**MEDICAL SOCIOLOGY**

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| SOCIOLOGY 3550-01 |  |  | PROFESSOR: JENNIFER TABLER |
| FALL 2019 |  |  | E-MAIL:jtabler@uwyo.edu |
| ROOM: AG 2018  TIME: 11:00-11:50AM (M/W/F) |  |  | OFFICE: A&S 306  OFFICE HOURS: MON (12PM-2PM); WED (1PM-2PM) |

**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\***

**THIS COURSE:**

# 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 conception of health, social stress and health, living and dying in the U.S. health system, doctor-patient relationship, controversial health practices, and issues in the U.S. health care delivery system.

# LEARNING OBJECTIVES:

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

* Debating controversies with regard to the U.S. Health Care System
* Identifying the main forms of stratification occurring in the U.S. in relation to health outcomes
* Explaining/Identifying the main social theories of health as well as Assessing the strengths and weaknesses of these theories
* Reading and evaluating research articles

# EVALUATION:

* **In-class activities or mini-quizzes**: randomly assigned in-class across the semester (lowest grade dropped)—*15% total*
* **Book report**: Papers will be approximately 7 pages in length. Students will be required to select a book from the provided reading list, and complete an empirical book report. Small assignments related to the report will be due across the semester and culminate in a final paper—*25% total*
* **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*
* **Three exams:** Exams are not comprehensive. Students will be required to complete the multiple choice portion of the exam, but will then be asked to choose between true or false or a short answer section, and one of two essays to complete—*55% total*

# Grading Policies:

Grades will be assigned as follows:

A: 90+ B: 80-89 C: 70-79

D: 60-69 F: 59 or below

**WYOCOURSES:**

As a resource for this class, a WyoCourse 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.**

**COURSE SCHEDULE:**

The schedule and procedures in this course are subject to change (and probably will) at the discretion of the instructor. In order to stay current with announcements regarding the schedule, you will need to attend and be on time for class, and check WyoCourse regularly.

**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 University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with University Disability Support Services (UDSS) in the Student Educational Opportunity offices, Room 330 Knight Hall, and provide UDSS with documentation of your disability. <http://www.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>

**CLASSROOM 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:**

At all times, treat your presence in the classroom and your enrollment in this course as you would a job. Act professionally, arrive on time, pay attention, complete your work in a timely and professional manner, and treat all deadlines seriously. 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.

**ACADEMIC DISHONESTY:**

Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an “F” on an exam, an “F” on the class component exercise, and/or an “F” in the entire course. Academic dishonesty means anything that represents someone else’s ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically. Please see: <http://www.uwyo.edu/as/student-appeals/academic-dishonesty.html>

*COURSE SCHEDULE \*SUBJECT TO CHANGE, CHECK WYO COURSES REGULARLY\**

**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: |
| Sep 4rd  Sep 6th | * 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 9th  Sep 11th  Sep 13th | * “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 16th  Sep 18th  Sep 20th | * Cockerham, Ch. 11: “Physicians” * *The Social Transformation of American Medicine.* Starr (1982) Ch. 3 * Assignment 1 due (Sep 20th) |

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| **Week 4: The Rise of Hospitals** | Readings: |
| Sep 23rd  Sep 25th  Sep 27th | * 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 30th  Oct 2nd  Oct 4th | * Cockerham, Ch. 12: “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) |

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

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| **Week 6: Being Poor Kills** | Readings: |
| Oct 7th  Oct 9th  Oct 11th | * Exam 1 (Oct 7th) * 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 14th  Oct 16th  Oct 18th | * “Multiple disadvantaged status 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 21st  Oct 23rd  Oct 25th | * 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 if 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 28th  Oct 30th  Nov 1st | * 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) |

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

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| **Week 10: Healthcare Reform** | Readings: |
| Nov 4th  Nov 6th  Nov 8th | * Exam II (Nov 4th) * Cockerham Ch. 15 “Healthcare reform” * Assignment 2 due (Nov 8th) |

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| **Week 11: Universal Healthcare** | Readings: |
| Nov 11th  Nov 13th  Nov 15th | * Cockerham Ch 16 “Global healthcare” * “Why the United States Has No National Health Insurance: Stakeholder Mobilization against the Welfare State, 1945-1996” Quadango (2004) * “The affordable care act at 5 years” Blumenthal (2015) * “the end of Obamacare” Oberlander (2017) * “what Trump’s election means for Obamacare” Jost (2016) https://www.healthaffairs.org/do/10.1377/hblog20161109.057524/full/ |

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| **Week 12: Complementary and Alternative Medicine** | Readings: |
| Nov 18th  Nov 20th  Nov 22nd | * 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) * “Bearing witness: United States and Canadian maternity support workers' observations of disrespectful care in childbirth” Morton et al. (2018) |

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| **Week 13: Climate Change and Health** | Readings: |
| Nov 25th | * Assignment 3 due (Nov 25th) * “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) |
| Nov 27-29th | No Class (Thanksgiving) |

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| **Week 14: Right to Die Movement** | Readings: |
| Dec 2nd  Dec 4th  Dec 6th | * “Quality of Life and Cost of Care at the End of Life: The Role of Advance Directives” Garrido et al. (2014) * “Hospice Use, Hospitalization, and Medicare Spending at the End of Life” Zuckerman et al. (2016) * “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 and support for euthanasia” 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 9th  Dec 11th  Dec 13th | * Final book report due (Dec 9th) * Student presentations (Dec 9th-13th) * Excerpts will be provided online |

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| **Week 16: Finals** |  |
| Dec 16th (10:15-12:15 pm) | * Exam III |