersections of medical anthropology, science and technology studies, cultural psychiatry and bioethics. <http://www.somatosphere.net/2010/12/50-years-of-medical-sociology.html>

Sociology of Health and Illness: Podcasts Key Thinkers and Debates:
http://www.blackwellpublishing.com/shil_enhanced/podcasts.asp#podcast2

Sociology Subject Guide: This guide highlights health data available at the state, federal and international level in several areas of health care and health administration. Primary sources are the Federal Government and international agencies:
<http://resources.library.lemoyne.edu/content.php?pid=88173&sid=1521742>

General Sociology Resources:

Socio-Web: The SocioWeb is an independent guide to the sociological resources available on the Internet and is founded in the belief that the Internet can help to unite the sociological community in powerful ways. <http://www.socioweb.com/>

Sociological Images: Sociological Images encourages people to exercise and develop their sociological imaginations with discussions of compelling visuals that span the breadth of sociological inquiry. <http://thesocietypages.org/socimages/>

Mainstream Medical Journals:

Lancet
Journal of the American Medical Association (JAMA)
New England Journal of Medicine (NEJM)

Mainstream Media Sources

BBC <http://www.bbc.co.uk/?ok>
CNN <http://www.cnn.com/>
Examiner.com <http://examiner.com>
Guardian <http://www.guardian.co.uk/>
Los Angeles Times <http://www.latimes.com/>
Newsweek <http://www.newsweek.com/>
New York Times <http://nytimes.com>
San Francisco Chronicle <http://www.sfgate.com/>

The Huffington Post <http://www.huffingtonpost.com/>
TIME.com <http://time.com>
Washington Post <http://washingtonpost.com>

Web Sites (there are hundreds of good websites on health):

US Food and Drug Administration www.fda.gov
Institute of Medicine www.iom.edu
National Institutes of Health www.nig.gov
National Library of Medicine www.nlm.nih.gov
National Women's Health Network www.womenshealthnetwork.org
Center for Genetics and Society www.genetics-and-society.org
American Cancer Society www.cancer.org
American Heart Association www.americanheart.org
American Lung Association www.lungusa.org
Center for Disease Control and Prevention www.cdc.gov

Georgia Tech Library Resources

Medical Journal Searches: PubMed
Media searches: Lexis-Nexus Academic Database
Social Science Databases: JSTOR and/or Web of Science

READING AND CLASS SCHEDULE

Read all assigned material before coming to class and be ready to discuss.

The instructor reserves the right to make changes as needed.

Date		Reading Assignment	Assignments
Jan 10	T	Introduction to course	Read Syllabus
PART I. THE SOCIAL PRODUCTION AND DISTRIBUTION OF DISEASE AND ILLNESS			
Jan 12	TH	Weitz - Ch. 1: <u>The Sociology of Health, Illness, and Health Care</u> *McKinlay et al.: Medical Measures	
Jan 17	T	Weitz – Ch. 2: <u>The Social Sources of Modern Medicine</u> Weitz – Ch. 5: p.102-106: Models of Illness (review to help with final paper)	Pass out Final Paper Assignment
Jan 19	TH	*Link and Phelan: Fundamental Causes *Eric Klinenberg: Dying Alone	
Jan 24	T	Weitz – Ch. 3: <u>The Social Distribution of Illness in the U.S.</u>	
Jan 26	TH	*Bird and Rieker: Gender Matters *Williams and Jackson: Social Sources of Racial Disparities in Health	Due: Hand in topic for final paper
Jan 31	T	<u>The Political Economy of Health and Disease</u> *McKinlay: Refocusing upstream *David Cohen et al., Medications and the Pharmaceutical Industry or Jill Fisher Ch.1	
Feb 2	TH	Movie: Selling Sickness: http://www.archive.org/details/sellingsickness	
PART 2: THE MEANING AND EXPERIENCE OF ILLNESS			
Feb 7	T	Weitz – Ch. 5: <u>The Social Meaning of Illness</u> *Conrad: Shifting Engines of Medicalization or *Barker: Self Help Literature and the Making of Illness	Due: Questions to movie: Selling Sickness
Feb 9	TH	*Brown: Name and Framing, the Social Construction of Diagnosis and Illness *Diagnosis article TBD	
Feb 14	T	Weitz – Ch. 6: <u>The Experience of Disability, Chronic Pain, and Chronic Illness</u> *Frank: Remission Society	Due: Section 1 of final paper

Feb 16	TH	Weitz – Ch. 7: <u>The Sociology of Mental Illness</u> Exam review	
Feb 21	T	Exam 1- Ch. 1-7 and required readings	
Feb 23	TH	Fadiman Ch. 1, Ch. 3 Kleinman et al. 1978	Pass out 2nd writing assignment
Feb 28	T	Fadiman Ch. 4-6	
Mar 1	TH	Fadiman Ch. 7-8	
Mar 6	T	Fadiman Ch. 9 and Ch. 11	
Mar 8	TH	Fadiman Ch. 13 and Ch.15	
Mar 13	T	Fadiman Ch. 17 and 18	
Mar 14	W	LAST DAY TO WITHDRAW WITH A GRADE OF “W” BY 4:00PM	
Mar 15	TH	Class Discussion – Informal 2 minute presentation of paper	Due: Writing assignment 1
March 20	T	SPRING BREAK	
March 22	TH	SPRING BREAK	
PART 3. THE SOCIAL ORGANIZATION OF MEDICAL CARE			
Mar 27	T	Weitz – Ch. 8: Health Care in the U.S.	
Mar 29	TH	*Light: Historical and comparative reflections on the U.S. national health insurance reforms *Quadagno: Sociology of Health Care Reform	
April 3	T	Weitz – Ch. 9: Health Care around the Globe	Due: Section 2 of Final Paper
April 5	TH	* Schoen et al. 2010. How Health Insurance Design Affects Access to Care And Costs, By Income, in Eleven Countries.	Due: Questions to movie Sick Around the World
April 10	T	Weitz – Ch. 11: The Profession of Medicine (p. 160-181) *Light: Counterveiling Powers OR *Conrad/Schneider: Professionalization, Monopoly, and the Structure of Medical Practice	

April 12	TH	Weitz: Ch. 11: The Profession of Medicine (p. 281-286) Mishler: The struggle between the voice of medicine and the voice of the lifeworld Timmermans: Social death as self-fulfilling prophecy	
April 17	T	Class Discussion – Informal 2 minute presentation of your final paper	Due: Final Paper
April 19	TH	Weitz – Ch. 13: Issues in Bioethics	
April 24	T	Gamble 1997 Stephen and Quinn 1991 Movie: Deadly Deception: http://www.youtube.com/watch?v=ofiOzzfKK84	
April 26	TH	Course wrap up and Evaluations – Please bring computers to class.	Due: Answered questions to <i>Deadly Deception</i>
May 1	T	Exam 2 (Ch. 8-10, 11 and 13 and required readings, including Fadiman)	