

Payne Fall 2023 SOCI 135 *Medical Sociology* Syllabus

University of California San Diego
Department of Sociology
Fall 2023

Dr. Christine Payne
capayne@ucsd.edu

TuTh 12:30-1:50 pm PST

Tuesdays: In-person Lecture – CENTR 214

Thursdays: Synchronous Virtual Lecture (Exceptions: September 28th & December 7th)
(Link in Canvas ‘Announcements’)

Zoom Office Hours: 10:00 am - 12:00 pm PST Tuesdays



SOCI 135 - Medical Sociology

What characterizes ‘human nature’? What is the relationship between biology and society? How, and on what basis, do medical facts emerge? What is the relationship between medical knowledge and practice? How does scientific knowledge and practice more broadly relate to larger social systems? What role do politics and ethics play in the construction, reproduction, and transformation of medical knowledge and practice?

This course approaches medical knowledge and practice in light of central sociological concepts including class, race, gender, sexuality, and disability. The course takes an explicitly critical approach in the sense of not taking concepts, claims, or practices for granted. Our aim will be to explore the social and historical roots of medical knowledge and practices in order that we may all contribute to more informed reflection and action inside and outside the medical field.

Student Learning Objectives/Outcomes

Upon satisfactory completion of this course, students will be able to:

- Develop and deploy a critical sociological perspective; more specifically, understand and apply major critical sociological concepts – including class, race, gender, sexuality, and disability - as they relate to the knowledge and practice of Western biomedicine;
- Reflect upon the socially constructed character of ‘human nature’ and taken-for-granted medical and scientific facts;
- Critically reflect upon the interdependent relationships between natural and social environments; designations of ‘normal’ and ‘abnormal;’
- Identify and communicate interesting aspects of, or illuminating relations between, theoretical concepts and empirical applications;
- Critique concepts and analyses, evaluating their capabilities and limitations;
- Write short-answer essays with organized, well-supported arguments;
- Identify potential interventions or transformations aimed at addressing issues of human freedom, happiness, and health.

Canvas

- ❖ Course Syllabus (Syllabus)
- ❖ Weekly Readings and Weekly Lecture Slides (Files)
- ❖ Recorded Lectures (Media Gallery)
- ❖ Documentary Assignments, Midterms & Final Paper (Assignments)
- ❖ Weekly Office Hours Zoom Link (Announcements)
- ❖ Thursday Weeks 1-9 Synchronous Lecture Zoom Link (Announcements)

Canvas will be used to communicate all **course-wide announcements**.

Please be sure that you are able to access Canvas for the duration of the course.

Please be sure to check Canvas regularly for any course-wide announcements.

Email and Office Hours

Please allow me 24 hours to respond to your email during the work week (Monday-Friday). Over weekends and university holidays, please know that I will respond at the start of the work week. If you know you have a question or will need to be in touch, please do so sooner than later. If you have questions that require in-depth answers, I may request that we meet during virtual office hours or by zoom appointment.

I am available in **virtual office hours each Tuesday from 10:00 am -12:00 pm PST**.

A zoom link for office hours is available under our ‘Announcements’ tab on Canvas.

Assignments & Grading

The final grade for our class will have **four components** worth a **total of 500 points**.

(140 points) 1st Midterm (Week 5)

Due end of day (11:59 pm PST) on Friday November 3rd

(140 points) 2nd Midterm (Week 9)

Due end of day (11:59 pm PST) on Friday December 1st

(100 points) Final Exam (Finals Week)

Due end of day (11:59 pm PST) on Friday December 15th

(40 points each x 3 = 120 points) Documentary Assignments

Due end of day (11:59 pm PST) on Fridays of Weeks 4, 7, 10

Our **Midterms** will consist of a combination of term identifications (IDs) and short-essay questions.

Documentary Assignments (3) will consist of 2-page guided reflections on topics presented in relation to course materials. UCSD Library & VPN Login Required for Documentary Assignments #2 & #3.

The **Final Paper** will consist of a 5-page essay, critically synthesizing materials covered across the quarter.

Details of each graded component will be covered in lecture.

UCSD Library & VPN Login Information (For Documentary Assignments #2 & #3)

<https://blink.ucsd.edu/technology/network/connections/off-campus/VPN/>

Course Grading Scale

98+: A+

98-93: A

Payne Fall 2023 SOCI 135 *Medical Sociology* Syllabus

92-90: A-
 89-88: B+
 87-83: B
 82-80: B-
 79-78: C+
 77-73: C
 72-70: C-
 69-60: D
 59 and below: F

Please Note: Late work will lose 1/3 of a letter grade per day late.

Please Note: No coursework will be accepted, and no grade adjustments will be made past the last day of our university-scheduled course final – Friday December 15th.

Optional Extra Credit

A write-up (1-2 pages double-spaced) reflecting on our *Unnatural Causes* (Week 1) and/or *Sicko* (Week 10) documentaries may be submitted for extra credit.

Extra credit points will be added to final papers at the end of the quarter.

Each extra credit write-up is worth 10 points. Up to 20 points total of extra credit available.

Please **submit extra credit reflections directly to Professor Payne via email (capayne@ucsd.edu) any time up to end of day (11:59 pm) Friday December 15th.** Please include your name and our course # (SOCI 135).

Respect

At their best, college courses flourish when everyone involved takes seriously the responsibility to engage course material in a critical manner. Critical engagement is grounded in thoughtful reflection, and such thoughtful reflection may provide opportunities for respectful disagreement. Respectful disagreement often leads to illuminating discussions and further thoughtful engagement for us all. There is a world of difference between disagreement and disrespect.

What I expect and require in our class – both in-person and online - is a mature and mindful space that refrains from personal attacks and explicit or implied hostility. In the intellectual and ethical interests of us all, I do not tolerate disrespectful or hostile discussion. As we cultivate our learning spaces together, it promotes our intellectual endeavors to harbor these differences and similarities, agreements and disagreements, towards promoting the free exchange of ideas and a space where that is possible.

Academic Integrity

All academic work must be done by the individual to whom it is assigned, without unauthorized aid of any kind. Avoid even unintentional plagiarism. Give full credit to the sources for your ideas and writing. Collaboration in studying is OK; collaboration in writing is not. **Use of AI generators to do one's SOCI 135 coursework is a violation of academic integrity.**

Violations of academic integrity will result in a grade of ‘0’ for the assignment. Violations will also be referred to the college for administrative action. If you have any questions regarding academic integrity, please do not hesitate to be in touch with me at any time. Please also consult the bottom of this syllabus for further information.

UCSD’s academic integrity information can be viewed at:

<https://students.ucsd.edu/academics/academic-integrity/index.html>

Please look it over and do not hesitate to be in touch with any questions.

Course Content & Schedule (Subject to Minor Variation as Necessary)

****Please note that page numbers given for texts refer to pages of/in readings – not the page numbers across the top of any pdfs of these readings.****

Week “Zero: – Introduction to Course

Week One – Questions of Health and Illness in Social Contexts

- ❖ **Wing, Steve.** 1994 “Limits of Epidemiology” *Medicine and Global Survival*. 1(2) pp. 74-86
- ❖ **Bowleg, Lisa.** 2020 “We’re Not All in This Together: On COVID-19, Intersectionality, and Structural Inequality” *American Journal of Public Health*:
<https://ajph.aphapublications.org/doi/10.2105/AJPH.2020.305766>

- ❖ **Unnatural Causes** Clips **(Extra Credit Available)**

https://unnaturalcauses.org/video_clips_detail.php?res_id=80

https://unnaturalcauses.org/video_clips_detail.php?res_id=219

https://unnaturalcauses.org/video_clips_detail.php?res_id=217

https://unnaturalcauses.org/video_clips_detail.php?res_id=2104

Week Two – Biopower: Productions of Health & Normalcy

- ❖ **Sanders, Rachel.** 2017 “Self-Tracking in the Digital Era: Biopower, Patriarchy, and the New Biometric Body Projects” *Body & Society* 23(1) pp. 36-63

- ❖ **Fausto-Sterling, Anne.** 1993 “The Five Sexes: Why Male and Female are Not Enough” *The Sciences*. March/April pp. 20-24 (Check out the letters to the editor after the article).
- ❖ **Fausto-Sterling, Anne.** 2000 “The Five Sexes, Revisited” *The Sciences*. July/August 2000. pp. 19-23
- ❖ **HRC Foundation.** 2023. *Fatal Violence Against the Transgender and Gender Non-Conforming Community in 2023*. <https://www.hrc.org/resources/fatal-violence-against-the-transgender-and-nonbinary-community-in-2023>
- ❖ **HRC Foundation.** 2023. *Map: Attacks on Gender Affirming Care by State*. <https://www.hrc.org/resources/attacks-on-gender-affirming-care-by-state-map>
- ❖ View *Transformation* Documentary (2016) Directed by Melissa Johnson. <https://www.mtvact.com/videos/7-mtv-docs-transformation>

Week Three – Biological Determinism and Ideological Loops

- ❖ **Lewontin R.C. et al.** 2011 “The Determined Patriarchy” in *Not in Our Genes: Biology, Ideology, and Human Nature*. Pantheon/Random House, New York. pp. 131-163
- ❖ **Martin, Emily.** 1991 “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male and Female Roles” *Signs*. 16(3) pp. 485-501

Week Four – Reification, Race, Racism

- ❖ **Chadha, Noor, Bernadette Lim, Madeline Kane, and Brenly Rowland.** 2020. *Toward the Abolition of Biological Race in Medicine: Transforming Clinical Education, Research, and Practice*. Institute for Healing and Justice in Medicine Policy Brief. Pp. 5-40

- ❖ **National Academy of Sciences.** 2023. “Researchers Need to Rethink and Justify How and Why Race, Ethnicity, and Ancestry Labels Are Used in Genetics and Genomics Research, Says New Report.”
<https://www.nationalacademies.org/news/2023/03/researchers-need-to-rethink-and-justify-how-and-why-race-ethnicity-and-ancestry-labels-are-used-in-genetics-and-genomics-research-says-new-report#:~:text=The%20report%20says%20researchers%20should%3A,labels%20consistently%20to%20all%20participants>
- ❖ **AMA.** 2020. AMA policy recognizes racism as a public health threat: <https://www.ama-assn.org/press-center/press-releases/new-ama-policy-recognizes-racism-public-health-threat>
- ❖ **AMA.** 2020. AMA Board of trustees pledges action against racism, police brutality: <https://www.ama-assn.org/press-center/ama-statements/ama-board-trustees-pledges-action-against-racism-police-brutality>
- ❖ **Wallis, Claudia.** 2020 “Why Racism, Not Race, Is a Risk Factor for Dying of COVID-19” *Scientific American*.
<https://www.scientificamerican.com/article/why-racism-not-race-is-a-risk-factor-for-dying-of-covid-19/>
- ❖ **Cimini, Kate.** 2021. ‘We’re born Indian and we die white’: California Indigenous fear COVID deaths undercounted” in *Cal Matters*.
<https://calmatters.org/california-divide/2021/03/california-indigenous-fear-covid-deaths-undercounted/>
- ❖ **Documentary Assignment #1 Due: Friday October 27th**

Week Five – Neoliberalism & Mental Health

- ❖ **Esposito, Luigi and Fernando M. Perez.** 2014 “Neoliberalism and the Commodification of Mental Health” *Humanity and Society*. 38(4) pp. 414-442
- ❖ Midterm #1 Review

❖ **Midterm #1 Due: Friday November 3rd by end of day - Canvas 'Assignments'**

Week Six - Reproduction: Eugenical Control vs. Emancipatory Autonomy

- ❖ **Manian, Maya.** 2020. "Immigration Detention and Coerced Sterilization: History Tragically Repeats Itself." *American Civil Liberties Union*: <https://www.aclu.org/news/immigrants-rights/immigration-detention-and-coerced-sterilization-history-tragically-repeats-itself/>
- ❖ **Brown, Jenny.** 2019. *Birth Strike: The Hidden Fight over Women's Work*. MIT Press.
Chapter 4 – *Comstockery to the Baby Boom* pp. 60-69
Chapter 5 – *Population Panic to the Baby Bust* pp. 70-80
- ❖ **Goodwin, Michelle.** 2020 "The Racist History of Abortion and Midwifery Bans" *American Civil Liberties Union*: <https://www.aclu.org/news/racial-justice/the-racist-history-of-abortion-and-midwifery-bans/>
- ❖ **Baden, Kelly & Jannifer Driver.** 2023. "The State Abortion Policy Landscape One Year Post-Roe." Guttmacher Institute: <https://www.guttmacher.org/2023/06/state-abortion-policy-landscape-one-year-post-roe>
- ❖ **Willis, Ellen.** 1992 [1981] "Abortion: Is a Woman a Person?" in *Beginning to See the Light: Sex, Hope, and Rock-and-Roll*. pp. 333-335
- ❖ View *The Eugenics Crusade Documentary* (UCSD Library & VPN Login Required) (2018) Director: Michelle Ferrari.
<https://www.kanopy.com/en/product/6085026?vp=ucsd>

Week Seven – Medical Expertise: Professional & Lay Knowledges I

- ❖ **Epstein, Steve.** 1995 "The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials" *Science, Technology and Human Values*. 20(4) pp. 408-437
- ❖ **Documentary Assignment #2 Due: Friday November 17th**

Week Eight – Final Paper & Midterm #2 Walk-Through

- ❖ Tuesday November 21st – **Final Paper & Midterm #2 Walk-Throughs**
- ❖ View *How to Survive a Plague* Documentary (UCSD Library & VPN Login Required) (2012) Director: David France.
<https://www.kanopy.com/en/product/12157233?vp=ucsd>
- ❖ **Thursday November 23rd – No Class – Holiday!**

Week Nine – Medical Expertise: Professional & Lay Knowledges II

- ❖ **Barker**, Kristin K. 2008 “Electronic Support Groups, Patient-Consumers, and Medicalization: The Case of Contested Illness” *Journal of Health and Social Behavior*. 49 pp. 20-36
- ❖ **Hobson-West**, Pru. 2007 “‘Trusting Blindly Can Be the Biggest Risk of All’: Organized Resistance to Childhood Vaccination in the UK” *Sociology of Health and Illness*. 29(2) pp. 198-215
- ❖ **Nahema Marchal and Hubert Au** (2020) “Coronavirus EXPLAINED”: YouTube, COVID-19, and the Socio-Technical Mediation of Expertise” *Social Media & Society* Vol. 6(3) pp. 1-4
- ❖ **Felicity Callard and Elisa Perego**. (2021) “How and Why Patients Made Long Covid” *Social Science and Medicine* Vol. 268 pp. 1-5
- ❖ **Midterm #2 Due: Friday December 1st by end of day - Canvas ‘Assignments’**

Week Ten - Health Care, Capitalism, and Comparative Contrasts

- ❖ **Cohen**, Jennifer. 2020 “COVID-19 Capitalism: The Profit Motive versus Public Health” *Public Health Ethics*. 12(2) pp. 176-178
- ❖ **Aschoff**, Nicole. 2020 “COVID-19 Should Be a Wake-Up Call for Feminists” *Jacobin*.
<https://jacobinmag.com/2020/04/covid-19-coronavirus-pandemic-feminism>
- ❖ **Davis**, Lennard. 2021 “In the Time of Pandemic, the Deep Structure of Biopower Is Laid Bare” *Critical Inquiry* 47(S2) pp. 138-142

- ❖ **Tuesday & Thursday In-Class Documentary Viewing: *Sicko*. 2007 Director: Michael Moore. (Extra Credit Available)**
- ❖ **Documentary Assignment #3 Due: Friday December 8th**

Final Paper Due Friday December 15th (11:59pm) - Canvas 'Assignments'

Welcome!

I look forward to exploring Medical Sociology together this quarter!



Sociology Department

Main Office SSB 401: <https://sociology.ucsd.edu/>

Advising

<https://sociology.ucsd.edu/undergraduate/advising.html>

Accommodations and Important Resources

Every learning environment should be accessible to all. If you have a disability and require accommodations for this class, please contact:

UCSD's OFFICE FOR STUDENTS WITH DISABILITIES: <https://osd.ucsd.edu/>

RELIGIOUS OBSERVANCES

Please let me know as soon as possible if, for any religious reasons, you will require an extension on a part of your overall assessments.

UNIVERSITY ACTIVITIES

Please let me know as soon as possible if, for any university activities, you will require an extension on a part of your overall assessments.

COUNSELING AND PSYCHOLOGICAL SERVICES

The Counseling Center (CAPS) offers counseling for personal & career concerns, self-help information, and referrals for additional mental health services. It is located in UCSD's Galbraith Hall 190.

<https://caps.ucsd.edu/make-appointment/appointments.html>

NATIONAL SUICIDE PREVENTION HOTLINE: 1-800-273-8255

STUDENT HEALTH SERVICES

<https://wellness.ucsd.edu/studenthealth/Pages/default.aspx> (or: studenthealth@ucsd.edu)

UCSD HUB/BASIC NEEDS CENTER

UCSD has a Response Team that helps students who need immediate support. This support could include short-term provision of food, shelter, or financial crisis among other items. In many situations, campus personnel will coordinate with community social service agencies to support our students in these situations. If you are in need of immediate support, please contact basicneeds@ucsd.edu or call 1-858-246-2632.

<https://basicneeds.ucsd.edu/>

WELL BEING – “The Zone”

<https://students.ucsd.edu/well-being/index.html>

GENDER NEUTRAL BATHROOMS

There are gender-neutral restrooms on campus. A complete list with maps can be found at: <https://maps.ucsd.edu/map/Default.htm?id=1005#!ce/37654?ct/0,18011?mc/32.876073117796686,-117.22527980804445?z/15?lvl/0>

REPORTING SEXUAL VIOLENCE

Please know that I, like all UCSD faculty, am mandated to report any allegations of sexual assault involving members of the University community to the campus Title IX office. You do not have to follow up with them if you do not wish to, but it is important that you are aware of your resources as well as rights, such as withdrawing from a class if need be. Review information about your rights, how to pursue a university discipline charge and a criminal charge, and how to report the violence without pursuing any charges at: <https://sos.ucsd.edu/filing-a-report/index.html> or call: 858-534-8298.

UCSD ESCORT SERVICE

Call extension 4-WALK or (858) 534-9255 from sunset to 4 a.m. daily. After 1 a.m., police department staff may provide this service. You can arrange a repeating escort so a community service officer (CSO) will meet you at the same place and time, which makes it more convenient to get a late-night escort.

SEXUAL ASSAULT VICTIM ADVOCATE

<http://care.ucsd.edu/> or call: 858-534-5793

TRITON TRANSFER HUB

<https://transferstudents.ucsd.edu/>

INTERNATINAL STUDENTS AND PROGRAMS OFFICE (ISPO)

<https://ispo.ucsd.edu/>

**OFFICE OF ACADEMIC SUPPORT & INSTRUCTIONAL SERVICES
(OASIS)/EDUCATIONAL OPPORTUNITY PROGRAM (EOP)**

Especially helpful for first generation, non-traditional, and English as a Second Language Students, but of course open to all: <https://oasis.ucsd.edu/> (or call: 858-534-3760)

UCSD CAREER CENTER

The UCSD Career Center can help you assess your interests.
858-534-3751 <https://career.ucsd.edu/> (or: careercenter@ucsd.edu)

WRITING HUB

If you need help with writing with this or any class, please contact the UCSD Writing Hub.
<https://writinghub.ucsd.edu/>

BLACK RESOURCE CENTER

858-534-0471 <https://brc.ucsd.edu/>

WOMEN'S CENTER

858-822-0074 <https://women.ucsd.edu/>

SAN DIEGO LGBT COMMUNITY CENTER

3909 Centre St., San Diego, CA 92103
<http://www.thecentersd.org/>

UNDOCUMENTED STUDENT SERVICES

858-822-6916 <https://uss.ucsd.edu/> (or: undoc@ucsd.edu)

TRANSGENDER CARE

(858) 534-3300 <https://wellness.ucsd.edu/studenthealth/services/Pages/transgender-care.aspx>

RAZA RESOURCE CENTRO

858-822-0072 <https://raza.ucsd.edu/>

INTERTRIBAL RESOURCE CENTER (ITRC)

858- 822-0048 <https://itrc.ucsd.edu/>

CROSS CULTURAL CENTER

CHEATING AND PLAGIARISM

Cheating and plagiarism are serious offenses. You are plagiarizing or cheating if you:

- For written work, copy anything from a book, article, website, or AI generator and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number
- For written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the reference for the source
- Use academic visuals obtained from a book, article, or website without providing a reference for the visual
- Recycle a paper you wrote for another class
- Turn in the same (or a very similar paper) for two classes
- Purchase or otherwise obtain a paper and turn it in as your own work
- Copy the work of a classmate

Consequences of cheating and plagiarism

Consequences are at the instructor's and the administration's discretion. Instructors are mandated by the UCSD system to report the offense to the administration. Consequences may include any of the following: warning; failing the assignment; failing the class; probation; suspension; expulsion