

**Sociology Department
University of California San Diego**

**SOCI 173
Sociology of Health, Illness, & Medicine
Fall 2024**

When: Mondays, Wednesdays, Fridays 9:00-9:50 am

Where: Remote/Zoom Synchronous – Mondays & Fridays
Peterson Hall Room 104 – Wednesdays

Instructor: Dr. Maud Arnal, PhD, CPM, LM (she/her)
Lecturer, Sociology Department
University California San Diego
Email : mmarnal@ucsd.edu

Office Hours: Wednesday 11:00am-1:00pm, and by appointment
Social Sciences Building – Room 475
Map link: <https://goo.gl/maps/v3A4GnqCt8LkZ6cR7>

Course Credits: 4

Prerequisites: This is an upper-division elective course for undergraduate students in the Sociology department. Others require permission of the instructor to enroll.

Format: Lectures, discussion, case study, and small groups. Each class will provide an opportunity to discuss the key issue identified for that day through a combination of presentations and discussions. Guest speakers have been invited to give students an opportunity to interact with individuals with diverse expertise and perspectives. Students will also have the opportunity to create class presentations and earn extra credit.

Course Description¹:

This course will explore the social forces that shape our health, our healthcare, and the way we understand illness. Themes will include the history of American healthcare policy; the intersection of racial, ethnic, and socioeconomic inequalities with health, illness and healthcare; the uneven impact of environmental health; the medical profession and public health; contested ideas about illness and patient advocacy movements; the pharmaceutical industry and illicit drugs; mental health and shifting diagnostic practices. Various theoretical perspectives are mobilized to understand why particular issues become defined as “illnesses” and to examine how societal structures and cultural beliefs influence our understanding of health and medical practices.

¹*Acknowledgement:* This course is modeled and further informed by reflection on courses taught by Joanna Kempner and Daniel Navon.

Students will consider health and illnesses from sociological perspectives that explore how these problems are made and for whom, whether the causes are structural or cultural, and whether the causes are individual or social. This course introduces key concepts from the study of health and illness and attend to inequalities along the lines of race/ethnicity, nativity, socioeconomic status, sex/gender, and sexual orientation, and how these reflect and reinforce the larger social structure. This course will offer a series of lectures, panel discussions, and debates to inform students' critical thinking on key sociological concepts and social issues. The class sessions involve a variety of formats including small group work, lecture and discussion, activities, and debates.

The purpose of this course is to develop critical thinking about selected medical sociology topics. According to Joanne G. Kurfiss,² critical thinking is "a rational response to questions that cannot be answered definitively and for which all the relevant information may not be available. It is defined here as an investigation whose purpose is to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion about it that integrates all available information and that therefore can be convincingly justified. In critical thinking, all assumptions are open to question, divergent views are aggressively sought, and the inquiry is not biased in favor of a particular outcome." By adopting a critical social science approach to exploring the sociology of health, illness and medicine, determinants, and solutions within and beyond health sciences and policies, students will gain a comprehensive initiation to the field of medical sociology, while taking a critical look at their own representations of health, illness, and medicine.

Course Objectives: Having successfully completed this course, the students will be able to:

1. Gain a broad understanding of major theoretical debates and areas of substantive concern within the sociology of health and illness;
2. Analyze how social structures and inequalities impact health and medical practices;
3. Apply sociological theories to contemporary health issues and debates;
4. Examine the history and trajectory of medical sociology, including its recent turn towards the sociology of science;
5. Learn interdisciplinary concepts to analyze biomedical research on health and illness;
6. Critically assess how health is produced through social, political, economic, and cultural forces on macro, meso, and micro levels;
7. Develop conversations with peers/others about topics covered in class. Students should demonstrate awareness of ways in which the conceptual framework used in the assigned readings is developed to enlighten the complexity of chosen topic.

In addition to the broad objectives above, students will be able to critically analyze disparities in health status based on race/ethnicity, socio-economic status, and gender; to identify essential gaps in existing policies programs; and to promote cultural competence concepts in the field of sociological study of health and illness.

² Kurfiss, J.G. 1988. Critical thinking: Theory, research, practice, and possibilities. Washington, DC: Association for the Study of Higher Education.

Course Requirements and Assessment:

There will be a variety of assignments and graded projects for this course. The diversity in assignments is meant to ensure success for different kinds of learners and to offer many opportunities for accumulating points. The course requirements, on which student evaluation is based, are as follows:

1. Class attendance and Participation	10%
2. Reflective discussion posts	32%
3. Midterm Exam	25%
4. Final Project	30%
5. Session Evaluation Survey	3%
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Total	100%

Course Requirements:

General requirement: Teaching and learning are interrelated. Instructors and students are expected to be active participants in this course and other student-led activities. The instructor's responsibility has been to develop a core Social Problems course that addresses significant topics and concepts in the field and to prepare individual sessions, exercises and assignments that will facilitate students' learning. Please realize that not all significant topics and concepts can be addressed by a one quarter core course. Topics and speakers have chosen thoughtfully in order to give initial exposure to foundational concepts. The student's responsibility as a learner is to engage with the course ideas, to come to class prepared to participate in class discussions, exercises, and to learn to think critically as she/he/they listen/s, write/s and discuss/es.

Attendance: The Sociology Department in the School of Social Sciences at the University of California San Diego expects students to attend class on time and to stay until the end. University of California believes that significant student learning occurs in the classrooms and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered. Students are responsible for any missed content, announcements, due dates, homework assignments, date changes, etc. when they miss a class. To the extent possible, please inform the instructor if you know ahead of time that you will be absent or late for a class. In case of extraordinary circumstances (e.g. serious illness, death in the family, etc.), considerations will be made regarding any assignments that occur in the timeframe of the emergency. Please note that the extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Required readings: Readings will be made available through Canvas every Thursday for the following week. Complementary readings will be suggested from time to time for students who wish to pursue selected topics in depth. Students are encouraged to share other helpful resources with the class. Please come to class prepared to critically and actively engage with the assigned texts.

Class participation: Students are expected to participate in discussions, exercises, and group work to the best of their abilities. They are expected to read the articles and listen to the videos or audio files listed as “required” in advance of the session, so that they can use the information in class.

Reflective discussion post: The reflective discussion post represents a summary of critical thoughts in response to the required readings of each week. The purpose of this exercise is to allow students a chance to process weekly class material and to help students to develop questions, comments, or critiques to discuss in class with their peers. It will also help the instructor assess students’ understanding of materials and readings. Students are invited to write one paragraph (100-200 words) that should include 1) a summary of the main argument of at least one required reading of the week and 2) students' opinion of the reading. Only your highest eight reflective discussion posts will be counted. Please post the reflexive discussion post on Canvas by 11:59pm each Thursday.

Midterm Exam: A midterm exam will be made available through Canvas starting at 11:59pm PST on Thursday, October 31st of Week 5 and will close at 11:59pm on Friday, November 1st. The midterm exam will consist of multiple choice, short response answers and one essay response. The exam will cover both readings and lecture materials that are *not* taken directly from the readings.

Final Health Autobiographic Project: This project will ask students to reflect on an experience they have had with health, healing, and illness throughout their life (e.g., chronic illness, death of a loved one, doctor’s visit). This experience can be about their own health or the health of a family member or friend. Students will describe how the experience impacted them and how the experience related to at least 3 topics and one sociological concept we have learned about in class. This project is assigned to help students improve their analytical skills, critical thinking, and to become familiar with how their thoughts are shaped by their assumptions and preconceived ideas. Students are invited to take a position, clearly argue their points (drawing on class readings and discussions). Students can choose to present their final project as writing essay or as a recorded presentation. Guidelines will be provided closer to the deadline. This assignment is due on Canvas by 11:59pm on Thursday, December 12th.

Midterm Session Evaluation Survey: Your feedback helps to assess the effectiveness of individual sessions, provide requested feedback to guest speakers, and most importantly to keep improving this course in real time and for future quarters. Therefore, you are asked to complete a midterm evaluation survey to receive full credit for this portion of your grade. The evaluation is very brief and will be made available through Canvas on Week 4 from October 23rd to October 30th. **Your submissions will be anonymous** – I will be able to see that you completed the evaluation, but the survey results will not be attached to your name. The evaluation will be open for completion for a week, after which point the evaluation will be closed. These evaluations are also an opportunity for you to provide general feedback to the instructor about how the class is going, not specific to a session. There will also be an opportunity to provide anonymous feedback through the Department (which will also be shared with the instructor) at the end of the quarter: <https://cape.ucsd.edu/>.

Extra credit opportunity

Current Event Analysis: Students will have the opportunity to earn extra credit (up to 5 points) by exploring in depth a topic of interest, learn in a group, and practice cooperation, negotiation, and delegation with peers. The topic can be chosen by the students but must be approved by the instructor prior to the presentation. Topic ideas may also be provided by the instructor to the students in need of assistance. As part of a team, students will present an analysis of a current event in class. A two-to-three-member team will have 10 minutes to present the current event analysis considering, based on the following format:

- Background/ contextual information
- Fact description, and if possible, the meanings it might have for the actors involved
- Analytical reflections related to the topics discussed in the course
- In conclusion, the team must bring two to three questions to discuss with all the classmates

The presentations will take place on **December 6th**. The sources of information can be the media, newspapers, and documentary films (not academic articles). The team must inform the instructor of their interest in participating in this activity no later than November 15th. Students can earn up to five points, which will be added to the final grade. Students are encouraged to work together and will receive a group grade for the final product. Current event analysis will be graded based on group participation in preparation and presentation, relevancy of the content, critical thinking, and presentation style. Groups will be supported by the instructor as needed.

Course Assessment:

Grading: Grades are assigned based on the following letter grade and marks criteria (see below). The instructor will take every effort to grade all submitted assignments within ten days of the due date.

Letter Grade and Marks:

A+	96.50 – 100	B+	86.50 – 89.49	C+	76.50 – 79.49	D+	66.50 – 69.49
A	92.50 – 96.49	B	82.50 – 86.49	C	72.50 – 76.49	D	60.00 – 66.49
A-	89.50 – 92.49	B-	79.50 – 82.49	C-	69.50 – 72.49	F	59.00 and below

Key Dates:

ASSIGNMENT	DEADLINE	SUBMISSION TYPE
Reflective Discussion Posts	Each Thursday By 11:59pm	On Canvas
Midterm Exam	November 1st By 11:59pm	On Canvas
Final Project	December 12th By 11:59pm	On Canvas
Extra credit opportunity		
Interest in Participating	November 15th By 11:59pm	By email
Extra credit presentation	December 6th By 11:59pm	On Canvas

Course policy:

Late Work Policy: Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-4 days late. Assignments will not be accepted if late by more than four days other than under exceptional circumstances.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Writing Policy: Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. If desired, instructor comments can be made verbally and delivered to the student as an mp4. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp4 feedback must state so when the essay is turned in. All papers should demonstrate mastery of grammar, punctuation, spelling, and syntax expected of college level students. If you need writing assistance, please seek help from the Student Support Services Program in the Office of Academic Support and Instructional Services (OASIS). You can also contact the UCSD Writing Hub (writinghub@ucsd.edu). All papers are to be word-processed, proofread, and solely the work of the author.

Group Work Policy (for extra credit only): Everyone must take part in the assigned group (midterm) project. All members of a group will receive the same score; that is, the project is assessed, and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions.

Student Expectations:

Statement of University of California’s Policy on Integrity of Scholarship: The UCSD Policy on Integrity of Scholarship provides in-depth information about the policies and procedures relating to student integrity of scholarship.

According to the policy, “Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld.”

More information can be found on the Academic Senate Office website: <https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/appendices/2>.

Statement Related to Accommodations for Students with Disabilities: If you require classroom accommodation because of a disability, you must first contact the Office for Students with Disabilities (<https://osd.ucsd.edu/>) to determine eligibility for modifications, and other adjustments and accommodations due to a disability. You should inform the course instructor as soon as possible regarding eligibility determinations. The university is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health: Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor or to seek confidential assistance at Student Health Services, 858-534-3300 or Counseling and Psychological Services (CAPS), 858-534-3755. Visit their website for more information: <https://wellness.ucsd.edu/Pages/default.aspx>. Crisis intervention is always available 24/7 from: CAPS, 858-534-3755. **BUT** – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Title IX Statement: The Office for the Prevention of Harassment and Discrimination (OPHD) is the Title IX Office for UC San Diego and investigates reports of sexual harassment, sexual violence, dating and domestic violence and stalking. You may file a report online with the UC San Diego Office for the Prevention of Harassment and Discrimination (OPHD) at <https://ophd.ucsd.edu/> or you may call OPHD at 858-534-8298.

Please note that University employees (including faculty and teaching assistants), who are not confidential resources, are designated Responsible Employees. Responsible Employees are required to report any incidents of sexual violence or sexual harassment to Michael Diaz OPHD Director / Title IX Officer.

If you are not ready to file a report, but wish to receive confidential support and advocacy, please contact CARE at the Sexual Assault Resource Center (CARE at SARC). CARE at SARC provides violence prevention education for the entire UCSD campus and offers free and confidential services for students, staff and faculty impacted by sexual assault, relationship violence and stalking. Accessing resources at CARE at SARC will not constitute a report to the University.

Academic Conduct Policy: The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Instructor Goals:

At a minimum, I hope to pursue the following goals and solicit your open and timely feedback on how well we are meeting these goals:

- Communicate effectively and frequently;
- Be an enthusiastic, active and involved;
- Demonstrate a mastery of the discipline;
- Relate material to current practices;
- Clearly explain complex concepts and ideas;
- Provide a framework for lifelong learning;
- Strive to involve participant in class activities;
- Be available to assist participants in or out of class; and
- Have respect and concern for all participants.

Class Schedule:

Tentative schedule available at the time of syllabus publication. Due to availability of potential guest speakers, course content might need to be modified. The instructor will inform the students of any changes to topic and readings.

See schedule below and on Canvas for the most up to date schedule!

Week 0 – Introduction and Overview

Friday, September 27, 2024 (on Campus)

Welcome, Class Overview and Expectations

Week 1 – Introduction to Sociology of Health and Illness

Monday, September 30th (on Zoom)

Introduction to Sociology of Health and Illness

- Required reading: Conrad, P., & Barker, K. K. (2010). The social construction of illness: Key insights and policy implications. *Journal of Health and Social Behavior*, 51, S67-S79.
- Complimentary reading: Cockerham, W. C. (2017). *Sociology of Medicine and Health: A Critical Approach*. Chapter 1.

Wednesday, October 2nd (on Campus)

How Diseases Are Made Visible

- Required reading: Wailoo, K. (1996). Genetic marker of segregation: sickle cell anemia, thalassemia, and racial ideology in American medical writing 1920-1950. *History and Philosophy of the Life Sciences*, 305-320.

Friday, October 4th (on Zoom)

Illness, Disease, and Medicine

- Required reading: Aronowitz, R. A. (2001). When do symptoms become a disease?. *Annals of internal medicine*, 134(9_Part_2), 803-808.
- Complimentary reading: Jones, D. S., S. H. Podolsky, and J. The Burden of Disease and the Changing Task of Medicine *New England Journal of Medicine* 366(25):2333-38.

Week 2 – The Social Determinants of Health

Monday, October 7th (on Zoom)

Socioeconomic Status and Health Inequalities

- Required reading: Link, B. G., & Phelan, J. (1995). Social conditions as fundamental causes of disease. *Journal of health and social behavior*, 80-94.
- Complimentary reading: Braveman, P. A., & Gottlieb, L. (2014). The social determinants of health: It's time to consider the causes of the causes. *Public Health Reports*, 129(1_suppl2), 19-31.

Wednesday, October 9th (on campus)

Impact of Race, Gender, and Ethnicity

- Required reading: Fausto-Sterling, A. (2008). The bare bones of race. *Social Studies of Science*, 38(5), 657-694.
- Complimentary reading: Williams, D. R., & Mohammed, S. A. (2009). Discrimination and racial disparities in health: Evidence and needed research. *Journal of Behavioral Medicine*, 32(1), 20-47.

Friday, October 11th (on Zoom)

Caring for the Poor

- Required reading: Abraham, Laurie Kaye. 1994. *Mama Might Be Better Off Dead: The Failure of Health Care in Urban America*. Chicago: The University of Chicago Press. Introduction and Chapter 3, pp. 1-8 and 44-59.
- Complimentary reading: Laughland, O. (2020). Death by structural poverty”: US South struggles against COVID-19. *The Guardian*.

Week 3 – The Medical Profession and Healthcare Systems

Monday, October 14th (on Zoom)

An Introduction to the History of the American Medical Profession

- Required reading: Starr, Paul. 2008. *The Social Transformation of American Medicine: The Rise Of A Sovereign Profession And The Making Of A Vast Industry*. Basic Books. Pp. 79-144.
- Complimentary reading: Timmermans, S., & Oh, H. (2010). The continued social transformation of the medical profession. *Journal of health and social behavior*, 51(1_suppl), S94-S106.

Wednesday, October 16th (on campus)

An Introduction to the History of Public Health

- Required reading: Quadagno, J. (2004). Why the United States has no national health insurance: Stakeholder mobilization against the welfare state, 1945-1996. *Journal of Health and Social Behavior*, 25-44.
- Complimentary reading: Brandt, A. M., & Gardner, M. (2000). Antagonism and accommodation: interpreting the relationship between public health and medicine in the United States during the 20th century. *American journal of public health*, 90(5), 707.

Friday, October 18th (on Zoom)

Healthcare Policy and Reform in the U.S.

- Required reading: Quadagno, J. (2014). Right-wing conspiracy? Socialist plot? The origins of the patient protection and affordable care act. *Journal of Health Politics, Policy and Law*, 39(1), 35-56.
- Complimentary reading: Gaffney, A., & McCormick, D. (2017). The Affordable Care Act: implications for health-care equity. *The Lancet*, 389(10077), 1442-1452.

Week 4 – The Sociology of Medical Knowledge

Monday, October 21st (on Zoom)

Sociology of Scientific Knowledge in Medicine

- Required reading: Oreskes, Naomi and Erik M. Conway. 2011. *Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming*. Reprint edition. New York, NY: Bloomsbury Press. Chapter 5.
- Complimentary reading: Epstein, S. (1996). *Impure Science: AIDS, Activism, and the Politics of Knowledge*. University of California Press.

Wednesday, October 23rd (on campus)

Construction of Medical Facts and Truths

- Required reading: Baden, L. R., Solomon, C. G., Greene, M. F., D'Agostino, R. B., & Harrington, D. (2020). The FDA and the Importance of Trust. *New England Journal of Medicine*, 383(27), e148.
- Complimentary reading: Latour, B., & Woolgar, S. (1979). *Laboratory Life: The Construction of Scientific Facts*. Princeton University Press.

Friday, October 25th (on Zoom)

Lay, Expert and the Biomedical Research

- Required reading: Epstein, S. (1995). The construction of lay expertise: AIDS activism and the forging of credibility in the reform of clinical trials. *Science, technology, & human values*, 20(4), 408-437.
- Complimentary reading: Jasanoff, S. (1995). *Science at the Bar: Law, Science, and Technology in America*. Harvard University Press.

Week 5 – Environmental Health, Lead, and Review

Monday, October 28th (on Zoom)

Environmental Health and the Many-Sided Riddle of Lead

- Required reading: Brown, P., Mayer, B., Zvestoski, S., Luebke, T., Mandelbaum, J., & McCormick, S. (2003). The health politics of asthma: environmental justice and collective illness experience in the United States. *Social Science & Medicine*, 57(3), 453-464.
- Complimentary reading: Finnegan, William. 2016. Flint and the Long Struggle Against Lead Poisoning. *The New Yorker*, February 4.

Wednesday, October 30th (on campus)

Midterm review

- We will go over the exam structure and discuss students' questions for us to review and discuss

Friday, November 1st (no class)

Take-Home Exam

- No class to help ensure you have time to complete the take-home exam

Week 6 – Sexuality and Reproductive Health

Monday, November 4th (on Zoom)

Sociopolitical Context of Abortion and Contraception

- Required reading: Joffe, C., & Weitz, T. A. (2003). Normalizing the exceptional: incorporating the “abortion pill” into mainstream medicine. *Social Science & Medicine*, 56(12), 2353-2366.
- Complimentary reading: Ginsburg, F. D., & Rapp, R. (1991). *Conceiving the New World Order: The Global Politics of Reproduction*. University of California Press.

Wednesday, November 6th (on campus)

Reproductive Health Inequalities

- Required reading: Dudgeon, M. R., & Inhorn, M. C. (2004). Men's influences on women's reproductive health: medical anthropological perspectives. *Social Science & Medicine*, 59(7), 1379-1395.
- Complimentary reading: Roberts, D. (1997). *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. Pantheon Books.

Friday, November 8th (on Zoom)

Reproductive Justice

- Required reading: Luna, Z., & Luker, K. (2013). Reproductive justice. *Annual Review of Law and Social Science*, 9, 327-352.
- Complimentary reading: Barnes, L., & Fledderjohann, J. (2020). Reproductive justice for the invisible infertile: A critical examination of reproductive surveillance and stratification. *Sociology Compass*, 14(2), e12745.

Week 7 – Classification Illnesses and Epidemics

Monday, November 11th (no class)

Veterans Day Holiday

Wednesday, November 13th (on campus)

Disease Classification and Medicalization

- Required reading: Barker, K. K. (1998). A ship upon a stormy sea: The medicalization of pregnancy. *Social Science & Medicine*, 47(8), 1067-1076.
- Complimentary reading: Scamell, M., & Alaszewski, A. (2023). Sociology of the pregnant and birthing body. In *Handbook on the Sociology of Health and Medicine* (pp. 393-407). Edward Elgar Publishing.

Friday, November 15th (on Zoom)

The Obesity Epidemic

- Required reading: Fletcher, I. (2014). Defining an epidemic: the body mass index in British and US obesity research 1960–2000. *Sociology of Health & Illness*, 36(3), 338-353.
- Complimentary reading: Saguy, A. C. (2013). *What's Wrong with Fat?*. Oxford University Press.

Week 8 – Mental Health, Addiction and Society

Monday, November 18th (on Zoom)

Sociocultural Definitions of Mental Illness

- Required reading: Horwitz, Allan V. 2002. *Creating Mental Illness*. University of Chicago Press. Pp. 1-18.
- Complimentary reading: Hacking, Ian. 2006. “Making Up People.” *London Review of Books*, August 17, 23-26.

Wednesday, November 20th (on campus)

Stigma and Social Support Networks

- Required reading: Blum, L. M., & Stracuzzi, N. F. (2004). Gender in the Prozac nation: Popular discourse and productive femininity. *Gender & Society*, 18(3), 269-286.

Friday, November 22nd (on Zoom)

Illicit Drugs

- Required reading: Acker, C. J. (2010). How crack found a niche in the American ghetto: The historical epidemiology of drug-related harm. *BioSocieties*, 5, 70-88.
- Complimentary reading: Dumit, Joseph. 2012. *Drugs for Life: How Pharmaceutical Companies Define Our Health*. Durham, N.C.: Duke University Press Books. Introduction and Chapter 2.

Week 9 – Healthcare Professions and Patient Advocacy

Monday, November 25th (on Zoom)

Role and Socialization of Healthcare Professionals

- Required reading: Wertz, R. W., & Wertz, D. C. (1990). Notes on the decline of midwives and the rise of medical obstetricians. In *The Sociology of Health and Illness*. St Martins Press, New York.
- Complimentary reading: Becker, H. S., & Geer, B. (1961). The fate of idealism in medical school. *American Sociological Review*, 26(2), 268-281.

Wednesday, November 27th (on campus)

Power Dynamics in Doctor-Patient Relationships

- Required reading: Lupton, D. (1997). Consumerism, reflexivity and the medical encounter. *Social Science & Medicine*, 45(3), 373-381.
- Complimentary reading: Timmermans, S., & Oh, H. (2010). The continued social transformation of the medical profession. *Journal of Health and Social Behavior*, 51(1_suppl), S94-S106.

Friday, November 29th (no class)

Thanksgiving Holiday

Week 10 – Making Sense of Illnesses

Monday, December 2nd (on Zoom)

Contested Illnesses

- Required reading: Aronowitz, Robert A. 1999. *Making Sense of Illness: Science, Society and Disease*. Cambridge University Press. Pp. 19-38.
- Please watch: Brea, Jennifer. 2016. “What Happens When You Have a Disease Doctors Can’t Diagnose.” *TED Talks*.

Wednesday, December 4th (on campus)

Social Networks and Health

- Required reading: Klinenberg, E. (2001). Dying alone: The social production of urban isolation. *Ethnography*, 2(4), 501-531.

Friday, December 6th (on campus)

Final Reflections and Course Synthesis

- Required reading: Wailoo, K. (2020). Spectacles of difference: the racial scripting of epidemic disparities. *Bulletin of the History of Medicine*, 94(4), 602-625.