**MEDICAL SOCIOLOGY**

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| SOCIOLOGY 3550-01 |  |  | PROFESSOR: DR JENNIFER TABLER |
| FALL 2020 |  |  | E-MAIL:jtabler@uwyo.edu |
| ROOM: AG 1032  TIME: 11:10-12:25 (Thursday only)  DELIVERY: Online & In-person |  |  | OFFICE: A&S 303  ZOOM OFFICE HOURS: Tuesdays 11:00-12:30 & Wednesdays 11:00-12:30 (or by appointment) |



**Pre-requisites:**

Sociology 1000 or equivalent

**Required textbook:**

*Medical Sociology* (14th edition). By Cockerham

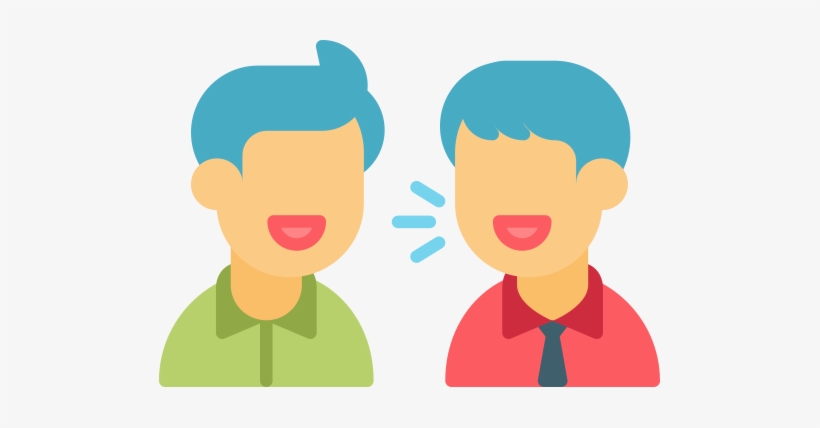
*Additional readings will be posted online*

**\*A supplemental book (your choice) will be required for your report, please see the provided list\***

**COURSE DESCRIPTION:**

This course introduces students to the field of medical sociology through lectures, discussions, and media depictions of major concepts, theories, and issues relating to the causes and consequences of health and illness. Examples of topics covered are the social construction of health and illness, social stress and health, living and dying in the U.S. health system, doctor-patient relationship, controversial health practices, and issues facing the U.S. health care delivery system.

**COURSE FORMAT:**



This course is a “flipped” course; this course will blend online and in-person instruction. Lectures will be posted online as short videos. Activities and discussions will be completed synchronously in-person (or depending on the state of the world, via Zoom) during our Thursday scheduled time. (Flexible online options will be available for those who cannot attend in-person).

**LEARNING OBJECTIVES:**

At the end of the course the learner should be comfortable:

**\*** **Describing** enduring patterns of U.S. health disparities based on race/ethnicity, class, gender, and sexuality, and **Identifying**causes and potential solutions

**\*Explaining** the main social theories of health and illness, as well as **Assessing** the strengths and weaknesses of these theories

**\*Reading** and **Evaluating** primary social and health sciences research articles

**\*Debating** controversies with regard to the U.S. health care system, using primary research as supporting evidence

**WYOCOURSES:**

As a resource for this class, a WyoCourses site is available to you. This site provides the opportunity to have all of the course materials in one place that is accessible to everyone. Assignments and announcements will be posted to this site. As part of the requirements for this class, you are expected to check and use this site regularly. **Make sure to check your UW email as this is the address that will be utilized for any posted announcements.**

**EVALUATION:**

* **Weekly Activities & Discussions**: Assigned weekly across the semester (lowest grade dropped)—*25% total*

Students will complete activities, quizzes, and/or discussions every Thursday during our weekly scheduled meeting (in-person, or via Zoom if we need to transition to entirely online). Due dates will be included on WyoCourses, but anticipate submitting weekly materials every Thursday by 11:59 pm. Please see WyoCourses modules for more information on these activities.

* **Book Report:** Papers will be approximately 7 pages in length—*25% total*

Students will be required to select a book from the provided reading list, and complete an empirical book report. Small components of the book report will be due across the semester and culminate in a final paper. Rubric for all components of the book report will be provided on WyoCourses.

* **Student Presentations:**Students will be required to present on the books they selected, and discuss the books with the class. Excerpts from peers’ books will be provided online*—5% total*

Students will be required to upload videos of themselves discussing their book to WyoCourses, and provide comments/feedback to at least 2 others in their group.

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| **EVALUATION** | |
| **Assignments** | |
| **Weekly activities/discussions** | 25% |
| **Book report assignments** | 25% |
| **Presentations** | 5% |
| **Exams** |  |
| **Exam 1** | 15% |
| **Exam 2** | 15% |
| **Exam 3** | 15% |
| **Total** | 100% |

* **Three Exams:** Students will be required to complete a multiple choice and true/false portion of the exam, and then will be randomly assigned one essay question to complete—*45% total*

Exams are not comprehensive and will be administered on WyoCourses.

# Grading Policies:

Grades will be assigned as follows:

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| **A** | 90-100% |
| **B** | 80-89% |
| **C** | 70-79% |
| **D** | 60-69% |
| **F** | 59% or below |

***Late work policy:*** *late work is not accepted without prior approval. If you believe that you will need an extension on an assignment, you are required to contact the instructor at least 24 hours before the deadline. In short, take all deadlines seriously, but self-advocate when necessary.*

**COVID-19:**

During the pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie, the University of Wyoming, and the State of Wyoming. Wear face coverings when you are with others, stay the required physical distance apart from others, take required COVID tests for campus presence and travel, and report your health status in COVID app daily.

**STATEMENT ON DIVERSITY:**

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

**CLASSROOM BEHAVIOR POLICY:**

You will be respectful towards you classmates and instructor. Spirited debate and disagreement are to be expected in any classroom and all views will be heard fully, but at all times we will behave civilly and with respect towards one another. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. As the instructor, I have the right to dismiss you from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs.

**UNIVERSITY-WIDE POLICIES**

**UNIVERSITY EXCUSED ABSENCE:**

In order to be excused from an examination, a valid University excuse or doctor’s excuse must be obtained. University excuses can be obtained from the Office of Student Life. The Office of Student Life (OSL) will provide the excuse, provided the students' absence meets the criteria for an authorized absence. For further information on obtaining an excused absence, contact the OSL or visit their website at: http://uwacadweb.uwyo.edu/OSL/absences.htm.

**STUDENTS WITH DISABILITIES:**

It is our goal to support all learners be successful in this course. We hope that we can work together to create an environment in which you can be successful. If there is some way we can help you be more successful in this course please do not hesitate to contact the instructors. In addition, if you have a physical, learning, sensory or psychological disability and require accommodations, please let us know as soon as possible. You will need to register with, and possibly provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 109 Knight Hall. You may also contact UDSS at (307) 766-6189 or udss@uwyo.edu. Visit their website for more information: uwyo.edu/udss.

**ACADEMIC DISHONESTY:**

As members of a community dedicated to Honesty, Integrity, and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, academic dishonesty will be dealt with according to the University guidelines (see UW regulation 2-114). In addition, grade appeals will be handled according to these same guidelines. These guidelines can be found in the University Regulations. http://www.uwyo.edu/as/student-appeals/academic-dishonesty.html

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:**

# The faculty and staff of the University of Wyoming actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination. *Duty to report:* In accordance with University policy (see UW regulation 4-3), your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he/they becomes aware during this course through writing, discussion, or personal disclosure. More information, including access to confidential resources, can be found at http://www.uwyo.edu/reportit/policies/index.html and https://uwyo.instructure.com/courses/529084/external\_tools/41356

**TENTATIVE COURSE READING SCHEDULE AND DUE DATES FOR BOOK REPORT COMPONENTS AND EXAMS.**

\*\*\* there will be weekly activities/discussions due on Thursdays, so please check WyoCourses regularly\*\*\*

\*\*\*Subject to change!\*\*\*\*

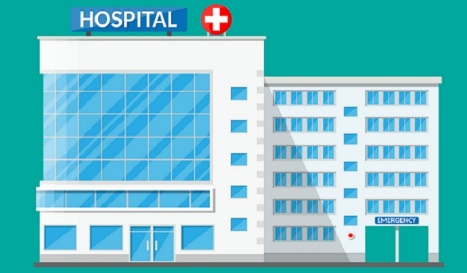
**UNIT ONE: THE HISTORY OF THE SOCIAL ORGANIZATION OF THE U.S. HEALTH SYSTEM**

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| **Week 1: Introduction to Medical Sociology** | Readings: |
| Aug 25& 27 | * Cockerham, Ch. 1: “Medical Sociology” * “Executive summary: What do we know? Key findings from 50 years of medical sociology.” Rosich, K. J., & Hankin, J. R. (2010). |

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| **Week 2: Issues of “Health”** | Readings: |
| Sep 1 & 3 | * “Your money or your life.” Cutler (2004) * Cockerham, Ch. 2: “Epidemiology” |

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| **Week 3: The Power of the Medical Profession** | Readings: |
| Sep 8 & 10 | * Cockerham, Ch. 10: “Physicians” * *The Social Transformation of American Medicine.* Starr (1982) Ch. 3 * Book Report Assignment 1 due (Sep 10th) |

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| **Week 4: The Rise of Hospitals** | Readings: |
| Sep 15 & 17 | * Cockerham, Ch. 14: “The Hospital in Society” * *The Social Transformation of American Medicine.* Starr (1982). Ch. 4 |

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| **Week 5: Challenges to the Profession** | Readings: |
| Sep 22 & 24 | * Cockerham, Ch. 11: “The Physician in a Changing Society.” * “The continued social transformation of the medical profession.” Timmermans & Oh (2010) * “Physician’s perception of the changing healthcare system.” Hojat et al. (2000) |

**Exam 1 due by 11:59 Sep 27th**

**UNIT TWO: THE PATIENT IN THE HEALTH CARE SYSTEM**

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| **Week 6: Being Poor Kills** | Readings: |
| Sep 29 & Oct 1 | * Cockerham Ch. 3: “The Social Demography of Health: Social Class” * Cockerham Ch. 4: “Social Demography: Gender, Age, and Race” |

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| **Week 7: Minority Statuses and Health** | Readings: |
| Oct 6 & 8 | * “Multiple disadvantaged statuses and health” Grollman (2014) * Cockerham Ch. 5: “Social Stress and Health” * “Stigma-related stressors, coping self-efficacy, and physical health in lesbian, gay, and bisexual individuals.” Denton et al. (2014) |

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| **Week 8: Social Construction of “illness”** |  |
| Oct 13 & 15 | * Cockerham Ch. 7 “Illness Behavior” * Cockerham Ch. 8 ”The Sick Role” * “Chronic back pain sufferers—striving for the sick role.” Glenton (2003) * “’sick role’ or ‘empowerment? The ambiguities of life with an HIV+ diagnosis.” Crossley (1998) |

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| **Week 9: Lifeworld vs. Medicine: are we responsible for our own health?** | Readings: |
| Oct 20 & 22 | * Cockerham Ch. 6: “Health Behavior and Lifestyles” * “the social determinants of health: it’s time to consider causes of the causes” Braverman and Gotlieb (2014) * Cockerham Ch. 9: “Doctor-Patient Interaction” * “Giving voice to the lifeworld. More humane, more effective medical care? A qualitative study of doctor–patient communication in general practice.” Barry et al. (2001) |

**Exam 2 due by 11:59 Oct 25th**

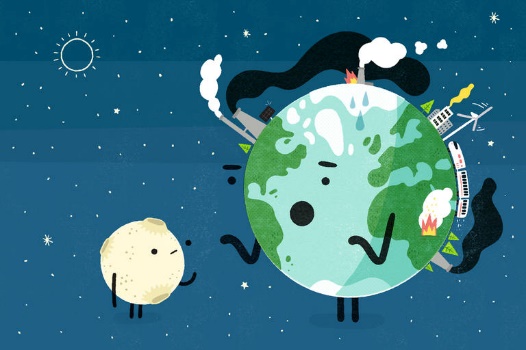
**UNIT THREE: FUTURE and CONTROVERSIES IN HEALTH and CARE**

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| **Week 10: Healthcare Reform** | Readings: |
| Oct 27 & 29 | * Cockerham Ch. 15 “Healthcare reform” * “Why the United States Has No National Health Insurance: Stakeholder Mobilization against the Welfare State, 1945-1996” Quadango (2004) * Assignment 2 due (Oct 29) |

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| **Week 11: Universal Healthcare** | Readings: |
| Nov 3 & 5 | * Cockerham Ch 16 “Global healthcare” * “The affordable care act at 5 years” Blumenthal (2015) * “the end of Obamacare” Oberlander (2017) * “what Trump’s election means for Obamacare” Jost (2016) |



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| **Week 12: Complementary and Alternative Medicine** | Readings: |
| Nov 10 & 12 | * Cockerham Ch. 13 “Complementary and Alternative Medicine” * “A ship upon a stormy sea: The medicalization of pregnancy” Barker (1998) * “Alternative and authoritative knowledge” Henley (2015) * “Invisible Wounds: Obstetric violence in the United States” Diaz-Tello (2015) |



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| **Week 13: Climate Change and Health** | Readings: |
| Nov 17 & 19 | * Book Report Assignment 3 due (Nov 19th) * “Climate change and human health: present and future risks.” McMichael et al. (2006) * “Climate change: Challenges and opportunities for global health.” Patz et al. (2014) * “Health impacts of climate change in Pacific Island countries: A regional assessment of vulnerabilities and adaptation priorities” McIver et al. (2016) |

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| **Week 14: Right to Die Movement** | Readings: |
| Nov 24 & 26 | * “Quality of Life and Cost of Care at the End of Life: The Role of Advance Directives” Garrido et al. (2014) * “Watching Brian die.” Weitz (1999) * “Cultural scripts of a good death Japan vs. US” Long (2004) * “The Euthanasia debate” Materstvedt (2003) * “Concerns about end of life care” Givens et al. (2009) * “legalized physician assisted suicide in Oregon” Sullivan et al. (2000) |



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| **Week 15: Review of the Course and Book Reports** | Readings: |
| Dec 1 & 3 | * Final book report due (Dec 4th) * Student presentations (Dec 1th & 3rd) * Excerpts from books will be provided online |

**Exam 3 due by 11:59 pm Dec 10th**