

Sociology of Medicine and Health Care
Sociology 210
TTH 5-6:20pm
Fall 2011 9/1/11-12/23/11
Livingston Classroom Building: Room B102 LC

Instructor: Kate Burrows
Email: kburrows@sociology.rutgers.edu
Office Hours: T 4:30-5
Office: in our classroom

Course Description: This course is intended to provide an introduction to central topics in the sociology of medicine, health, and illness. We will ask how medicine is connected to various socio-cultural factors such as gender, social class, race, and administrative cultures. We will examine the rise of medical sociology as a discipline, the professionalization of medicine, and processes of medicalization. We will look at alternative medical practices and how they differ from and converge with the dominant medical paradigm. Although many of the themes we will address have a long history, the emphasis will be on recent scholarship—most of it sociological, but some of it drawn from anthropology, history, and cultural studies. The course focuses more-or-less exclusively on the United States in the 20th and 21st centuries.^[1]^[SEP] We will seek to understand biomedicine by exploring multiple domains: the market relations that commodify health care; the work sites in which medical practice is articulated; the research arenas that transform medical knowledge, practice, and technologies; the systems of cultural meaning within which ideas of health and disease circulate; the social inequalities that structure the experience of illness and access to care; the social movements that challenge biomedical authority and expertise; and the bodies and selves that experience and are remade by illness.

Required Texts:

* Weitz, Rose. 2010. *The Sociology of Health, Illness, and Health Care; A Critical Approach*. Fifth Edition. Wadsworth Publishing.

*Fadiman, Anne. 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

- Armstrong, Pat (with Claudia Feagin, M.D.) 1998. *Universal Health Care: What the United States Can Learn From The Canadian Experience*. NY: The New Press.
- Horwitz, Allan. 2002 *Creating Mental Illness*. Chicago: University of Chicago Press.

These texts are available at the Livingston Bookstore. Copies of each can also be found on Amazon and Half.com

Grading: I follow Rutgers University's grading scale:

- A: 90-100 pts
- B+: 86-89 pts
- B: 80-85 pts
- C+: 76-79 pts
- C: 70-75 pts
- D: 60-69 pts
- F: below 60 pts

Grades will be based on the following class exercises:

Review of scholarly article:	10%
Original research project:	20%
Exam 1:	20%
Exam 2:	20%
Exam 3:	20%
Reading Quizzes:	10%
Total:	100

I do not take attendance. However, test questions will include material from lecture, as well as from readings, and in-class exercises and films, so you are unlikely to pass the tests unless you attend every course and take scrupulous notes. I will not post powerpoint slides on Sakai before the class period. No late work will be accepted without a documented excuse. **I do not negotiate grades and do not provide extra credit.** If you are having a problem with the coursework, **please come see me** early in the course.

Course Format: The sociology of medicine and health care is a broad and complex field, and while we cannot attempt to cover all of it, we will be reading and writing intensively in the topic areas that we do cover. Therefore, we have a lot to work on in every class session, and I expect each of you to come prepared (i.e.: have read all required readings, done required homework or presentation prep, etc).

Assignments: There are 2 major assignments in this course.

Review of scholarly article: You will select 1 article in any scholarly sociology journal that has been published in the last 5 years. Any sociology journal is fine, but some good options are Journal of Health and Social Behavior, Sociology of Health and Illness, American Journal of Sociology, American Sociology Review, and Social Science and Medicine. Write a short (2-4 pages) review of the article, including its theoretical orientation, research design, major findings, and your interpretation of the “so-what” question. Tell me what’s important about the article and what its major implications are. Feel free to critique the article and its method and findings. Be sure to tell me the name, author, date of the article, and what journal you got the article from. This assignment is due to be posted on Sakai by **noon Thursday October 6th**. Be prepared to discuss your article and findings in a small group in class. This assignment is worth 10 points.

Original Research Project: Each student is expected to write a 7-9 page research paper exploring any area of medical sociology that interests you. Some examples could be papers about a *specific illness experience* (diabetes, anorexia, HIV/AIDS, cardiovascular disease, breast cancer, etc.) or about *the illness industrial complex* (pharmaceutical monopolies, single payer systems, health maintenance organizations, and the de-professionalization of medical practices). Please check your topic with me before beginning this project. You need to have at least 5 references from a scholarly source for this paper. Sources from your textbook do not count towards this limit (although of course you can cite your text). This paper is due on Sakai by **noon on Thursday December 8th**. This assignment is worth 20 points.

Exams: There are three exams in this course. These exams will be composed of multiple-choice questions and will cover concepts covered in the readings, in-class discussion, lecture, films, and student presentations. The exams are not comprehensive- each will only cover material since the last exam.

Reading Quizzes: There will be five short (5 questions) reading quizzes spread throughout the semester. These quizzes will not be announced prior to the quiz day. Each quiz is worth 2 points. There will be no make up for missed quizzes.

Class Schedule:

Please note: All readings are expected to be completed prior to the course period in which they are listed. A typical class period will require about 20-40 pages of reading. If you did not get a chance to read the readings for the first day, please read them by the second class session. Selections marked with an * appear on Sakai, selections marked with a # are from Fadiman, selections marked with a \$ are from Armstrong, selections marked with a % are from Horwitz. All others are from Weitz.

Social Factors and Illness

Thurs, Sept 1 DAY 1

Themes: Introduction and class overview

Readings: **This syllabus!*

Tue, Sept 6 DAY 2

Themes: The Sociology of Health & Illness

Readings: *The Sociology of Health, Illness, and Health Care 1-13*

Thurs, Sept 8 DAY 3

NO CLASS

Tue, Sept 13 DAY 4

Themes: Social Sources of Illness

Readings: *Social Sources of Illness 14-47*

Thurs, Sept 15 DAY 5

Themes: Social Distribution

Film: *Social Distribution of Illness in the US 48-77*

Tue, Sept 20 NO CLASS

The Meaning and Experience of Illness

Thurs, Sept 22 DAY 7

Themes: Social Meaning of Illness

Readings: *Social Meaning of Illness 105-129*

Tue, Sept 27 DAY 8

Themes: The Spirit Catches you, part I

Readings: *#Chpt 1, 1-11, Chpt 3, 20-31, Chpt 5-38-59*

Thurs, Sept 29 DAY 9

Themes: The Spirit Catches you, Part II

Readings: #Chpt 7, 78-92, Chpt 8, 93-105, Chpt 9, 106-117

Tue, Oct 4 DAY 10

Themes: Developing Nations
Readings: *Illness and Death in Developing Nations*

Thurs, Oct 6 DAY 11

Themes: MIDTERM TODAY

Tue, Oct 11 DAY 12

Themes: Experience of Disability
Readings: *Experience of Disability, Chronic Pain and Chronic Illness 130-159*
Exercise: Discuss Article review in class
Due: Article Reviews

Thurs, Oct 13 DAY 13

Themes: Disability
Film: *Sound and Fury*

Tue, Oct 18 DAY 14

Themes: Mental Illness
Readings: % *The Sociology of Mental Illness 160-190*

Thurs, Oct 20 DAY 15

Themes: The Social Construction of Mental Illness
Readings: % *Creating Mental Illness 1-37*

Tue, Oct 25 DAY 16

Themes: The Social Construction of Mental Illness
Film: % *Creating Mental Illness 38-55*

Thur, Oct 27 DAY 17

Themes: The Social Construction of Mental Illness

Readings: % *Creating Mental Illness* 56-81

Tue, Nov 1 DAY 18

Themes: The Social Construction of Mental Illness

Readings: % *Creating Mental Illness* 132-157

Thur, Nov 3 DAY 19

NO CLASS

Tue, Nov 8 DAY 20

Themes: The Social Construction of Mental Illness

Film: % *Creating Mental Illness* 208-230

Health Care Systems, Settings, and Technologies

Thur, Nov 10 DAY 21

Themes: Health Care in the US

Readings: *Health Care in the US* 191-221

Tue, Nov 15 DAY 22

Themes: Health Care in the US- Childbirth

Film: Business of being born

Thur, Nov 17 DAY 23

Themes: Health Care in other countries

Readings: *Healthcare in other countries* 222-245

Tue, Nov 22 DAY 24

Themes: Universal Health Care

Readings: *\$ Universal Healthcare 1-32*

Tue, Nov 29 DAY 25

Film: Sicko

Thur, Dec 1 DAY 26

Film: Sicko

Tue, Dec 6 DAY 26

Themes: MIDTERM TODAY

Thur, Dec 8 DAY 27

Themes: Universal Health Care
Readings: *\$ Universal Health Care 33-61*

Tue, Dec 13 DAY 28

Themes: Universal Health Care
Readings: *\$ Universal Health Care 62-90*

Thur, Dec 15 DAY 29

Themes: Universal Health Care
Readings: *\$ Universal Health Care 90-123*

Tue, Dec 20 DAY 30

Themes: Universal Health Care
Readings: *\$ Universal Health Care 124-143*

FINAL EXAM
December 21st, 12-3pm

Classroom Policies

Be respectful of me, of your classmates, of the university personnel and facilities. This means, at a minimum, turning off your cell phones and minimizing disruptive behavior in class, generally paying attention in class, arriving on time, and staying for the full class period.

Please choose your words carefully. The classroom must be a place in which everyone can participate. This means that every person must feel safe enough to express their opinions without fear of ridicule or intolerance. Remember that in good discussions, people critique ideas and not other people. The more heated the political issue we discuss, the more important it is to keep this in mind. Please use inclusive (non-sexist) language, when speaking and in your written work. This means, at a minimum, not using “man” to refer to all humans, and not using “he” exclusively to refer to all people. If you have questions about what inclusive language is, please consult a current style guide or ask me.

Academic Integrity. Cheating and plagiarism are serious academic offenses. Academic dishonesty includes (but is not limited to) such behavior as **quoting** or **paraphrasing** without complete citation, collaborating with others on assignments or exams without the explicit permission of the instructor, submitting work for more than one course without the instructors’ permission, and presenting another's work as your own. Penalties range from a failing grade for the assignment to permanent expulsion from the University, depending on the severity of the offense. As an instructor, I am **obligated** to report all suspected violations to the suspected student’s Dean; the Dean’s Office then makes recommendations. In other words, as soon as I suspect it, it is entirely out of my hands. Don’t put me, or yourself, in this position. See the full policy (<http://teachx.rutgers.edu/integrity/>) for details. I may use the online service turnitin.com to identify possible plagiarized papers. Please ask me if you have any questions.

Makeup Exams. For in-class exams, I allow make-ups **only in very rare circumstances**. Oversleeping, missing the campus bus, getting a flat tire, etc. are NOT valid reasons for a makeup. Makeup exams consist of long-answer essay questions, and the bar is set high. It is not to your advantage to take a makeup exam in this class. See me as soon as possible if you know you will miss the final exam.

Contacting me. The best way to contact me is via **email**: kburrows@sociology.rutgers.edu. Please read the syllabus thoroughly before emailing me with questions about the course. Don’t email me an hour before class starts to ask me questions about the reading or exams; not only will I not have time to respond to you before class, but I will also know you put off the assignment until the last minute. When you email, please put the name of the course (e.g., “Sociology of Deviance”) in the subject heading and include your full name in the email. Otherwise, I won’t be able to tell your email apart from the spam I delete without opening. I welcome anonymous emails with suggestions, critiques, or comments about the course, but I will not respond to such anonymous emails.

Sakai. We will use Sakai in this course for additional readings, announcements, and for posting and turning in assignments. Please let me know ASAP if you have any trouble accessing this site.

Classroom Accessibility. Please come see me no later than the third class if you have special learning needs. I will work with you to make the classroom and the material accessible. A great resource is the RU Learning Centers, where you can contact the Disability Coordinator for your school. Their website is <http://lrc.rutgers.edu/disabilities.html>.

Acknowledgements: Much of this syllabus has been pilfered and adopted from others at Rutgers, most notably Anna Harewood.

I reserve the right to make changes to this syllabus, as I see fit or necessary for the course.