

MEDICAL SOCIOLOGY, SOCY 3052

Dr. Rick Rogers, Professor of Sociology
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Spring, 2019
T/TH 11:00-12:15 pm
Educ 155
Receiver: BC

Course objectives: This course will provide an in-depth understanding of medical sociology, including the influence of social class, gender, and race/ethnicity on access to and receipt of healthcare, the effects of social stress on health, illness behavior, and healthcare delivery systems. My goal is to provide you with concepts, substantive examples, and techniques that will prove useful in future classes, work, and assessing vital social issues.

Course structure: This class will combine lectures with class participation and discussion. Each period, I will lecture on a particular aspect of the field and will draw on the assigned readings while identifying the contributions and critical aspects of the major readings, and raise central issues and questions. You will be expected to cover the assigned readings, gain an appreciation for the critical literature, and participate in class discussions.

Office hours, mailbox, and telephone number: My office hours are from 10:00-10:45 on Tuesdays in Ketchum 312. No appointment is needed during office hours. You may also call or email me at the phone and address above. If you want an appointment with me outside my regular office hours, talk with me before or after class or e-mail me. For e-mails, it please include “Medical Sociology” in the subject line and write professionally (e.g., use a greeting such as Dear Dr. Rogers, and a closing/signature such as Sincerely, Jane/John Doe). You can also meet me in my office in the Population Program, Institute of Behavioral Science (IBS, Room 451, 4th floor, 1440 15th Street, which is behind the Continuing Education Center). The four-story IBS building is located at the corner of 15th Street and Grandview, and is one block from University Avenue and across from Varsity Lake (see <http://www.colorado.edu/campusmap/map.html?bldg=IBS>).

Required material:

Cockerham, William. 2017. *Medical Sociology*. 14th Edition. NY: Routledge. ISBN13: 978-1138668324. 437 page paperback.

Carr, Deborah. 2014. *Worried Sick: How Stress Hurts Us and How to Bounce Back*. New Jersey: Rutgers University Press. ISBN: 978-0-8135-6535-4. 115 page paperback.

Gawande, Atul. 2014. *Being Mortal: Medicine and What Matters in the End*. NY: Metropolitan Books. ISBN-13: 978-1250076229 (paperback). 282 pages.
i-clicker+. ISBN-13: 978-1464120152.

Course Contacts (two students you can contact about the class)

Name _____ Email/phone _____

Name _____ Email/phone _____

Class Website: Additional class material, including abbreviated presentations, selected articles, and study guides, will be available on Desire2Learn. I will post new material by about 10:00 p.m. the night before each class, if not sooner.

Tests: The four non-cumulative tests will include primarily multiple-choice questions, but may also include a mix of true-false and short answer/essay questions. Please be punctual for tests. Students who are more than 10 minutes late for a test will be docked 1 point for each minute late; students who are more than 30 minutes late for a test will not be allowed to take the test. There are no make-up tests. Instead, students can drop one test.

Attendance: I strongly encourage you to attend class on a regular basis. Class attendance will be taken through iclickers. To be marked present for a class, you must respond to at least half of all questions asked during the class. Punctuality is a virtue: if you arrive to class late or leave early, you may not receive attendance credit. For the first week of class, I will use a combination of iclickers and an attendance sheet. I will not take attendance on the days that tests are administered. In place of excused absences, you will be allowed to miss two classes without attendance penalty. Please let me know if you need to miss two or more classes in a row. Signing or using an iclicker for someone else is a violation of the CU Honor Code.

Class Participation: You are expected to actively participate in discussing the readings, identifying relevant trends, and participating in small group discussions. A handful of students who regularly provide positive, constructive, and insightful comments and questions in class based on the assigned readings may receive an extra 1/3rd bump (3.33%) in their final letter grade.

Extra Credit: You can earn up to 3 points (3%) extra credit on your overall grade by first meeting with me by January 31 to receive approval, and then submitting a 5-10 page book report on one of the books listed below. Your book report should summarize the book; consider how the book could be updated, extended, and further developed; link the book to the class and our textbook; provide a critique; consider social and health policy recommendations, including how the information can improve health and our healthcare system; and end with a strong conclusion that provides a summary and final insights. Page numbers and section headers increase readability. The hardcopy report is due at the beginning of class on the last day of class (May 2).

Grades: You will be evaluated by your performance on the following tasks:

Task	Number	Percentage of Total Grade
Tests	3 of 4	85%
Attendance (and class participation)		15%

Grading: Written work is graded on content as well as style, grammar, spelling, formatting, aesthetics, and organization. Work with more than three spelling errors (including misspelling the same word over three times) will be downgraded 3-10%. Students are responsible for keeping all graded material. The Writing Center provides free one-on-one writing consultation, is a terrific way to improve your writing (see <http://www.colorado.edu/pwr/writingcenter.html>).

COURSE READINGS

Please read each day's readings before class and come to class prepared to discuss them.

PART I: INTRODUCTION

Week One, January 15 and 17

Tuesday, Jan. 15

Cockerham, William. 2017. *Medical Sociology*. Chapter 1, "Medical Sociology."

Thursday, Jan. 17

Avendano, Mauricio, and Ichiro Kawachi. 2014. "Why Do Americans Have Shorter Life Expectancy and Worse Health than People in Other High-Income Countries?" *Annual Review of Public Health* 35:307-325.

Case, Anne, and Angus Deaton. 2015. "Rising Morbidity and Mortality in Midlife among White non-Hispanic Americans in the 21st Century." *Proceedings of the National Academy of Sciences* 112(49):15078-83.

Week Two, January 22 and 24

Tuesday, Jan. 22

Cockerham, William. 2017. *Medical Sociology*. Chapter 2, "Epidemiology."

Thursday, Jan. 24: Special Guest, Dr. Doug Seals, Professor, Integrative Physiology

Week Three, January 29 and 31

Tuesday, Jan. 29

Cockerham, William. 2017. *Medical Sociology*. Chapter 3, "The Social Demography of Health: Social Class."

Thursday, Jan. 31

Phelan, Jo C., Bruce G. Link, and Parisa Tehranifar. (2010). "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications." *Journal of Health and Social Behavior* 51(1_Supplement): S28-S40.

Galea, Sandro, Melissa Tracy, Katherine J. Hoggatt, Charles DiMaggio, and Adam Karpati. (2011). "Estimated Deaths Attributable to Social Factors in the United States." *American Journal of Public Health* 101(8):1456-1465. (Skim the Methods.)

Week Four, February 5 and 7

Tuesday, Feb. 5

Cockerham, William. 2017. *Medical Sociology*. Chapter 4, "The Social Demography of Health: Gender, Age, and Race."

Williams, David R., and Selina A. Mohammed. (2013) "Racism and Health I: Pathways and Scientific Evidence." *American Behavioral Scientist* 57(8): 1152-1173.

Thursday, Feb. 7: Test 1

PART II: HEALTH AND ILLNESS

Week Five, February 12 and 14

Tuesday, Feb. 12

Cockerham, William. 2017. *Medical Sociology*. Chapter 5, "Social Stress and Health."

Thursday, Feb. 14

Carr, Deborah. 2014. *Worried Sick: How Stress Hurts Us and How to Bounce Back*. New Jersey: Rutgers University Press. Chapters 1 and 2 (pages 1-46).

Week Six, February 19 and 21

Tuesday, Feb. 19

Cockerham, William. 2017. *Medical Sociology*. Chapter 6, "Health Behavior and Lifestyles."

Holly Hedegaard, Arialdi M. Miniño, and Margaret Warner. 2018. "Drug Overdose Deaths in the United States, 1999–2017." NCHS Data Brief 329:1-7. (Access at: <https://www.cdc.gov/nchs/data/databriefs/db329-h.pdf>). Pay particular attention to: changes between 2016 and 2017, age patterns, and trends in opioid categories.

Thursday, Feb. 21

Carr, Deborah. 2014. *Worried Sick: How Stress Hurts Us and How to Bounce Back*. New Jersey: Rutgers University Press. Chapters 3-5 (pages 47-109).

Week Seven, February 26 and 28

Tuesday, Feb. 26

Cockerham, William. 2017. *Medical Sociology*. Chapter 7, "Illness Behavior."

Thursday, Feb. 28: Test 2

PART III: SEEKING HEALTH CARE

Week Eight, March 5 and 7

Tuesday, March 5

Cockerham, William. 2017. *Medical Sociology*. Chapter 8, "The Sick Role."

Thursday, March 7

Week Nine, March 12 and 14

Tuesday, March 12

Cockerham, William. 2017. *Medical Sociology*. Chapter 9, "Doctor-Patient Interaction."

Lupton, Deborah, and Annemarie Jutel. (2015). "'It's Like Having a Physician in Your Pocket!' A Critical Analysis of Self-Diagnosis Smartphone Apps." *Social Science & Medicine* 133: 128-135.

Thursday, March 14: Special Guest, Ralph Patrick, Alzheimer's Association

PART IV: PROVIDING HEALTH CARE

Week Ten, March 19 and 21

Tuesday, March 19

Cockerham, William. 2017. *Medical Sociology*. Chapter 10, “Physicians.”

Thursday, March 21

Test 3

SPRING BREAK, March 25-29 (Week Eleven)

Week Twelve, April 2 and 4

Tuesday, April 2

Cockerham, William. 2017. *Medical Sociology*. Chapter 11, “The Physician in a Changing Society.”

Thursday, April 4

Gawande, Atul. 2014. *Being Mortal: Medicine and What Matters in the End*. NY: Metropolitan Books. Read the Introduction (pages 1-10). You can skip Chapter 1 (pages 11-24). Read Chapter 2, “Things Fall Apart” (pages 25-54).

Week Thirteen, April 9 and 11

Tuesday, April 9

Cockerham, William. 2017. *Medical Sociology*. Chapter 12, “Nurses, Physician Assistants, Pharmacists, and Midwives.”

Thursday, April 11

Gawande, Atul. 2014. *Being Mortal: Medicine and What Matters in the End*. NY: Metropolitan Books. Read Chapter 3, “Dependence” (skip first 6 pages and read pages 61-78), and Chapter 4, “Assistance” (pages 79-109). You can skip Chapter 5 (pages 111-147).

Week Fourteen, April 16 and 18

Tuesday, April 16

Cockerham, William. 2017. *Medical Sociology*. Chapter 13, “Complementary and Alternative Medicine (CAM).”

Winnick, Terri A. (2005). “From Quackery to ‘Complementary’ Medicine: The American Medical Profession Confronts Alternative Therapies.” *Social Problems* 52(1): 38-61.

Thursday, April 18

Special Guest, Dr. Rav Ivker, Fully Alive Medical Director, to discuss medical marijuana

Gawande, Atul. 2014. *Being Mortal: Medicine and What Matters in the End*. NY: Metropolitan Books. Read Chapter 6, “Letting Go” (pages 149-190).

PART V: HEALTH CARE DELIVERY SYSTEMS

Week Fifteen, April 23 and 25

Tuesday, April 23

Cockerham, William. 2017. *Medical Sociology*. Chapter 14, “Hospitals.”

Thursday, April 25

Gawande, Atul. 2014. *Being Mortal: Medicine and What Matters in the End*. NY: Metropolitan Books. Read Chapter 7, “Hard Conversations” (pages 191-230).

Week Sixteen, April 30 and May 2

Tuesday, April 30

Cockerham, William. 2017. *Medical Sociology*. Chapters 15 and 16, “Health Care Reform and Health Policy in the United States,” and “Global Health Care.”

Quadagno, Jill. 2004. “Why the United States has No National Health Insurance: Stakeholder Mobilization against the Welfare State, 1945-1996. *Journal of Health and Social Behavior* 45(Extra Issue): 25-44.

Optional: Oberlander, Jonathan. 2017. “Repeal, Replace, Repair, Retreat—Republicans’ Health Care Quagmire.” *New England Journal of Medicine* 1-3.

Thursday, May 2

Hummer, Robert A., and Erin R. Hamilton. 2019. “Policy Implications of Population Health Science” (Chapter 8) in *Population Health in America*. University of California Press (forthcoming).

Gawande, Atul. 2014. *Being Mortal: Medicine and What Matters in the End*. NY: Metropolitan Books. Read Chapter 8, “Courage” (pages 231-258) and Epilogue (pages 259-63).

Important Dates

Administrative drop: I will administratively drop you from this course if you do not attend the first three class periods.

First test: Thursday, February 7, in class

Second test: Thursday, February 28, in class

Third test: Thursday, March 21, in class

Spring Break: March 25-29

Last day of class: May 2

Final test: Monday, May 6, 4:30-6:00 p.m., in class

Grading Scale

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 and below
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

EXTRA CREDIT BOOK OPTIONS

Abraham, Laurie Kaye. 1993. *Mama Might be Better Off Dead: The Failure of Health Care in Urban America*. ISBN-13: 978-0-226-00139-5. 289 page paperback.

Armstrong, Elizabeth M. 2003. *Conceiving Risk, Bearing Responsibility: Fetal Alcohol Syndrome and the Diagnosis of Moral Disorder*. Baltimore, MD: The Johns Hopkins University Press.

Brandt, Allan. 2007. *The Cigarette Century: The Rise, Fall, and Deadly Persistence of the Product That Defined America*. NY: Basic Books. 600 pages.

Buettner, Dan. 2012. *The Blue Zones*. 2nd ed. Washington, DC: National Geographic Soc. 312 pp.

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. NY: Farrar, Strauss and Giroux. ISBN: 978-0-374-53340-3. 355 page paperback.

Farmer, Paul. 1999. *Infections and Inequalities: The Modern Plagues*. Los Angeles, CA: University of California Press.

Johnson, Steven. 2007. *The Ghost Map: The Story of London's Most Terrifying Epidemic – and How It Changed Science, Cities, and the Modern World*. NY: Penguin Group.

Klinenberg, Eric. 2002. *Heat Wave: A Social Autopsy of Disaster in Chicago*. Chicago: University of Chicago Press. ISBN-13: 978-0-226-44322-5. 305 pages.

Le Fanu, James. 2011. *The Rise and Fall of Modern Medicine*. NY: Avalon Publishing Group.

Marmot, Michael. 2004. *The Status Syndrome: How Social Standing Affects Our Health and Longevity*. NY: Henry Holt.

Morris, Theresa. 2013. *Cut It Out: The C-Section Epidemic in America*. NY: New York University Press. 245 pp.

Skloot, Rebecca. 2011. *The Immortal Life of Henrietta Lacks*. NY: Random House.

Washington, Harriet A. 2006. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. NY: Broadway Books. 404 pages.

Wilkinson, Richard, and Kate Pickett. 2019. *The Inner Level: How More Equal Societies Reduce Stress, Restore Sanity and Improve Everyone's Well-Being*. UK: Penguin Books. 353 pp. (1/22/19).

Acknowledgements: This course is structured to provide CU students a similar experience to those found at other universities around the country. I am especially indebted to comments, suggestions, and resources provided by Rachel Kimbro, Rice University, Robert Hummer, University of North Carolina at Chapel Hill, and Elizabeth Lawrence, University of Nevada Las Vegas. Many of the items on this last page come directly from the CU Division of Academic Affairs.

COURSE POLICIES

Accommodation for Disabilities: If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me in a timely manner so that your needs can be addressed. For exam accommodations, provide your letter at least one week prior to the exam. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with me.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#). Professional courtesy and sensitivity are especially important with respect to individuals and to sensitive topics. Kindly maintain a professional demeanor.

Honor Code: All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation: The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, talk with me at least one week before any religious event to request permission to miss class. You need to talk with me during the first week of class if you have any potential conflict with the final. See the [campus policy regarding religious observances](#) for full details.