

SYLLABUS-FALL 2016
SOCI 4443/01 MEDICAL SOCIOLOGY
T/ TH 2:00-3:15 pm
SOCIAL SCIENCES BUILDING rm. 2025

COURSE DESCRIPTION:

SOCI 4443 - Medical Sociology

3 Class Hours 0 Laboratory Hours 3 Credit Hours

Prerequisite: SOCI 1101 or 2201.

This course provides an analysis of the social processes affecting conditions of health and illness and the cluster of social relationships and organizations that comprise the social institutions of health. Emphases include the socio-cultural factors that influence definitions of health and illness, causes, prevention and treatment, cross-cultural and inter-class comparisons of stress, delivery of health care, mental illness, death and dying, and health care professionals.

INSTRUCTOR INFORMATION:

DR. LINDA A. TREIBER

PROFESSOR OF SOCIOLOGY

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OFFICE HOURS: 093-1030 T/R AND BY APPOINTMENT

COURSE OBJECTIVES:

This course is designed to introduce the student to the area of medical sociology: the ways in which health and illness are socially constructed; inequalities in health and quality of life; the health care delivery system and its various stakeholders. This course builds on knowledge gained in introductory level sociology courses; hence the prerequisite is SOCI 1101. The course is designed for sociology majors, but may also be of interest to students considering careers in health related fields. The teaching methods used in this course include lectures, discussion, individual assignments, in-class group exercises, and films.

1. By the end of the course, students should be able to explain the roles that social and behavioral factors play in fostering illness and health disparities.
2. By the end of the course, students should be able to examine how race/ethnicity, social class, gender, sexuality, and age affect the likelihood and consequences of health and illness in the United States and less developed countries.
3. By the end of the course, students should be able to analyze the meanings and experiences of persons with acute and chronic illnesses, disabilities, and mental illnesses.
4. By the end of this course, students should be able to distinguish between the responsibilities, occupational/ normative socialization processes, and occupational histories of major health care providers including physicians, nurses, pharmacists, chiropractors, and midwives.
5. By the end of the course, students should be able to describe the historical and organizational functions of insurers, hospitals, nursing homes, and hospices.
6. By the end of the course, students should be able to compare the health care systems in Great Britain, Canada, Germany, and the United States and to evaluate their relative merits.
7. By the end of the course, students should be able to analyze sociological issues associated with bioethics.

REQUIRED TEXTS:

Gawande, Atul. 2002. *Complications: A Surgeon's Notes on an Imperfect Science*. [Paperback]. New York: Picador. ISBN: 0-312-42170-2

Weitz, Rose. 2017. *The Sociology of Health, Illness, and Health Care: A Critical Approach, 7th Edition* [Paperback] Cengage ISBN: 978-1-305-58370-2

REQUIRED READINGS (on D2L):

Conrad, Peter. 1992. "Medicalization and Social Control." *Annual Review of Sociology* 18:209-232.

Herek, Gregory M. 1999. "AIDS and Stigma." *American Behavioral Scientist* 42:1106-1116.

Horwitz, Allan V. and Jerome C. Wakefield. 2006. "The Epidemic in Mental Illness: Clinical Fact or Survey Artifact?" *Contexts* 5:19-23.

Jones, Jackie H. and Linda A. Treiber. 2010. "When the 5 Rights Go Wrong: Medication Errors from the Nursing Perspective." *Journal of Nursing Care Quality (JNCQ)* 25:240-247.

Markle, Gail L., Brandon K. Attell, and Linda A. Treiber. 2015. "Dual, Yet Dueling Illnesses: Multiple Chronic Illness Experiences at Midlife." *Qualitative Health Research* 25:1271-1282.

Schnittker, Jason. 2003. "Misgivings of Medicine? African Americans' Skepticism of Psychiatric Medication." *Journal of Health and Social Behavior* 44:506-524.

Zenk, Shannon N., Amy J. Schulz, Barbara A. Israel, Sherman A. James, Shuming Bao, and Mark L. Wilson. 2005. "Neighborhood Racial Composition, Neighborhood Poverty, and the Spatial Accessibility of Supermarkets in Metropolitan Detroit." *American Journal of Public Health* 95:660-667.

TO SUCCEED IN THIS CLASS:

- ✓ Prepare.
- ✓ Contribute.
- ✓ Keep an open mind.
- ✓ Be flexible, adaptive and creative.
- ✓ Take advantage of learning opportunities.
- ✓ Turn written work in on time.
- ✓ Take the exams as scheduled.

ATTENDANCE AND PARTICIPATION:

Every student is expected to participate in class. This means contributing to class discussions as well as active participation in class exercises, short writing assignments, group discussions and projects. You cannot get credit for participation unless you are in class. Students are responsible for all course material. Absences from class will only be excused for students who have documentation that serious illness, injury, incapacity, or official university business prevented them from being present in class.

EVALUATION AND GRADING: Take the exams on the dates scheduled. Each exam will cover approximately one-third of the course assigned readings, lectures, discussions, and films. Each exam will consist of a combination of multiple choice and essay questions. Make-up exams will only be given to students who have documentation that serious illness, injury, incapacity, or official university business prevented them from being present in class the day of the exam. **MAKE-UP EXAMS WILL ONLY BE ADMINISTERED DURING THE FINAL EXAM PERIOD. The final exam date is non-negotiable. Please make the necessary arrangements to be there.**

Grades will be based upon your percentage of the total number of points on exams, written work, and attendance. A= 90-100%; B= 89.99-80%; C= 79.99-70%; D= 69.99-60%; F= Below 60%.

In the interests of equity and to foster organization, late points will be deducted for work that is not received on time. Students should not save their work to KSU computers. You should either email your work to yourself or bring a personal flash drive. NOTE: having a KSU computer crash or having your work erased or corrupted if it is saved on a KSU lab or classroom computer is not an acceptable excuse for late or missing papers, assignments, and other products.

Evaluation Method	Weight
EXAM 1	20%
EXAM 2	20%
FINAL EXAM	20%

TERM PAPER	20%
Reaction Papers (2) on Atul Gawande <i>Complications: A Surgeon's Notes on an Imperfect Science</i>	15%
ATTENDANCE AND PARTICIPATION	5%
TOTAL	100%

ENROLLMENT STATUS:

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. Please refer to the official KSU policy for potential reimbursement if you withdraw from classes.

ACADEMIC INTEGRITY STATEMENT:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs, Section II of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. **The full policy is published at the following link:** (<https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>)

DISABILITIES:

Any student with a documented disability needing academic adjustments is requested to notify the instructor as early in the semester as possible. Verification from KSU Student Disability Services is required. All discussions will remain confidential.

CONDUCT:

Several rules of classroom conduct should be followed. **Please do not use cell phones or laptop computers** during class. Arrive on time and do not leave early. If an instructor (including me) or any of your peers says or does anything that you consider racial or sexual harassment, notify the instructor immediately. If this happens in class, you may send me an anonymous note or contact me in person. Belligerent, abusive, profane, threatening and or inappropriate behavior is a violation of the KSU student council regulations. I value and respect your contributions. Please do the same for others in the class.

COURSE OUTLINE:

I plan to follow the course outline listed below as closely as possible. If changes are necessary during the semester, I will announce them in advance. Please read the specified material in the text prior to the dates on which they will be discussed. I expect that you will come to class prepared to discuss assigned course material. You will be responsible for all assigned readings, whether they are explicitly covered in class or not. Please ask questions about any information presented in texts or lectures.

Introduction to Core Concepts: Medical Sociological Perspectives

August 16-18

Make sure you have texts and can access D2L

Weitz, Chapter 1, "Introduction"

Gawande, chapters 1-2:

"Education of a Knife"

"The Computer and the Hernia Factory"

Social Epidemiology: What is making us sick? What is making us well?

August 23-25

Weitz, Chapter 2, "The Social Sources of Illness"
 Gawande, chapters 3-4:
 "When Doctors Make Mistakes"
 "Nine Thousand Surgeons"

Social Inequality and Illness

August 30-September 1

Weitz, Chapter 3, "The Social Distribution of Illness in the United States"
 Zenk, Shannon N., Amy J. Schulz, Barbara A. Israel, Sherman A. James, Shuming Bao, and Mark L. Wilson. 2005. "Neighborhood Racial Composition, Neighborhood Poverty, and the Spatial Accessibility of Supermarkets in Metropolitan Detroit." *American Journal of Public Health* 95:660-667. (D2L)

Illness in Less Developed Countries

September 6-8

Weitz, Chapter 4, "Illness in the Developing Nations"
 Gawande, chapters 5-6:
 "When Good Doctors Go Bad"
 "Full Moon Friday the Thirteenth"

Meanings and Medicalization

September 13-15

Weitz, Chapter 5, "The Social Meanings of Illness"
 Conrad, Peter. 1992. "Medicalization and Social Control." *Annual Review of Sociology* 18:209-232. (D2L)

Chronic Illness and Disability

September 20-22

Weitz, Chapter 6, "The Experience of Disability, Chronic Pain, and Chronic Illness."
 Gawande chapter 7: "The Pain Perplex"
 Markle, Gail L., Brandon K. Attell, and Linda A. Treiber. 2015. "Dual, Yet Dueling Illnesses: Multiple Chronic Illness Experiences at Midlife." *Qualitative Health Research* 25:1271-1282. (D2L)

EXAM 1 September 27

HIV/AIDS

September 29-October 6

Film: The Age of AIDS, Part 1
 Herek, Gregory M. 1999. "AIDS and Stigma." *American Behavioral Scientist* 42:1106-1116. (D2L)
Term paper topic due October 4 (not graded-feedback will be given)
October 5 is the last day to withdraw from the course without penalty

Mental Illness

October 11-13

GAWANDE PAPER 1 due OCT 13 chapters 1-7 pages 1-129

Weitz, Chapter 7, "The Sociology of Mental Illness."
 Horwitz, Allan V. and Jerome C. Wakefield. 2006. "The Epidemic in Mental Illness: Clinical Fact or Survey Artifact?" *Contexts* 5:19-23. (D2L)
 Schnittker, Jason. 2003. "Misgivings of Medicine? African Americans' Skepticism of Psychiatric Medication." *Journal of Health and Social Behavior* 44:506-524. (D2L)

The US Health Care System

October 18-20

Weitz, Chapter 8, "The US Health Care System and the Need for Reform"
 Gawande, chapters 8-9:
 "A Queasy Feeling"
 "Crimson Tide"

International Health Systems

October 25

- Weitz, Chapter 9, "Alternative Health Care Systems"
- Gawande, chapters 10-11:
 - "The Man Who Couldn't Stop Eating"
 - "Final Cut"

October 27 TBA

EXAM 2 November 1**Health Care Organizations**

November 3-8

- Weitz, Chapter 10, "Health Care Settings and Technologies."
- Gawande, chapters 12-13:
 - "The Dead Baby Mystery"
 - "Whose Body Is It, Anyway?"
 - "The Case of the Red Leg"

Doctors**November 15 GAWANDE PAPER 2 due NOV 12 chapters 8-14 Pages 130-252**

November 10-15

- Weitz, Chapter 11, "The Profession of Medicine"

Other providers

November 17

- Weitz, Chapter 12, "Other Mainstream and Alternative Health Care Providers"
- Jones, Jackie H. and Linda A. Treiber. 2010. "When the 5 Rights Go Wrong: Medication Errors from the Nursing Perspective." *Journal of Nursing Care Quality (JNCQ)* 25:240-247. (D2L)

November 22-24 NO CLASS**Bioethics****Term Paper Due in class and D2L November 29, 2016**

November 29-December 1

- Weitz, Chapter 13, "Issues in Bioethics"
- Wrap-up course

FINAL EXAM 1:00-3:00 PM Thursday December 8**(Note date and time)****Dr. Linda A. Treiber****CRITICAL REVIEW OF A MEDICAL SOCIOLOGY ISSUE****Due November 29, 2016 in class and D2L**

Your task is to write a concise, critical paper that explains the dynamics of one specific MEDICAL SOCIOLOGY ISSUE. The paper will contribute 20% toward your final grade. The paper must be typewritten and double-spaced in Times New Roman font, 10-12 point, approximately 8-10 pages in length.

The title page is not counted in as a "page" in terms of the requirement.

WHAT IS A CRITICAL REVIEW OF A MEDICAL SOCIOLOGY ISSUE?

A critical review of a medical sociology issue has **4 main goals**; write the review with these goals in mind:

1. **To acquire an awareness of a major medical sociology issue of current concern.**
2. **To develop expertise with regard to that specific issue as it currently exists**
3. **To articulate divergent views on the issue**
4. **After demonstrating your expertise in your chosen issue, to present your views as to how the problem will develop or be resolved in the future.**

A critical review of a medical sociology issue typically has the following outline:

1. **Title Page**-Title of paper, name of author, institutional affiliation
2. **Introduction**- A brief summary of the medical sociology issue under investigation. Why is it of interest?
3. **Review of relevant research:** what is known about this issue? What does the literature say? (a minimum of **SIX sources** are required. They must be cited in a consistent format, including page numbers when material is paraphrased or quoted)
 - At least two should be **scholarly sociological references**, for example, professional sociological journal articles or sociologically relevant book
 - Other resources-can be textbooks, chapter in our reader, secondary source references, for example summary statistics relating to your issue or a reputable website (e.g., www.census.gov)
 - Provide a reference page or list (see below, #5)
4. **Discussion.** Based on your expertise, present **your views** as to how the medical sociology issue will develop or be resolved in the future:
 - How do you foresee the issue developing in the future?
 - How **should** it be resolved?
5. **References List**—Use American Sociological Association (ASA) style. The ASA Style guide is on D2L. See above (#3) for the description of appropriate sources.

HONESTY

I expect that all material you turn into me will be your own work. Plagiarism on papers will not be tolerated. Should you choose to plagiarize or cheat on this (or any) assignment, you will receive at minimum a zero (0) for that assignment and I will file an **academic integrity violation report**. If you have questions as to what constitutes a violation of the academic integrity policy, please see Section II of KSU's Code of Student Conduct, or please ask me. Please use Dropbox on D2L to turn the paper in.

HELP: Several journal articles and books relating to health issues are available. Below is a partial list. Some of the titles are also available for sale at local bookstores or available on line. Also helpful are any of the sociological journals, especially *Social Problems*, *American Journal of Sociology* and *Annual Review of Sociology*. **The suggested readings and websites cited in your texts are also excellent resources for your review paper.** All references used must be cited in ASA style.

PAPER DUE: November 29, 2016

A **late penalty of 5 points per day-including weekends-** will be assessed for all papers that are not turned in on time.

Turn in a paper copy AND on D2L Dropbox.