SOC 30100 [01] – MEDICAL SOCIOLOGY

Hunter College, Department of Sociology

FALL 2024

ONLINE
ASYNCHRONOUS

Instructor: Isabelle Lee
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COURSE DESCRIPTION

This course will focus on health, illness, and medicine from a sociological perspective. The class will provide students with an overview of the development of medicine as an institution, the impact of medicine on society, the socialization of health care practitioners, the social determinants of health and illness, healthcare policies in the U.S. and around the world, and patients' experiences with illness.

COURSE OBJECTIVES

Through this course, students will be able to:
(1) apply concepts in sociology, such as socialization and the sociological imagination, and the theoretical perspectives used to understand them in the context of health and medicine.
(2) identify and analyze the impact of multiple social forces on people's health and the surrounding community.
(3) critique major sociological theories in the "sick role"; compare and contrast global health care systems.
(4) understand the social construction of diverse illness identities in patients with chronic diseases in writing.

REQUIRED TEXTBOOK

Medical Sociology *[15th edition]*
Author: William Cockerham
Publisher: Routledge/Taylor & Francis
ISBN: [15th edition, 2022] **9781032067933 (paperback); 9781003203872 (e-book)**
New, used, rental and/or digital copies of this textbook are available through Hunter's Online Bookstore (*hunter.textbookx.com)*
Other sources: Chegg.com, Amazon.com, BN.com, VitalSource.com

CLASS COURSE SITE

All students must make sure they can access the class course site on **Blackboard (BB).** The **Blackboard (BB)** course site gives access to supplementary readings, exam materials, links to documentaries that can be watched at home, and important class updates.

COURSE REQUIREMENTS *(also refer to checklist on page 3)*

GRADING

Participation (weekly quizzes)	20%
Final Exam Questions (total of 3 short papers)	80%

Participation (20%): This class is an asynchronous, self-paced online course. Participation in the class will be taken through the completion of weekly quizzes. Students must complete weekly quizzes (average of 4 questions for each quiz) by the scheduled due date. These quizzes can be found under each week's assignments on Blackboard (EX: Week 1, Week 2…) and will be posted by Thursday of each week. The quizzes

will be based on the activities for the designated week, such as PowerPoints, readings, and/or videos. Two attempts to complete the quiz are allowed by the due date. Quizzes are not timed, but they cannot be accessed after the strict due date. If you are unable to complete a weekly quiz due to technical difficulties, please inform me. Technical assistance contact information is provided below. **If you miss the deadline for a weekly quiz, you may utilize *Make-Up Option #1* below as a backup.**

Final Exam Questions (80%): You will be taking the Final Exam throughout the semester as three (3) assignments (abbreviated as "**FEQ"**). On the last page of the syllabus, you will find a chart that lists the point value for each assignment, the date the assignment details will be posted, and the due date. *No extension requests are necessary for Final Exam Questions unless you cannot submit them by the listed absolute deadline. FEQs submitted after the absolute deadline (without requesting an extension) will be subject to a* **5-point** *late penalty deduction.*

Extra Credit and Make-Up Options:
(1) For missing quizzes: Answer optional make-up questions that will be posted throughout the semester. Your short responses can cover the weekly quizzes you may miss.
(2) To boost your Final Exam grade: A separate Extra Credit assignment will be assigned during the semester that will add up to 10 points to the total Final Exam grade.

Policy on Rewrites and INC (Incomplete Grade)

- If you want to revise your grade, only assignments due early in the semester are eligible for the rewrite option. There is no guarantee of a rewrite option for the remaining assignments that are due later in the semester or if you submit your assignment(s) within 2 weeks of the final deadline.
- The INC (Incomplete Grade) will only be given to students for medical reasons and/or extreme personal circumstances. Documentation must be provided for either situation.

How to Send Assignments
For all assignments (including rewrites), you must upload the papers on Blackboard. There will be clearly designated areas to submit your assignments. Common paper formats that Blackboard accepts are: *.doc, .docx, .odt, and .pdf.*
Do NOT submit any papers using *.gdoc* or *.pages.* **Submissions in the incorrect file format will result in grading delays.**

TECHNICAL ASSISTANCE

http://www.hunter.cuny.edu/it/blackboard/student-documentation-and-support-for-blackboard
Student Help Desk for Blackboard (212) 650-3624 Studenthelpdesk@hunter.cuny.edu

ACADEMIC INTEGRITY

Make sure to read CUNY's updated statement on academic integrity, available here: https://hunter.cuny.edu/center-for-online-learning/online-learning-resources/academic-integrity-policy/
Your original ideas/work matter! Plagiarism and cheating will not be tolerated in this class. Any student caught ***plagiarizing any paper/assignment*** will face the following consequences: **0** on the assignment(s), disciplinary action, and a possible **F** for the course. While you may use AI tools for feedback or help with proofreading your writing, responsible and ethical usage of these tools is crucial for success in this class. Use of an AI text generator when an assignment does not explicitly call or allow for it without proper attribution or authorization is plagiarism (aka "AIgiarism").

Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444). b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123. CUNY Policy on Sexual Misconduct Link: http://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Sexual-Misconduct.pdf

ADA POLICY

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772-4857 or (212) 650-3230.



MED SOC 301 Checklist

- ☐ Weekly Quizzes under each week's activities/assignments
- ☐ Final Exam Question #1
- ☐ Final Exam Question #2
- ☐ Final Exam Question #3
- ☐ **[OPTIONAL] Extra Credit (details TBA) will add up to 10 points to your Final Exam grade.**
- ☐ Success in this course = READ all the instructions/announcements carefully

COURSE OUTLINE [Please follow this outline and the Weekly Assignments set up on Blackboard]

- **Below is an outline of activities for each week. Specific details on activities, such as PowerPoint lectures and quizzes, will be posted on Blackboard under the WEEKLY ASSIGNMENTS section.**
- Supplementary readings that must be downloaded from **Blackboard** will be designated by the following symbol: 🖱💻
- Readings from the required textbook will be symbolized by: 🕮
- PowerPoint lectures (and audio overviews) will be posted on Mondays & Thursdays of each week.
- Course Schedule changes will be announced on Blackboard.

WEEK 1 – First week of classes (starts on August 28)

Introduction to class, outline of major themes

- **Acquire access to textbook**
- **Explore our Blackboard course site – *Complete activities under Orientation on Blackboard***
- **More info will be posted via Blackboard Announcements**

WEEK 2 – Week of Sept. 2

Monday, Sept. 2: NO CLASSES

Brief History of Medicine & Theoretical Background

- READ 🖱💻: "The Development of Scientific Medicine" [from Weiss & Lonnquist's *The Sociology of Health, Healing, and Illness*, 7th edition: 2012]
- [Optional] READ 🕮 Chap. 1 – "Medical Sociology"

WEEK 3 – Week of Sept. 9

Functionalist: Sickness as a Social Role

- READ 🕮 Chap. 9 – "Illness Behavior and the Sick Role"
- READ 🖱💻: "Medicine as an Institution of Social Control" by Irving Kenneth Zola [from Peter Conrad's *The Sociology of Health & Illness: Critical Perspectives*, 9th edition: 2013]
- [Optional] READ 🖱💻: "The Impending Globalization of ADHD: Notes on the Expansion and Growth of a Medicalized Disorder" by Conrad & Bergey [from Peter Conrad's *The Sociology of Health & Illness: Critical Perspectives*, 10th edition: 2019]
- READ 🖱💻: "It's Like Having a Physician in Your Pocket!": A Critical Analysis of Self-Diagnosis Smartphone Apps" by Lupton & Jutel [from Peter Conrad's *The Sociology of Health & Illness: Critical Perspectives*, 10th edition: 2019]
- [Optional] READ 🖱💻: Articles in DOCTORS Folder on Blackboard [under **Optional Readings**]

WEEK 4 – Week of Sept. 16

Functionalist: The Doctor Role

- READ 🕮 Chap. 11 – "The Physician"
- READ 🕮 Chap. 12 – "The Physician in a Changing Society"

- READ 🖱💻: "The Meaning of Medications: Another Look at Compliance" by Peter Conrad [from Peter Conrad's *The Sociology of Health & Illness: Critical Perspectives*, 9th edition: 2013]

Training of Doctors

- **Watch documentary below** (link will be provided) ➘ **&** ***Work on related Final Exam Question (FEQ) #1***
  🎬 "Doctors' Diaries" [NOVA/PBS, 2009] ***(details TBA; refer to chart on the last page)***

WEEK 5 – Week of Sept. 23

Health Professionals & Patients

- READ 🕮 Chap. 10 – "Doctor-Patient Interaction"
- READ 🕮 Chap. 13 – "Nurses, Physician Assistants, Pharmacists, and Midwives"
- [Optional] READ 🖱💻: "Not Just Bodies: Strategies for Desexualizing the Physical Examination of Patients" by Giuffre & Williams [from Lisa McIntyre's *The Practical Skeptic: Readings in Sociology*, 3rd edition: 2006]

WEEK 6 – Week of Sept. 30

Thurs, Oct. 2 – Oct. 4: NO CLASSES

Illness Narratives/Social Construction of Illness

- READ 🕮 Chap. 9 – "Illness Behavior and the Sick Role"
- READ 🖱💻: "Electronic Support Groups, Patient-Consumers, and Medicalization" by Kristin Barker [from Peter Conrad's *The Sociology of Health & Illness: Critical Perspectives*, 10th edition: 2019]
- [Optional] READ 🖱💻: "Illness Meanings of AIDS Among Women With HIV: Merging Immunology and Life Experience" by Alison Scott [from Peter Conrad's *The Sociology of Health & Illness: Critical Perspectives*, 9th edition: 2013]
- [Optional] READ 🖱💻: "The Health Politics of Asthma: Environmental Justice and Collective Illness Experience in the United States" by Phil Brown, Brian Mayer, and et al. [from Peter Conrad's *The Sociology of Health & Illness: Critical Perspectives*, 9th edition: 2013]
- **[Optional Extra Credit #1]** 🎬 **WATCH (link will be provided):** "In My Hands: A Story of Marfan Syndrome" [2009]

WEEK 7 – Week of Oct. 7

Friday, Oct. 11: NO CLASSES

Social Class Impact on Health

- READ 🕮 Chap. 4 – "Social Demography of Health: Social Class"
- [Optional] READ 🖱💻: "Food Stamp Nation" by Eli Saslow [originally published in *The Washington Post*, March 2013]

Gender Impact on Health & Illness

- READ 🕮 Chap. 5 – "Social Demography of Health: Gender"

WEEK 8 – Week of Oct. 14

Monday, Oct. 14: NO CLASSES

Impact of Race on Health & Illness

- READ 🕮 Chap. 6 -- "Social Demography of Health: Age and Race"
- READ 🖱💻: Tuskegee Syphilis Study
  - https://www.cdc.gov/tuskegee/timeline.htm
- 🎬 **WATCH (link will be provided):** "Escape Fire"
  - ➔ ***Work on related Final Exam Question (FEQ) #2 (details TBA; refer to chart on the last page)***

WEEK 9 – Week of Oct. 21

Lifestyle & Health Behavior

- READ 🕮 Chap. 8 – "Health Behavior and Lifestyles"
- READ 🖱💻: "Grandma's Experiences Leave a Mark on Your Genes" by Dan Hurley [DISCOVER: May 2013]
- 🎬 **WATCH documentary TBA (link will be provided) & answer Optional Extra Credit #2**
  - 🎬 *:"DNA is Not Destiny: How the Outside Gets Under the Skin" (2015) from the series "The Raising of America"*

Stress & Health

- READ 🕮 Chap. 7 – "Social Stress & Health"
- **Watch documentary below** (link will be provided) ➘ **& answer optional Make-Up question** (TBA)
  - ➔ 🎬 "Self Care for Caregivers: When the Body Says No" by Dr. Gabor Mate [2013]

WEEK 10 – Week of Oct. 28

"Alternative" Medicine

- READ 🕮 Chap. 14 – "Complementary and Alternative Medicine (CAM)"
- READ 🖱💻: "How Racism Gave Rise to Acupuncture for Addiction Treatment" by Olga Khazan [The Atlantic, Aug. 2008]
- [Optional] READ 🖱💻: "Marijuana Stops Child's Severe Seizures" by Saundra Young [CNN: Aug. 7, 2013]

Commodification of Health

- READ 🖱💻: "Breast Cancer Awareness Products Profit Off Survivors' Suffering" by Chavie Lieber [VOX: Oct. 17, 2018]
- READ 🖱💻: "Pinkification: How Breast Cancer Awareness Got Commodified For Profit" by S.E. Smith [The Guardian: Oct. 3, 2012]
- **Watch documentary below** (link will be provided) ➘ **& answer optional Make-Up question**
  - ➔ 🎬 *Pink Ribbons, Inc.* (2012)

WEEK 11 – Week of Nov. 4

Comparative Health Care/Inequality in U.S. Health Care Policy

- READ 🕮 Chap. 16 – "Health Care Reform and Health Policy in the U.S."
- READ 🕮 Chap. 17 – "Global Health Care"
- READ 🖱💻: "Health Care Reform: Lessons from Canada" by Raisa Berlin Deber [from Peter Conrad's *The Sociology of Health & Illness: Critical Perspectives*, 9th edition: 2013]
- [Optional] READ 🖱💻: "A Little Van With a Big Impact" by M. Carmichael [Newsweek, July 2010]
- [Optional] READ 🖱💻: Jack Balkin – "Tax Power: The Little Argument That Could" [CNN, June 30, 2012]
- [Optional] READ 🖱💻: "Drive-Thru Medical: Retail Health Clinics Get Good Marks" by J. Kluger [Time Magazine, Sept. 2009]
- **WATCH (link will be provided) ➘ & answer related optional Make-Up question**
  - ➔ 🎬 *Frontline: Sick Around the World* (2008)

WEEK 12 – Week of Nov. 11

Aging and Death

- READ 🕮 Chap. 6 -- "Social Demography of Health: Age and Race"
- READ 🖱💻: "Dying Alone: The Social Production of Urban Isolation" by Eric Klinenberg [from Peter
- Conrad's *The Sociology of Health & Illness: Critical Perspectives*, 8th edition: 2009]
- READ 🖱💻: "Putting the 'Home" in Nursing Home" by Marissa Evans [The Atlantic: July 10, 2014]
- [Optional] READ 🖱💻: Articles in AGING Folder on Blackboard [under **Optional Readings**]

WEEK 13 – Week of Nov. 18

Hospitals as Institutions

- READ 🕮 Chap. 15 -- "Hospitals"
- **Watch documentary below** (link will be provided) **➘ & answer optional Make-Up question**
  - ➔ 🎬 *Code Black* [2013]

Nov. 28 - 29: NO CLASSES (Thanksgiving Break)

WEEK 14 – Week of Dec. 2

Public Health and Sociology of Pandemics

- READ 🕮 Chap. 2 – "Social Epidemiology"
- READ 🕮 Chap. 3 – "COVID-19"
- READ 🖱💻: "Public Health in U.S. Cities: A Historical Perspective" by David Rosner [from *Cities and the Health of the Public*, 2006, edited by N. Freudenberg, S. Galea, and D. Vlahow]
- READ 🖱💻: "America's 'Food Deserts'" [The Week, Aug. 2011]
- [Optional] READ 🖱💻: any articles in the CORONAVIRUS folder under **OPTIONAL READINGS** on Blackboard

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WEEK 15 – Week of Dec. 9

Virtual Office Hour Sessions Available on Mon. Dec. 9, Thurs. Dec. 12, Mon. Dec. 16

- Sign-up sheet with dates and time slots TBA
- General Q & A

IMPORTANT DUE DATES

Friday, Dec. 20 – ABSOLUTE DEADLINE for all FEQ assignments

Submit on Blackboard before midnight (Friday night)

Sunday, Dec. 22 – Extended Deadline for Optional Extra Credit

Question #	Documentary/Film	Assignment Date	Due Date & Points
1	WATCH: "Doctors' Diaries"	**Week of Sept. 16 (Week 4)**	**Sunday, Sept. 29** ***[up to 25 points]***
2	WATCH: "Escape Fire"	**Week of Oct. 14 (Week 8)**	**Sunday, Oct. 27** ***[up to 25 points]***
3	**Review of Terms/Theories**	**Week of Dec. 2 (Week 14)**	**Friday, Dec. 20** ***[up to 50 points]***