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Sociology 142 - Medical Sociology Fall 2017

Professor: Lily Walkover, PhD(c)

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Office: Vera Long 115

Office Hours: Tue 5:30-6:30 & Thur 2:45-3:45pm

Course meets: Tues and Thurs

4:00-5:15pm

Betty Irene Moore Natural Sciences Building

Room 217

Course description: In this class we will use a sociological perspective to investigate the nature of disease, health, and medical care. We will discuss the social production and distribution of disease, the social organization of medical care, contemporary critical debates, the social construction of disease and illness and the intersection of social structures, science, medicine and healthcare. Course is open to sophomores, juniors, seniors and graduate students.

Student resources: I encourage you to utilize student resources. The Learning, Advising Balance (LAB) is the new name for what used to be the CAE (Center for Academic Excellence) and it houses peer tutoring center, including writing center, advising resources, and general support for student learning. For more information, visit: <https://www.mills.edu/student-life/student-resources/center-for-academic-excellence.php> The Division of Student Life provides a variety of resources, including health and counseling: https://inside.mills.edu/administration/administrative_offices/office_of_student_life/index.php/

Statement on accessibility: To request academic accommodations due to a disability or learning difference, students should contact Student Access and Support Services (SASS) in the Cowell Building. If you have formal approval for academic accommodations I will be notified electronically and we will work together to make sure the process runs smoothly. Email ssdhelp@mills.edu or call (510) 430-3241 for more information.

Course Assignments

Attendance	5%	
Participation	10%	
Critical reviews	15%	
Midterm paper	25%	Due: Tuesday, October 17 th
Final paper	35%	Due: Tuesday, December 19 th
In-class presentation	10%	

Important Dates

First day of class – Thursday, August 31st, 2017

Midterm paper due – Tuesday October 17th, 2017 by 4pm

No class for Thanksgiving Holiday – Thursday, November 23rd, 2017

Last day of class – Thursday, December 7th, 2017

Final paper due – Tuesday, December 19th, 2017 by 4pm

For add/drop and related deadlines, see the Mills Academic Calendar:

<https://www.mills.edu/academics/academic-calendar.php>

Participation: Deep, respectful dialogue and engaged discussion are critical learning tools for this course, through in-class discussion of course readings. Thus, attending class will be essential to your engagement with and comprehension of medical sociology. You are expected to attend all classes on time, read all the assigned texts before coming to class, and participate in classroom discussions and activities. We will be covering complex material in this course and expect to have lively discussions in class on the reading material, particularly from students who are responsible for providing critical reviews for that class's readings. All students should come prepared each day to describe major concepts covered and your own critiques or questions for discussion. If you have trouble coming up with questions or comments on the spot, I encourage you to take reading notes and jot down questions to bring to class.

Attendance: Students are allowed to miss up to 3 days of class without jeopardizing any of their attendance grade (5%). For each subsequent absence, students will lose half of their grade (2.5%). After 5 absences, students will receive a zero for the attendance portion of their final grade. Please be aware that if you miss class, you will not have the opportunity to participate, so your participation grades may suffer as well. If you do miss class, I recommend reviewing in-class notes from at least two other students. Being on time is also important. If you are more than 15 minutes late to class more than 3 times, you may be asked to complete additional writing assignments on the readings or course material for each subsequent late arrival.

Technology and notes: Please silence and stow your cell phones and other mobile devices while class is in session. Laptops and tablets are permitted for course use only; if a student is using technology for anything other than coursework during class they will no longer be allowed to use technology during class. Be sure to bring writing utensils and paper to class, as you are expected to take thorough notes. When a lecture is presented, slides will generally be posted online after the class. However, not everything that we cover in class are included in the slides so be sure to take notes on all lectures and discussions.

Readings: There is one book required for this class: Skloot, Rebecca. (2011). *The Immortal Life of Henrietta Lacks*. Broadway Books: New York. All other readings will be free to you and available online. This course has a Blackboard site where I will post readings, the syllabus, handouts, other course documents, and class lectures. Additionally, you may be required to submit some of your assignments via Blackboard.

Critical reviews: To encourage and support in-class discussion, each student will be required to write critical reviews of the reading materials 3 times during the semester (each review will be worth 5% of your grade, for a total of 15%). During class, I expect students who submit critical reviews to lead the discussion and raise questions about the readings and how they connect to the larger themes of the course. I will circulate a sign-up sheet at the beginning of the semester on which you can sign up for classes for which you would like to review the readings. I encourage students to work together on these reviews. However, if you strongly prefer to work alone, you may submit your own reviews for your assigned classes. Critical reviews should be 2-3 pages, and include a summary of the reading(s), how the reading connects to the larger themes of the course, and three discussion questions to be used in class. Critical reviews will be due via email by 9pm the night before class – on Monday or Wednesday, respectively. Please be sure to include the names of all students associated with the review on the document.

Midterm paper: Find a contemporary on-line health-related web site and analyze this source using readings from at least two classes (for example: www.laclinica.org or www.nih.gov). OR Select a book manuscript written in the area of medical sociology, medical anthropology or closely allied field. Read the introduction and *at least 2 more* chapters. Write a summary of the book's main arguments as offered in the chapters you selected. Using readings from at least 2 weeks of this course, analyze and review the book and its contribution to the sociology of health and illness. 5-8 double spaced pages (not including optional cover page and required references). A longer description of the assignment will be posted on Blackboard. **Due:** Tuesday, October 17th at 4pm.

Final Paper: Visit a health clinic or health-related facility in your community and complete a minimum of five hours of community service in the facility, OR carry out an interview with a person in your life about a health-related topic. Use course readings from at least two weeks write up and analyze your observational or interview research. 7-10 double spaced pages (not including optional cover page and required references). Students will give a short (3-5 min) verbal presentation on this paper during the last two classes. A longer description of the assignment will be posted on Blackboard. **Due:** Tuesday, December 19th by 4pm.

Paper formatting: All written assignments should be submitted in Times New Roman, size 12, double-spaced, with 1-inch margins. Use a consistent citation style (ASA is preferred, APA or MLA will also be accepted), with a references section at the end of the paper. Include a title, page numbers, and section headings to organize your paper (cover page is optional). Papers should be structured as an essay, with an introduction, thesis statement, arguments and conclusion, but can have some informality or creativity (e.g. referencing your own experiences). Papers will be submitted in hard copy at the beginning of class, or to my office (under the door if I'm not present). I encourage you to meet with me to discuss your paper ideas at least one week before they are due. Please refer to the Student Handbook (pages 70-74) for information on the Academic Integrity Code, including plagiarism.

Late Assignment Policy: If you won't be able to turn your paper in on time, contact me as soon as possible. Papers will be marked down one full letter grade for every day late.

Grade Disputes: I am happy to discuss grades and feedback with you. However, please wait at least 24 hours and no longer than 7 days between receipt of a grade and contact with me so that you have time to clarify your questions. When meeting with me to dispute a grade, you must bring the graded assignment, as well as a 1-2 paragraph memo describing a rationale for why your grade should be changed. There are no guarantees that providing such information will result in a changed grade.

Email and office hours: I will do my best to respond to emails within 24 hours, during week days. Email is ideal for brief, procedural questions and clarifications or for scheduling a meeting. If you have more detailed questions, please come by my office hours or schedule a meeting with me. I will hold office hours after class on Tuesdays, 5:30-6:30pm, and before class on Thursdays, 2:45-3:45pm, in Vera Long 115. If you have a scheduling conflict and cannot attend, please send me an email and we can arrange to meet at a different time or speak on the phone. I encourage all students to stop by during office hours at least once during the semester, especially if you have concerns about or are struggling with the material.

If you anticipate any issues with any class policies or assignments please speak to me at the beginning of the semester.

Course and reading schedule (changes will be posted to Blackboard):

Week	Date	Topic	Reading
1	Aug 31	Introduction	No assigned reading
2	Sept 5	HeLa case study	Skloot, Rebecca. (2011). <i>The Immortal Life of Henrietta Lacks</i> . Broadway Books: New York. Part 1, selected chapters (55 pages total): Prologue (p 1-7), Deborah's Voice (p 9), chapters 1-5 (p 13-48), chapters 7-8 (p 56-66), chapter 11 (p 83-86)
	Sept 7	HeLa case study	Skloot, Rebecca. (2011). <i>The Immortal Life of Henrietta Lacks</i> . Broadway Books: New York. Part 2, selected chapters (64 pages total): chapters 12-15 (p 89-117), chapters 17-20 (p 127-157), chapter 22 (p 170-176) hooks, bell. "Tragic Biography: Resurrecting Henrietta Lacks." <i>Writing Beyond Race: Living Theory and Practice</i> . Hoboken: Taylor and Francis, 2013: 81-91. Optional additional critiques: Holloway, Karla. "Henrietta Lacks and the Ethics of Privacy." September 25, 2012. https://smartech.gatech.edu/handle/1853/45282
3	Sept 12	Introduction to sociology of health and illness	"The Sociology of Health, Illness, and Health Care" P. 3-16 in <i>The Sociology of Health, Illness and Health Care: A Critical Approach</i> , sixth edition by Rose Weitz. Cockerham, W. C. (2014). "Medical Sociology." <i>Medical Sociology</i> . John Wiley & Sons, Ltd. P. 3-28
	Sept 14	Intersectionality and health	Selections from: Schulz, Amy J. and Leith Mullings. eds. 2006. <i>Gender, Race, Class and Health: Intersectional Approaches</i> . San Francisco: Jossey-Bass. "Intersectionality and Health: An Introduction" by Leith Mullings and Amy J. Schulz. P. 3-17 "What do we know? What do we need to know? What should we do? By H. Jack Geiger P. 261-281 Watch video interview with Kimberlé Crenshaw on intersectional feminism (10 min): https://www.youtube.com/watch?v=ROwquxC_Gxc
4	Sept 19	Rise of medicine	Starr, Paul. 1982. <i>The Social Transformation of American Medicine</i> . New York: Basic Books, 3-29.
	Sept 21	Health care reform	Fiscella, K. 2011. "Health Care Reform and Equity: Promise, Pitfalls, and Prescriptions." <i>The Annals of Family Medicine</i> 9(1):78-84. Joseph, T. D. (2017). Still left out: healthcare stratification under the Affordable Care Act. <i>Journal of Ethnic and Migration Studies</i> , 1-19.

5	Sept 26	Fundamental Cause theory	Phelan, J C., B G. Link, and P Tehranifar. 2010. "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications." <i>Journal of Health and Social Behavior</i> 51(1 Suppl):S28–S40
	Sept 28	Health care and access in the US	Abraham, Laurie Kaye (1993) <i>Mama Might Be Better Off Dead: The Failure of Health Care in Urban America</i> . Chicago: University of Chicago Press. "Introduction", P. 1-8; "Gaps in Insurance for Mrs. Jackson" P. 44-59; "Fitful Primary Care Fails Mrs. Jackson" P. 60-76; "The Inner City Emergency Room" P. 93-110 Optional updates: Peek, Monica E. et al. (2012). Early Lessons From An Initiative On Chicago's South Side To Reduce Disparities In Diabetes Care And Outcomes. <i>Health Affairs (Project Hope)</i> , 31(1), 177–186. http://doi.org/10.1377/hlthaff.2011.1058
6	Oct 3	Difference and inclusion	Epstein, Steven. 2007. <i>Inclusion: The Politics of Difference in Medical Research</i> . Chicago: University of Chicago Press, pages 1-16 (Introduction: Health Research and the Remaking of Common Sense) and pages 30-52 (Chapter 2: Histories of the Human Subject)
	Oct 5	Health knowledges	Shim, Janet. 2005. "Constructing 'Race' Across the Science-Lay Divide: Racial Formation in the Epidemiology and Experience of Cardiovascular Disease." <i>Social Studies of Science</i> 35: 405-436.
7	Oct 10	(Bio)medicalization	Clarke, Adele E., Janet K. Shim, Laura Mamo, Jennifer Ruth Fosket, and Jennifer R. Fishman. 2003. "Biomedicalization: Technoscientific Transformations of Health, Illness, and U.S. Biomedicine." <i>American Sociological Review</i> 68: 161-94.
	Oct 12	Risk	Fosket, Jennifer Ruth. 2010. "Breast Cancer Risk as Disease: Biomedicalizing Risk." Pp. 331-352 in <i>Biomedicalization: Technoscience, Health, and Illness in the U.S.</i> , edited by A. E. Clark, L. Mamo, J. R. Fosket, J. R. Fishman and J. K. Shim. Durham, NC: Duke University Press. Lupton, Deborah. 2012. "M-Health and Health Promotion: The Digital Cyborg and Surveillance Society." <i>Social Theory & Health</i> 10 (3): 229–244.
8	Oct 17	CA case studies	Midterm paper due Watch parts of <i>The Waiting Room</i> in class and discuss
	Oct 19	CA case studies	Fadiman, Anne (1997) <i>The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures</i> New York: Farrar, Straus and Giroux. PDF on Blackboard: "Birth" P. 3-11, "Fish Soup" P. 12-19, "The Spirit Catches You and You Fall Down" P. 20-31, "Do Doctors Eat Brains?" P. 34-37, "Take As Directed" P. 38-59 Optional critique and updates: Taylor, J. S. (2003). The Story Catches You and You Fall Down: Tragedy, Ethnography, and "Cultural Competence." <i>Medical Anthropology Quarterly</i> , 17(2), 159-181. "A Doctor for Disease, A Shaman for the Soul." Patricia Leigh Brown.

			<p>New York Times. September 19, 2009. http://www.nytimes.com/2009/09/20/us/20shaman.html?mcubz=0</p> <p>“Lia Lee Dies; Life Went On Around Her, Redifining Care.” Margalit Fox. New York Times. September 14, 2012. http://www.nytimes.com/2012/09/15/us/life-went-on-around-her-redefining-care-by-bridging-a-divide.html?mcubz=0</p>
9	Oct 24	Housing and gentrification	<p>Zoe Levitt guest lecture</p> <p>Causa Justa :: Just Cause. (2014). Development without Displacement: resisting gentrification in the Bay area. <i>Oakland, California, April.</i></p> <p>Read: Executive Summary, Introduction, and Research Scope and Methodology pps. 6-15, Global Cities pps 16-37, and Gentrification is a Public Health Issue pps. 38-49</p>
	Oct 26	Housing and gentrification	<p>Krieger J and Higgins DL. (2002). Housing and Health: Time Again for Public Health Action</p> <p>Fullilove MT and Wallace R. (2011). Serial Forced Displacement in American Cities: 1916 - 2010</p> <p>Fullilove MT. (1996) Psychiatric Implications of Displacement: Contributions from the Psychology of Place</p> <p>Optional readings: Fullilove MT. (2001) Root Shock: The Consequences of African American Dispossession</p> <p>Rauh VA, Landrigan PJ, Claudio L. (2008). Housing and Health: Intersection of Poverty and Environmental Exposures</p> <p>Wallace D and Wallace R. (2001). A Plague on Your Houses: How New York was Burned Down and National Public Health Crumbled.</p> <p>Fullilove MT. (2005). Root Shock: How Tearing up City Neighborhoods Hurts America and What We Can Do About It.</p>
10	Oct 31	Structural racism and health	<p>Metzl, J. M., & Roberts, D. E. (2014). Structural competency meets structural racism: Race, politics, and the structure of medical knowledge. <i>Virtual Mentor</i>, 16(9), 674.</p> <p>Bailey, Z. D., Krieger, N., Agénor, M., Graves, J., Linos, N., & Bassett, M. T. (2017). Structural racism and health inequities in the USA: evidence and interventions. <i>The Lancet</i>, 389(10077), 1453-1463.</p>
	Nov 2	Embodiment of historical trauma	<p>Walters, Karina L. et al. 2011. “Bodies Don't Just Tell Stories, They Tell Histories: Embodiment of Historical Trauma Among American Indians and Alaska Natives.” <i>Du Bois Review: Social Science Research on Race</i> 8(1):179–89.</p>

			Hoover, Elizabeth et al. 2012. "Indigenous Peoples of North America: Environmental Exposures and Reproductive Justice." <i>Environmental Health Perspectives</i> 1–5.
11	Nov 7	Immigration and health	<p>Ariana Thompson-Lastad guest lecture</p> <p>Page-Reeves, J., Niforatos, J., Mishra, S., Regino, L., Gingrich, A., & Bulten, R. (2013). Health Disparity and Structural Violence: How Fear Undermines Health Among Immigrants at Risk for Diabetes. <i>Journal of Health Disparities Research and Practice</i>, 6(2), 30–47.</p> <p><i>Becoming American: Latino immigrants arrive healthy so why don't they stay that way?</i> (29 min) https://vimeo.com/ondemand/unnaturalcauses/ (\$1.99 rental) or available on reserve at the library</p> <p>Optional: "A Worker With No ID and Great Medical Need." Dr. Sanjay Basu. New York Times. August 1, 2011. http://www.nytimes.com/2011/08/02/health/views/02cases.html?_r=0</p>
	Nov 9	Immigration and health	<p>Stern, Alexandra M. 2005. "Sterilized in the Name of Public Health: Race, Immigration, and Reproductive Control in Modern California." <i>American Journal of Public Health</i> 95(7):1128–38.</p> <p>Viruell-Fuentes, Edna A. et al. 2012. "More Than Culture: Structural Racism, Intersectionality Theory, and Immigrant Health." <i>Social Science & Medicine</i> 75(12):2099–2106.</p>
12	Nov 14	Global health	Farmer, P. (2003). Pestilence and restraint: Guantánamo, AIDS, and the logic of quarantine. <i>Pathologies of power: health, human rights, and the new war on the poor</i> , 51-90.
	Nov 16	Global health	<p>Vincanne Adams 2010. "Against Global Health? Arbitrating Science, Non-Science, and Nonsense through Health in <i>Against Health: How Health Became the New Morality</i> Edited by Johnathan M. Metzler and Anna Kirkland.</p> <p>Crane, J. (2011). Scrambling for Africa? Universities and global health. <i>The Lancet</i>, 377(9775), 1388-1390.</p>
13	Nov 21	Violence and health	<p>Florencia Rojo guest lecture</p> <p>Menjívar, C., & Abrego, L. (2012). Legal violence: Immigration law and the lives of Central American immigrants. <i>American Journal of Sociology</i>, 117(5), 1380-1421.</p>
	Nov 23	No class	Enjoy the break – no assigned reading
14	Nov 28	Health social movements	Murphy, Michelle. 2012. <i>Seizing the Means of Reproduction: Entanglements of Feminism, Health, and Technoscience</i> . Durham, NC: Duke University Press, 150-176 (Ch. 4: "Traveling Technology and a Device for Not Performing Abortions").

	Nov 30	Health social movements	American Journal of Public Health special section on the Black Panther Party (p. 1732-1757): http://ajph.aphapublications.org/toc/ajph/106/10
15	Dec 5	In-class presentations	No assigned reading
	Dec 7	In-class presentations	No assigned reading
Finals	Dec 19		Final paper due, 4pm