Instructor: Jennifer Singh, MPH, Ph.D.
Phone: 404-894-7445
E-mail: jennifer.singh@hts.gatech.edu
Please contact instructor through T-Square
Office: Old Civil Engineering Bldg., G-22

Meeting Time: T-Th 9:35 – 10:55
Room: DM Smith Room 207
Office Hours: T-Th 3:05 – 4:35 pm or by appointment.

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 36 hours.

COURSE DESCRIPTION

This course will introduce the sociology of medicine and health (also known as medical sociology or sociology of health and illness), 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 (including cultural models) 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, health care reform, and alternative global systems;
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 of major stakeholders in the system, and the health care related challenges we face as a society, including health care reform and the Affordable Care Act;
6. Gain an understanding of the rise of the professionalization of medicine, the threats to medical dominance, and the practice of medicine;
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 AND READINGS

The following books are required for the course. Conrad’s book is available at the Georgia Tech Bookstore. A copy of these books will also be available on reserve in the library.


Please purchase this book on your own through your favorite book cite:

*The following articles and book chapters are also required reading. You must download and print these from T-square** or through the GaTech Library/Web of Science database.


COURSE REQUIREMENTS

1. Class Participation, Reading Responses and Attendance (25%)

Class participation (5%) 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 (20%) Each student is responsible for turning in 5 one to two-page written responses based on selected articles and/or book chapters indicated by a * in the syllabus. One of your responses must be from the Fadiman book. Responses should include: 1) citation of the assigned reading; 2) major concepts and/or theories addressed; 3) a brief summary; 4) 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 5) two thoughtful questions for the class – these will be the basis of our class discussion. All reading responses must be posted by 6 pm the day before class on T-Square/blogs. In the title of your blog please indicate the author name/year.

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

Attendance Policy Attendance will be taken and is part of your final grade. Beginning with the 3rd 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, 4 absences would result in a 2% deduction from your final grade; 5 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.

2. Writing Assignment (30%)

There will be two writing assignment based course material. The first will be an analysis of how a disease of your choice is socially constructed in the media. This will involve a short paper and a poster that you will share in class. The second paper will be based on interviews you conduct with someone who is experiencing illness. Specific instructions for these assignments will be passed out in class.
Writing Assignment 2: Interview: Experience of Illness – Due March 15, 2014

3. Class assignments (15%):
   1) Questions to Affordable Care Act – Due April 1
   2) Write 1-2 page proposal on how to reform healthcare – Due April 8
   3) Deadly Deception Documentary questions – Due April 17

All assignments (Class and Writing) will be turned in through T-square under specific assignments. Please attach a word document so that I can grade your assignment and provide feedback. **Be sure that you get a confirmation from T-square indicating that your assignment has been accepted.** Late assignments 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.**

4. Exams (30%)

There will be two 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. 18, 2014
Exam 2: May 1, 2014 – 8:00 am – 10:50 am.

**COURSE EVALUATION**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Calculate your grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>5%</td>
<td>(your grade)(.05) = a</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>20%</td>
<td>(your grade)(.20) = b</td>
</tr>
<tr>
<td>Writing Assignments (2)</td>
<td>30%</td>
<td>(your grade)(.30) = c</td>
</tr>
<tr>
<td>Class Assignments (3)</td>
<td>15%</td>
<td>(your grade)(.15) = d</td>
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<tr>
<td>Exam 1</td>
<td>15%</td>
<td>(your grade)(.15) = e</td>
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<td>Exam 2</td>
<td>15%</td>
<td>(your grade)(.15) = f</td>
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<tr>
<td>Attendance</td>
<td></td>
<td>(deduct % points based on # of absences) = g</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>(a+b+c+d+e) – f = your grade</td>
</tr>
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</table>

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

All assignments are to be typed, double-spaced, using 12-pt. Time New Roman font, and must include page numbers and proper use of citations. Please use ASA citation style. I have posted a quick guide to ASA citation style on T-Square/Resources/ASA citation.

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.

The Communication Center at Clough Commons also provides tutoring in communication-related assignments or projects regardless of discipline. The CommLab is located on the 4th floor of the Clough Commons:
http://www.communicationcenter.gatech.edu/

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.

ACCOMMODATIONS

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:
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/
- 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.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.
All *Asterisk can be used for a reading response.
The instructor reserves the right to make changes as needed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignment</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Jan 7</td>
<td>T</td>
<td>Read Syllabus</td>
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**PART I. THE SOCIAL PRODUCTION AND DISTRIBUTION OF DISEASE AND ILLNESS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignment</th>
<th>Assignments</th>
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</thead>
</table>
| Jan 9 | TH                 | **The Social Nature of Disease**
Conrad/Leiter – pg. 1-9. Introduction and The Social Nature of Disease
*Conrad/Leiter – Ch.1. Medical Measures and the Decline of Mortality _McKinlay & McKinlay_
Review medical vs. Sociological model of disease |
|       |                    | Pass out Paper assignment 1 |
| Jan 14| T                  | Conrad/Leiter – pg. 580-582 – Prevention table
*Conrad/Leiter – Ch.47. A Case of Refocusing Upstream: The Political Economy of Illness _McKinlay_ |
| Jan 16| TH                 | **The Unequal Social Distribution of Disease**
Conrad/Leiter – pg. 24 – 27. Who Gets Sick?
*Conrad/Leiter – Ch. 2 Social Class, Susceptibility, and sickness _Syme and Berkman_
*Link and Phelan: Fundamental Causes |
| Jan 21| T                  | *Conrad/Leiter – Ch. 3. Understanding Racial-ethnic Disparities in Health _Williams and Sternthal_
*Jones, P. J. Levels of Racism |
| Jan 23| TH                 | *Bird and Ricker (1999): Gender Matters
*Conrad/Leiter – Ch. 4. Sex, Gender and Vulnerability _Snow_ |
| Jan 28| T                  | **Social and Physical Environments**
Conrad/Leiter - pg. 78-80. Our Sickening Social and Physical Environments
* Conrad/Leiter – Ch. 8. Social Relationships and Health _House, Landis and Umberson_
* Conrad/Leiter – Ch. 9. Dying Alone _Klinenberg_ |

**PART 2: THE MEANING AND EXPERIENCE OF ILLNESS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignment</th>
<th>Assignments</th>
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| Jan 30| TH                 | **The Social Meaning of Illness**
Weitz – Ch. 5: The Social Meaning of Illness (p. 99-117) (T-square/resources) |
| Feb 4 | T                  | Conrad/Leiter pg. 123-126. The Social and Cultural Meaning of Illness
*Conrad/Leiter – Ch.11. Mortality and Health _Saguy and Gruys_. |
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<tr>
<th>Date</th>
<th>Day</th>
<th>Reading/Assignment</th>
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<tr>
<td>Feb 6</td>
<td>TH</td>
<td>Conrad/Leiter – pg. 495-496</td>
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<td></td>
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<td>* Conrad/Leiter Shifting Engines of Medicalization (pg. 507-518)</td>
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<td>Feb 11</td>
<td>T</td>
<td>*Brown: Naming and Framing, the Social Construction of Diagnosis and Illness</td>
</tr>
<tr>
<td>Feb 18</td>
<td>T</td>
<td>Exam 1 (all required reading)</td>
</tr>
<tr>
<td>Feb 20</td>
<td>TH</td>
<td><strong>Poster Session: Paper due Friday at midnight</strong></td>
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<td>Feb 25</td>
<td>T</td>
<td><strong>The Experience of Illness</strong></td>
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<td></td>
<td></td>
<td>*Charmaz and Rosen (t-square)</td>
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<tr>
<td></td>
<td></td>
<td>*Bury (1991) The sociology of Chronic Illness (t-square)</td>
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<td>Feb 27</td>
<td>TH</td>
<td>*Kleinman et al. 1978</td>
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<td></td>
<td>Pass out 2nd writing assignment</td>
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<td>FEB 28</td>
<td>F</td>
<td>LAST DAY TO DROP CLASS</td>
</tr>
<tr>
<td>Mar 4</td>
<td>T</td>
<td>*Fadiman Ch. 1, Ch. 3, 4</td>
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<td>*Fadiman Ch. 5-8</td>
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<tr>
<td>Mar 6</td>
<td>TH</td>
<td>*Fadiman Ch. 9, 11, 13</td>
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<tr>
<td>Mar 11</td>
<td>T</td>
<td>*Fadiman Ch. 15, 17 and 18</td>
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<td>Mar 13</td>
<td>TH</td>
<td>LAST DAY TO WITHDRAW FROM COURSE – CHECK THESE DATES</td>
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<tr>
<td>Mar 13</td>
<td>TH</td>
<td>Finish up Book and Video: Living in Two Worlds</td>
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<tr>
<td>Mar 14</td>
<td>F</td>
<td>Paper 2 due at 11:55 pm</td>
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<tr>
<td>Mar 18</td>
<td>T</td>
<td>SPRING BREAK</td>
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<td>Mar 20</td>
<td>TH</td>
<td>SPRING BREAK</td>
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<td><strong>PART 3. THE SOCIAL ORGANIZATION OF MEDICAL CARE</strong></td>
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<tr>
<td>Mar 25</td>
<td>T</td>
<td>Weitz – Ch. 8: Health Care in the U.S. (T-square/Resources)</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
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| Mar 27 | TH  |      | *Light (2011) Historical and comparative reflections on the U.S. national health insurance reforms  
*Quadagno (2010) Sociology of Health Care Reform (Web of Science)  
Affordable Care Act: [http://www.kff.org/healthreform/8061.cfm](http://www.kff.org/healthreform/8061.cfm) |                                                                                  |
| April 1| T   |      | *Ario and Jacobs: Support for the ACA (T-square/Resources)  
*Quadagno (2011): Winners and Losers of ACA  
Video clip of ACA deliberations (T-square/Resources) | Assignment 1 Due: Questions from ACA website                                      |
| April 3| TH  |      | *Schoen et al. 2010. How Health Insurance Design Affects Access to Care And Costs, By Income, in Eleven Countries.  
Movie: *Sick Around the World* |                                                                                  |
|        |     |      | **PART 4. PROFESSIONALIZATION OF MEDICINE AND BIOETHICS** |                                                                                  |
| April 8| T   |      | **The Profession of Medicine**  
Conrad/Leiter – pg. 213-215  
*Conrad/Leiter – Ch. 17. Professionalization, Monopoly, and the Structure of Medical Practice_ Conrad and Schneider  
*Conrad/Leiter – Ch. 19. The End of the Golden Age of Doctoring_ McKinlay and Marceau | Assignment 3 Due – Proposal for healthcare reform.                                  |
| April 10| TH  |      | **Medicine in Practice**  
*Conrad/Leiter – Ch.33. Social death as self-fulfilling prophecy_ Timmermans  
*Conrad/Leiter – Ch. 34. The Language of Case Presentation_ Anspach |                                                                                  |
| April 15| T   |      | **Issues in Bioethics**  
| April 17| TH  |      | *Gamble, V. (1997) Under the shadow of Tuskegee (T-Square/Resources)  
*Stephen and Quinn 1991  
Movie: *Deadly Deception* | Due Friday April 18 by midnight: Questions to *Deadly Deception*                   |
| April 22| T   |      | *Rosich and Hankin (2010) Executive summary: What do we know? Key findings from 50 years medical sociology |                                                                                  |
| April 24| TH  |      | Course wrap up and Evaluations – Please bring computers to class. |                                                                                  |
| May 1  | TH  |      | Exam 2 (required readings, including Fadiman, movies)  
TIME of EXAM: 8:00 am – 10:50 am |                                                                                  |