

S101 Social Problems and Policies: Medicine in America

Fall 2019

Indiana University

Location: Swain East 105

Monday/Wednesday 9:30-10:45am

Professor Hernandez

Office Hours: Tuesday 2-3pm

Office: 756 Ballantine Hall

Associate Instructor (AI): Yingjian Liang

Email: liangyin@iu.edu

AI Office Hours:

AI Office Hours Location:

Course Objectives

The primary objective of this course is to teach you to how to develop the analytic skills to think critically about social problems. We will use a sociological lens to achieve this aim, while focusing on the sociology of health and illness. More specifically, during this course we will:

- ◆ Outline the historical and current role of biomedicine, public health, and alternative medicine;
- ◆ Explore classic and current medical sociology research in the areas of illness experience, health behavior, and health care utilization;
- ◆ Examine the cause and societal impact of socioeconomic, racial/ethnic, and gender inequalities in health;
- ◆ Consider the role of social context on health;
- ◆ Understand the implications of current health policy in the United States; and
- ◆ Help premedical students prepare for social portions of the *Psychological, Social, and Biological Foundations of Behavior* section of the new MCAT Exam.

Course Description

At some point in our lives each of us has been or will be affected by an illness. These experiences expose us to the medical system and health care providers, and provide a deeper understanding of what it means to be healthy.

1. How can we understand experiences of health and illness in the context of the larger health care and public health systems?
2. What does it mean to be healthy or ill?
3. How are health and illness the cause and consequence of broader inequalities in our society?

The sociology of health and illness explores these questions within the larger institutional context (e.g., hospitals, pharmaceutical industry) and broader societal trends of power and inequality.

We begin by exploring the institutional evolution of the current U.S. health care system. In addition to the Western biomedical system, we consider the role of public health, health demography, and alternative medicine. After gaining an understanding of the broader health care system, we will then delve into individual illness experiences, medicalization, patient-provider interaction, health care utilization, and medical uncertainty. We will consider how social background affects the ways that people experience illness, seek help while they are sick, engage in preventive behaviors, and utilize Western biomedical or alternative medicine. We will also consider the medicalization of mental health and deviant behavior in the United States. Differences in health exposures, illness experiences, help seeking behaviors, health behaviors, and health care utilization by social groups lead to health inequalities. In the final part of the class, we will examine these inequalities (e.g., by race, gender, and socioeconomic status) and consider some theoretical explanations. We will conclude the course by focusing on health policy and international perspectives.

Required Texts

One text is required for the course. Please be sure to purchase the 14th edition. Other readings will be available on Canvas.

Cockerham, William C. 2017. *Medical Sociology, 14th Edition*. New York, NY: Routledge.

Course Requirements

For this course you will be required to *participate in class discussion, complete three exams, and write two short papers*. In all, there are a total of 1,000 points available. During class, I will lecture for a portion of the time, but we will also have discussion and active learning exercises.

1. **Class participation (150 points or 15% of grade):** Class attendance is very important – you should plan on attending class to obtain a grade of B+ or higher. If you are unable to attend class, coordinate with another student to obtain notes and information about what you missed. Remaining questions should be directed next to the TA, and finally to me. In class, you will participate in the following ways:
 - a) Course contract: You will also be asked to complete a one-page course contract at the start of the semester, which includes semester goals.
 - b) In-class active learning exercises: In-class active learning exercises are designed to give you an opportunity to delve into specific case studies or discuss current issues.
 - c) Weekly Quizzes: Each week you will be given a short quiz on the weekly readings. No make-up quizzes will be given, but you will be allowed to drop two of your quiz grades.
 - d) Class discussion and participation: You will also have the opportunity to earn additional class participation points by attending class, participating in discussions, asking questions, and visiting office hours.

Weekly in-class active learning exercises and quizzes are worth about 5 points each, contracts are worth 10 points, and the remaining class participation points are worth approximately 50 points.

2. **Short Paper Assignments (250 points or 25% of grade; 100 points for the first paper and 150 points for the second paper):** There will be two short paper assignments, due on October 2nd and November 18th. These assignments will cover current topics in health and medicine. Late papers will be penalized 5 points for each day they are turned in after the deadline. Papers will not be accepted more than one week past the deadline (i.e., October 9th and November 25th). If you are unable to turn in your paper on the due date because of an illness or emergency, please email me in advance. Assignments will not be accepted by email. To turn in an assignment outside of class, bring it to the main office of the Department of Sociology in Ballantine Hall (7th floor).
3. **Exams (600 points or 60% of grade):** The majority of your grade will be comprised of three exams worth 200 points each, to be held on September 30th, November 4th, and the final exam. The exams will include multiple choice, short answer, and short essay questions. The final exam will be cumulative, but weighted most heavily on the material covered after the second exam. All exams will take place during the normal class period in our classroom.

Students in this class are invited to use **Boost**, a free smartphone app developed at IU that provides notifications and reminders about schoolwork in Canvas. It is designed to help students keep track of assignment deadlines, important announcements, and course events all in one easy-to-use app. For more information, see <https://kb.iu.edu/d/atud> or <https://boost.iu.edu>.

Decorum

Your participation in college courses is often the last step prior to full-time employment or a graduate/professional program. I consider it my responsibility to prepare you for these future employment or educational programs. I expect that you arrive on time to show your respect to your fellow classmates and me. Communication within the classroom, on the phone, and by email should be respectful and appropriate (e.g., use correct formatting for emails). Please turn off or silence your cell phones prior to the start of class.

Low Technology

Classes are low-technology, meaning that students are asked to avoid using their computers and phones during the majority of class periods (exam review days are an exception). I discourage using laptops for three reasons.

- a) Research suggests that students remember lectures better if they take handwritten notes, compared to those who type them on a computer.*
- b) Even the most self-disciplined person will be tempted to engage in activities not related to the course during class time.
- c) Students comment that computers are distracting.

We will discuss exceptions in class. *Please* do not hesitate to come speak with me or the AI if this presents any problems for you.

Stay in Touch

Outside of class there are many ways to contact both the AI and me. I encourage you to visit either the AI or me during our office hours. If you need to contact us outside of the class or office hours, you may send an email. Please direct your emails to the AI first. If there are questions that cannot be answered by the AI, they will direct the email to me and I will respond.

Writing Help

For free help at any phase of the writing process—from brainstorming to revising the final draft—visit the Writing Tutorial Services' (WTS, pronounced "wits") website:

<https://wts.indiana.edu/schedule>.

You will need to complete a one-time registration if this is your first time using the online scheduler. You may also call [\(812\) 855-6738](tel:8128556738) for assistance with scheduling an appointment. When you visit WTS, you'll find a tutor who is a sympathetic and helpful reader of your prose. To be assured of an appointment with the tutor who will know most about your class, please call in advance. WTS, in the Learning Commons on the first floor of the West Tower of Wells Library, is open Monday-Thursday 10:00 a.m. to 8:00 p.m. and Friday 10:00 a.m. to 5:00 p.m. WTS tutors are also available for walk-in appointments in the Academic Support Centers in Briscoe, Forest, and Teter residence halls and in several culture centers around campus. Call WTS or visit wts.indiana.edu for hours.

* Mueller, Pam A. and Daniel M. Oppenheimer. 2014. "The Pen is Mightier than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science* 25:1159-1168.

Grading

Your grade will be determined by the total number of points you earn in the course from the exams, paper and class participation—a total of 1,000 points possible (students will receive an F for less than 600 points). Students who demonstrate exceptional work will earn an “A” in the course, while students who demonstrate very good work will earn a “B”. Students who demonstrate that they have completed the course requirements will receive a “C” in the course.

A+	970-1000	B+	870-899	C+	770-799	D+	670-699
A	930-969	B	830-869	C	730-769	D	630-669
A-	900-929	B-	800-829	C-	700-729	D-	600-629

Incompletes

No incompletes will be given except under extraordinary circumstances (i.e., verified illness). In these rare circumstances, we will have a written agreement, initiated and completed prior to the last day of class, about how and when the course will be completed.

Grade Disputes

The AI and I take great care in grading paper assignments fairly and accurately. However, we can make mistakes. If you believe that you received an inaccurate grade on a writing assignment follow the steps below:

1. Within two weeks of the papers being returned in class, write a detailed memo describing the reasons that the grade you received was in error. Good reasons do not include need to have a higher GPA for law, medical, or graduate school, you were rushed, or a change in grade on the assignment will bump your grade for the course.
2. Schedule a time to meet with me during office hours to discuss your memo within two weeks of receiving the grade.

I will review the assignment with fresh eyes considering the points noted in your memo. Please be advised that I will re-grade the assignment, meaning your grade could potentially drop.

If you received an incorrect grade on an exam, please bring it to our attention.

Make-Up Exams

The exams in this course constitute a major portion of your grade. Under the unlikely situation that you are unable to complete an exam at the planned time, you may be given a make-up exam. Circumstances for missing an exam include, but are not necessarily limited to, the following: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify me of such circumstances as far in advance as possible.

Academic Integrity

As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct (Code). When you submit an assignment with your name on it, you are signifying that the work contained therein is all yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand. All suspected violations of the Code will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, a failing grade in the course, among other possibilities, and must include a report to the Dean of Students who may impose additional disciplinary sanctions.

Several commercial services have approached students regarding ***selling class notes/study guides*** to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies and additional consequences may result.

Plagiarism

With regard to the writing process, there is often confusion about plagiarism. Plagiarism is a serious offense defined as the act of presenting, "ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment" (IU Code, 8). For the purposes of this course, ALWAYS cite a source if you use a direct quotation or a string of more than three words that is the same as the original source. If you plagiarize you will receive a grade of zero on the assignment.

Accommodations

Students with special needs and students who have athletic, performing arts, or similar commitments should make requests for such accommodations. With the exception of unusual circumstances, such requests should include university documentation, and should be made during the first two weeks of the semester so that appropriate arrangements can be made. Please refer to the following web sites for more information about disability services: <http://studentaffairs.indiana.edu/disability-services-students/index.shtml>.

Disability Services for Students:

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at the following web site:

<http://disabilityservices.indiana.edu>

or 812- 855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index.shtml>.

Managing the Stress of College

College can be a very stressful time, but IU has two resources available to assist you. (1) You qualify for two free visits to the Counseling and Psychological Services (CAPS) – call 812-855-5711 for questions or an appointment. (2) The Crimson CORPS is a group of trained undergraduate students who provide peer support, advocacy, and outreach – email ccorps@indiana.edu for help. If you or someone you know is dealing with mental illness, I encourage you to visit the resources at the U Bring Change 2 Mind IU web site (<https://ubc2m.iu.edu/Resources/index.html>).

Sexual Violence

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)
- Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)
- IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit stopsexualviolence.iu.edu to learn more.

Bias Reporting

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are not appropriate in our classroom or on campus. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812) 855-8188; or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously if desired.

Digital Access

Digital devices (like laptops and cell phones) are becoming increasingly important to success in college. In this course, you may need digital devices to access readings, complete and submit written assignments, complete online quizzes, verify your attendance, take in-class polls, coordinate with other students regarding group projects, complete and submit group projects.

I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, I encourage students to contact me and/or the teaching assistant if they experience a technology-related problem that interferes with their work in this course. This will enable me to assist students in accessing support.

I also encourage students to be aware of the many technology-related resources that Indiana University provides, including:

- Free on-campus wireless internet (wifi) access through the “IU Secure” network.
- Free software for download and for cloud-based use.
- Free unlimited, secure online storage through Box (a great way to back up files).
- Free 24/7 IU tech support (e.g., email, Canvas, wifi, printing, device setup, etc.).
- Free in-person tech support at the Learning Commons in the Wells Library and in IMU room M089.
- Students can borrow laptops and tablets from the Learning Commons in the Wells Library ([click here for hours](#)).
- Discounts on devices from leading technology companies, including Apple, Dell, and Microsoft.

How to Succeed in this Course

I have designed this course to engage students with different learning styles. In return, I require class participation, including discussion with the entire class and in small groups. In order to have successful discussions, you need to read the materials before class and be willing to participate. In turn, this will help prepare you to succeed on the three course exams and the two paper assignments.

Medical sociology is my favorite research area. I look forward to introducing you to the field.

Course Schedule and Weekly Readings: Part 1

Theme	Week	Date	Day	Exams & Assignments	Weekly Topic	Assigned Reading DUE DATE (WC = William Cockerham)	Additional Reading (not required)	
Medicine, Public Health, and Demography	1	8/26	M		Introduction		WC, Ch. 1: Medical Sociology p. 3-30	
	1	8/28	W		Institutional Settings	1 WC, Ch. 14: Hospitals p. 335-358 2 WC, Ch. 10: Physicians. p. 249-271		
	2	9/2	M	NO CLASS LABOR DAY				
	2	9/4	W		Health Demography	1 Kawachi and Subramanian. "Health Demography," p. 787-808 in in Handbook of Population (<i>skip "Methodological Issues" section</i>). 2 Weeks "The Health and Mortality Transition." Ch. 3 p. 139-188 in <u>Population: An introduction to Concepts and Issues</u> , 12th Edition	Weeks "Demographic Perspectives." Ch. 5 p. 58-99 in <u>Population: An introduction to Concepts and Issues</u> , 12th Edition	
	3	9/9	M		Public Health & Epidemiology	1 WC, Ch. 2: Epidemiology. p. 31-56. 2 McKinlay & McKinlay. "Medical Measures and the Decline of Mortality." p. 10-23.		
	3	9/11	W		<i>Writing Assignment 1</i>			
	4	9/16	M		Medical Profession in Changing Society	WC, Ch. 11: The Physician in a Changing Society. p. 272-291.		
	4	9/18	W	Catch-up day				
	5	9/23	M		Alternative Medicine	1 WC, Ch. 13: Complementary and Alternative Medicine (CAM) p. 312-331. 2 Fox, Lia Lee Dies; Life Went on Around Her, Redefining Care in <i>The New York Times</i>		
	5	9/25	W		<i>Review for Exam 1</i>			

Course Schedule and Weekly Readings: Part 2

Theme	Week	Date	Day	Exams & Assignments	Weekly Topic	Assigned Reading DUE DATE (WC = William Cockerham)	Additional Reading
	6	9/30	M	EXAM 1			
	6	10/2	W	Writing Assignment 1 Due	The Sick Role	WC, Ch. 8: The Sick Role, p. 189-218	
	7	10/7	M		Medicalization	Conrad and Leiter. "From Lydia Pinkham to Queen Levitra: Direct-to-Consumer Advertising and Medicalisation." p. 301-311.	
	7	10/9	W		Mental Illness & Social Stress	WC, Ch. 5: Social Stress and Health. p. 123-150.	
	8	10/14	M		Patient-Provider Interaction	WC, Ch. 9: Doctor-Patient Interaction. p. 219-246.	
	8	10/16	W	Catch-up day			
Sociology of Medicine	9	10/21	M		Topics in Medical Care	2 Williams. "Race, SES, and Health: The Added Effects of Racism and Discrimination." p. 24-40.	
						2 Williams. "Race, SES, and Health: The Added Effects of Racism and Discrimination." p. 24-40.	
	9	10/23	W		Health Care Utilization	WC, Ch. 7: Illness Behavior. p. 168-186	
	10	10/28	M		Medical Uncertainty & Ethics	Skloot. <i>The Immortal Life of Henrietta Lacks</i> . p. 1-41. Jones. "The Tuskegee Syphilis Experiment." p. 310-320.	
	10	10/30	W		<i>Discuss Writing Assignment 2 and Review for Exam 2</i>		

Course Schedule and Weekly Readings: Part 3

Theme	Week	Date	Day	Exams & Assignments	Weekly Topic	Assigned Reading DUE DATE (WC = William Cockerham)	Additional Reading	
	11	11/4	M	EXAM 2				
	11	11/6	W		Health Behaviors	WC, Ch. 6: Health Behavior and Lifestyles. p. 151-167		
	12	11/11	M		Social Determinants of Health	Ross and Mirowsky. "Why Education Is the Key to Socioeconomic Differentials in Health." p. 33-51.		
	12	11/13	W		Biological Approaches	1 Brunner and Marmot. "Social Organization, Stress, and Health." p. 6-30. 2 Shih, Fernandes, and Bird. "The Application of Biomarker Data to the Study of Social Determinants of Health." p. 395-417		
Sociology in Medicine	13	11/18	M	Writing Assignment 2 Due	Health Inequalities	1 Link and Phelan. "Social Conditions as Fundamental Causes of Health Inequalities." p. 3-17. 2 Braveman, Egerter, and Williams. 2011. "The Social Determinants of Health: Coming of Age." Annual Review of Public Health		
	13	11/20	W		Health Care Policy	WC, Ch. 15: Health Care Reform and Social Policy in the US. p. 359-388.		
	14	11/25	M	NO CLASS THANKSGIVING BREAK				
	14	11/27	W					
	15	12/2	M		Health Policy	Hummer and Hernandez. Population Research Bulletin: <i>The Effect of Educational Attainment on</i>		
	15	12/4	W		International Perspectives	WC, Ch. 16: Global Health Care. p.389-425.	Kidder. <i>Mountains Beyond Mountain: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World.</i>	
	16	12/9	M		<i>Review for Exam 3</i>			
	16	12/11	W	EXAM 3 OR FINAL EXAM OPTION				