

## MEDICAL SOCIOLOGY, SOCY 3052

Professor Rick Rogers  
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Fall, 2016  
T/TH 3:30-4:45 pm  
HLMS 141  
Receiver: AD

**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 2:00-3:00 on Tuesdays in Ketchum 312. No appointment is needed during office hours. You may also call or e-mail 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 would be helpful if you include "Medical Sociology" in the subject line. You can also meet me in my office in the Population Program, Institute of Behavioral Science (IBS, Room 483, 4<sup>th</sup> floor, 1440 15<sup>th</sup> 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** (4 books):

Cockerham, William. 2016. *Medical Sociology*. Upper Saddle River, New Jersey: Prentice-Hall. 13th Edition. ISBN-13: 978-0205896417. 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.

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.

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.

**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. Everyone must take the final. But students can drop one of the first three tests.

**Quizzes:** During the semester, I will provide 4-6 very short unannounced quizzes. Some of the quizzes will require short answers to questions related to the readings or assigned class material. At the end of the semester, I will drop the lowest quiz grade.

**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. Iclickers will not be used for attendance in the first week of class or for the days when tests are administered. Additionally, you will be allowed to miss two classes without attendance penalty. Each class is worth approximately 4.17 attendance points. Please let me know if you need to miss two or more classes in a row. You will receive an extra 1/3<sup>rd</sup> bump in your final letter grade (3.33%) for perfect attendance (from the first to the last day of class).

**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 may receive an extra 1/3<sup>rd</sup> 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 September 30 to receive approval, and then submitting a 5-10 page book report on one of the books listed below.

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*. Second edition. Washington, DC: National Geographic Society. 312 pages.

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.

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

Wilkinson, Richard, and Kate Pickett. 2011. *The Spirit Level: Why Greater Equality Makes Societies Stronger*. NY: Bloomsbury Press. 311 pages.

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

Task	Number	Percentage of Total Grade
Tests	3 of 4	75%
Quizzes	4-6	10%
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>).

**Health Presentations:** the Health and Society Program and the Population Program in the Institute of Behavioral Science have organized a few presentations throughout the semester. If you attend the presentation and sign the attendance sheet that I'll bring to the presentation, you can earn the equivalent of an additional day of class attendance for each presentation you attend (but you cannot receive more than 100 total attendance points).

**Absences:** I will allow absences for documented excuses, including medical illness (with a note from your doctor), court appearances (with a note from a court official), university-sanctioned athletic events (with a note from the athletic department), family emergencies or deaths (with a note from the funeral director), and special religious observances (with a note from your pastor, minister, priest, or rabbi) one week before the event. Most other excuses, especially after the fact, will not be accepted.

## **COURSE READINGS**

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

## **PART I: INTRODUCTION**

### **Week One, Aug. 23 and 25**

*Tuesday, Aug. 23*

Cockerham, William. 2016. *Medical Sociology*. Chapter 1, "Medical Sociology."

*Thursday, Aug. 25*

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.

### **Week Two, August 30 and Sept. 1**

*Tuesday, August 30*

Cockerham, William. 2016. *Medical Sociology*. Chapter 2, "Epidemiology."

*Thursday, Sept 1*

*Special Guest, Dr. Doug Seals, Professor, Integrative Physiology*

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)

Optional Reading: Gawande, Atul. "Slow Ideas." *New Yorker*.

### **Week Three, Sept. 6 and 8**

*Tuesday, Sept. 6*

Cockerham, William. 2016. *Medical Sociology*. Chapter 3, "The Social Demography of Health: Social Class."

*Thursday, Sept. 8*

Carr, Deborah. 2014. *Worried Sick: How Stress Hurts Us and How to Bounce Back*. New Jersey: Rutgers University Press. Chapters 3, 4, and 5 (pages 47-109)

### **Week Four, Sept. 13 and 15**

*Tuesday, Sept. 13*

Cockerham, William. 2016. *Medical Sociology*. Chapter 4, "The Social Demography of Health: Gender, Age, and Race."

*Thursday, Sept 15*

Test 1

## **PART II: HEALTH AND ILLNESS**

### **Week Five, Sept. 20 and 22**

*Tuesday, Sept. 20*

Cockerham, William. 2016. *Medical Sociology*. Chapter 5, "Social Stress and Health."

Thursday, Sept. 22

**Special Guest: Dr. Deborah Carr, Professor of Sociology, Rutgers University**  
(<http://sociology.rutgers.edu/people/faculty/menu-ii/145-carr-deborah>)

Abraham, Laurie Kaye. 1993. *Mama Might be Better Off Dead: The Failure of Health Care in Urban America*. Chapters 1 and 2 (pages 1-43; skip Chapter 3).

### **Week Six, Sept 27 and 29**

Tuesday, Sept. 27

Cockerham, William. 2016. *Medical Sociology*. Chapter 6, "Health Behavior and Lifestyles."

Thursday, Sept. 29

Abraham, Laurie Kaye. 1993. *Mama Might be Better Off Dead: The Failure of Health Care in Urban America*. Chapters 6, 8, and 9 (pages 93-110 & 134-166; skip Chapters 4, 5 & 7).

### **Week Seven, Oct. 4 and 6**

Tuesday, Oct. 4

**Special Guest, Ralph Patrick, Alzheimer's Association**

Cockerham, William. 2016. *Medical Sociology*. Chapter 7, "Illness Behavior."

Thursday, Oct. 6

Abraham, Laurie Kaye. 1993. *Mama Might be Better Off Dead: The Failure of Health Care in Urban America*. Chapters 10-12 (pages 167-212).

## **PART III: SEEKING HEALTH CARE**

### **Week Eight, Oct. 11 and 13**

Tuesday, Oct. 11

Cockerham, William. 2016. *Medical Sociology*. Chapter 8, "The Sick Role."

Trillin, Alice Stewart. 1981. "Of Dragons and Garden Peas: A Cancer Patient Talks to Doctors." *New England Journal of Medicine* 304(12):699-701.

Thursday, Oct 13

Abraham, Laurie Kaye. 1993. *Mama Might be Better Off Dead: The Failure of Health Care in Urban America*. Chapters 13 through Epilogue (pages 213-259).

### **Week Nine, Oct. 18 and 20**

Tuesday, Oct. 18

Cockerham, William. 2016. *Medical Sociology*. Chapter 9, "Doctor-Patient Interaction."

Thursday, Oct. 20

Test 2

**Week Ten, Oct. 25 and 27**

*Tuesday, Oct. 25*

Cockerham, William. 2016. *Medical Sociology*. Chapter 10, “Physicians.”

*Thursday, Oct. 27*

*Special Guest, Dr. Kimberly Patterson, M.D., Kaiser Permanente*

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. Preface through Chapter 5 (pages vii-59)

**PART IV: PROVIDING HEALTH CARE**

**Week Eleven, Nov. 1 and 3**

*Tuesday, Nov. 1*

Cockerham, William. 2016. *Medical Sociology*. Chapter 11, “The Physician in a Changing Society.”

*Thursday, Nov. 3*

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. Chapters 6-9 (pages 60-118)

**Week Twelve, Nov. 8 and 10**

*Tuesday, Nov. 8*

Cockerham, William. 2016. *Medical Sociology*. Chapter 12, “Nurses, Physician Assistants, Pharmacists, and Midwives.”

*Thursday, Nov. 10*

*Special Guest, Dr. Joe Cohen, Holos Health, Discussion of Medical Marijuana*

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. Chapters 10, 11, and 13 (pages 119-153, & 171-180)

**Week Thirteen, Nov. 15 and 17**

*Tuesday, Nov. 15*

Cockerham, William. 2016. *Medical Sociology*. Chapter 13, “Healing Options.”

*Thursday, Nov. 17*

Test 3

**FALL BREAK, Nov. 21-25**

## **Week Fifteen, Nov. 29 and Dec. 1**

*Tuesday, Nov. 29*

Cockerham, William. 2016. *Medical Sociology*. Chapter 14, “The Hospital in Society.”

*Thursday, Dec. 1*

Wolff, Michael. 2012. “A Life Worth Ending.” *New York Magazine*  
<http://nymag.com/news/features/parent-health-care-2012-5/>

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. Chapters 14-16 (pages 181-249)

## **PART V: HEALTH CARE DELIVERY SYSTEMS**

### **Week Sixteen, Dec. 6 and 8**

*Tuesday, Dec. 6*

Cockerham, William. 2016. *Medical Sociology*. Chapters 15 and 16, “Health Care Reform and Health Policy in the United States,” and “Global Health Care.”

*Thursday, Dec. 8*

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. Chapter 17 (last 2 pages) to end (pages 260-306)

### **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, September 15, in class

Second test: Thursday, October 20, in class

Third test: Thursday, November 17, in class

Fall Break: November 21-25

Last day of class: December 9

Final test: Thursday, December 15, 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	

**Accommodation for Disabilities:** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed.

Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see [Temporary Injuries](#) guidelines under the Quick Links at the [Disability Services website](#) and discuss your needs with me.



**Honor Code:** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](#) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at [honorcode.colorado.edu](http://honorcode.colorado.edu).

**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 differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. 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](#). Professional courtesy and sensitivity are especially important with respect to individuals and to sensitive topics. Kindly maintain a professional demeanor.

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:** The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

**Religious Observances:** 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.

**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. Many of the items on this last page come directly from the CU Division of Academic Affairs.