

Sociology 322: Medical Sociology
University at Buffalo, Fall 2020; 3 credits

MWF 11:30am-12:20pm, via Zoom and/or asynchronously;
see rest of syllabus and course announcements for full details

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Office phone: 716-645-8480

Office hours: Mondays 1:30-2:30pm or by
appointment; via Zoom

TA: Rui (Zoe) Huang
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Office hours: Email to set up a Zoom appointment

MODE OF INSTRUCTION: REMOTE

- Most class sessions will be held in real time via Zoom, and will also be recorded and posted on UBLearns for the sake of absent students. Sometimes, especially on Fridays, students will be asked to do activities on their own (e.g., watch an online documentary) instead of Zoom class. Office hours will be held by Zoom.
- To access Zoom meetings, including professor's office hours: Login to UBLearns, find this class, click "Tools" in the left navigation bar, and choose "Zoom Meeting".

COURSE DESCRIPTION

This course explores notions of illness, health, and health care from a sociological perspective. Students learn about conceptions of health and wellness, the U.S. health insurance system and other health policies in comparative perspective, and health disparities within the U.S. (such as by gender, race/ethnicity, and social class). **See also Student Learning Outcomes** near end of syllabus.

COURSE MATERIALS AND RESOURCES

- Two books are required for this class.
 1. *Crazy Like Us* by Ethan Watters (2010).
 2. *Black Man in a White Coat* by Damon Tweedy (2015).
- All other readings, as well this syllabus and assignment information, will be available on UBLearns (<https://ublearns.buffalo.edu/>).

COURSE REQUIREMENTS AND GRADING

- Please disregard the "points" calculated by UBLearns, as they do not reflect your current grade.
- Final course grades will be calculated based on the following exams/assignments:

○ Exam #1:	25%
○ Exam #2:	25%
○ Exam #3:	25%
○ Group activity on <i>Crazy Like Us</i> :	5%
○ Healthcare reform discussion post:	5%
○ Group activity on <i>Black Man in a White Coat</i> :	5%
○ 10 short quizzes, each worth 1%:	10%

For exact dates of each exam/assignment, see Class Schedule below.

- In more detail:
 - Exams: Students will take *three* non-cumulative, multiple-choice, online exams; each is worth 25% of the final grade.
 - Group activities: For each of the two books we are reading this semester, you will work with a small group of classmates to prepare written answers to a set of questions. The same grade will be given to each member of the group. Each activity is worth 5% of the final grade. We will also have an opportunity to discuss the book in class.
 - Healthcare reform discussion board post: Each student will post a 1-2 paragraph response to the question, “Should the U.S. establish a universal health care system? Why or why not?” Responses should refer to information/examples/ arguments from at least 2 class sources (articles, documentaries, or lectures), which should be clearly identified. You may also cite other sources. Worth 5% of final grade.
 - Short quizzes: Most weeks, you will be asked to take a quiz on that Friday’s course material, to make sure you watched the lecture or documentary. Each quiz is worth 1% of your final grade. There will be 10 such quizzes, for a total of 10% of your final grade.

- **Grading Scale (out of 100):**

A = 94.00 and above	C+ = 77.00–79.99
A- = 90.00–93.99	C = 74.00–76.99
B+ = 87.00–89.99	C- = 70.00–73.99
B = 84.00–86.99	D = 60.00–69.99
B- = 80.00–83.99	F = 59.99 or below

CLASS SCHEDULE (fall 2020)

Note: The class schedule may change. All announcements regarding schedule changes will be emailed to you and/or announced in lecture. You are responsible for keeping up to date on these changes.

Topic	Wk	Date	Specific Topic	To Read or Watch	Notes. All classes are synchronous (live via Zoom) unless noted otherwise.
Defining/measuring health	1	M Aug 31	Introduction to course		
		W Sept 2	Defining/measuring health, 1 of 2	•1A: Scott 2020	
		F Sept 4	Defining/measuring health, 2 of 2	•1B: Leonhardt & Serkez 2020	
Social constructions of health and illness	2	M Sept 7	Social construction of illness	•2A: Conrad and Barker 2010	
		W Sept 9	"COVID in Confined Spaces"		Guest lecture by Prof. John Eason, Center for Diversity Innovation Distinguished Visiting Scholar
		F Sept 11	The sick role	•2B: Parsons 1951 •2C: Glendon 2003	
	3	M Sept 14	Medicalization	•3A: Friedman 2019	
		W Sept 16	Moral entrepreneurs / medical framings	•3B: Vuolo et al. 2017 •3C: Horan-Block 2019	
		F Sept 18	"The Medicated Child"	Watch film <i>The Medicated Child</i>	Watch documentary (56 minutes) at https://www.pbs.org/wgbh/frontline/film/medicatedchild/ and then take quiz #1 .
Providers and patients across the globe	4	M Sept 21	Discussion of film and last 3 readings		[Note: 04A_TimmermansAndOh2010 reading has been postponed to Friday.]
		W Sept 23	Patient-provider interactions	•4B: Gage-Bouchard 2017	
		F Sept 25	The medical profession	•4A: Timmermans & Oh 2010	Watch pre-recorded lecture, and then take quiz #2 .
	5	M Sept 28	Health in China (guest lecture)		Guest lecture by Zoe Huang, PhD candidate, UB Sociology (your TA!)
		W Sept 30	Book club: <u><i>Crazy Like Us</i></u>	•5A: Watters 2010 book, with a focus on Ch. 2.	Small-group assignment about <i>Crazy Like Us</i> due by 11am .
		F Oct 2	Idioms of distress	•5B: Fadiman 1997	Watch pre-recorded lecture, and then take quiz #3 .
U.S. healthcare reform	6	M Oct 5	U.S. healthcare, comparatively	•6A: Khazan 2014	
		W Oct 7	Exam #1		EXAM!
		F Oct 9	"Sick Around America"	Watch film <i>Sick Around America</i>	Watch documentary (54 minutes) at https://www.pbs.org/wgbh/frontline/film/sickaroundamerica/ and then take quiz #4 .
U.S. healthcare reform	7	M Oct 12	Obamacare	•7A: Kliff 2017 •7B: Sanger-Katz 2017	
		W Oct 14	Dysfunction in medical markets	•7C: Rosenthal 2017	
		F Oct 16	Bureaucratic dysfunction	•7D: Abraham 1993	Watch pre-recorded lecture, and then take quiz #5 .
	8	M Oct 19	Impediments to reform	•8A: Blank 2012	
		W Oct 21	Possibilities for reform	•8B: Rosenthal 2019	
		F Oct 23	"Sick Around the World"	Watch film <i>Sick Around the World</i>	Watch documentary (56 minutes) at https://www.pbs.org/wgbh/frontline/film/sickaroundtheworld/ and then take quiz #6 .

Health policies	9	M Oct 26	High U.S. healthcare costs	•9A: Cutler 2020	
		W Oct 28	Policies matter	•9B: Mascarenhas 2012 •9C: Rambotti 2020 (skim)	
		F Oct 30	Universal health care?		Review readings/lectures on U.S. healthcare reform, and then post a 1-2 paragraph answer to the question, “Should the U.S. establish a universal health care system? Why or why not?” See details above.
	10	M Nov 2	U.S. state policies	•10A: Montez et al. 2019	
		W Nov 4	Global health institutions	•10B: Gloyd 2004	
		F Nov 6	Covid-19		Watch lecture by Phil Cohen on Covid-19 (https://www.youtube.com/watch?v=BrQbrS5g8wU), and then take quiz #7.
Social inequalities and health	11	M Nov 9	Social class and health	•11A: Scott 2005	
		W Nov 11	Exam #2		EXAM!
		F Nov 13	How inequality harms health	• 11B: Wilkinson & Pickett 2014	Watch Wilkinson TED talk (https://www.ted.com/talks/richard_wilkinson), and then take quiz #8. Note, today is deadline to resign.
	12	M Nov 16	Theories of health inequality	•12A: Phelan et al. 2010	
		W Nov 18	Racial/ethnic disparities in health	•12B: Williams 2012	
		F Nov 20	History of racist medicine	•12C: Gamble 1997	Watch pre-recorded lecture, and then take quiz #9.
	13	M Nov 23	Book club: <i>Black Man in a White...</i>	•13A: Tweedy 2015 book	Small-group assignment about <i>Black Man in a White Coat</i> due by 11am.
		W-F Nov 25-27	Thanksgiving recess—no class		
		14	M Nov 30	Immigrant health; structural racism	•14A: Viruell-Fuentes et al. 2012 •14B: Contexts 2016
	W Dec 2		Hegemonic masculinity	•14C: Courtenay 2000	
	F Dec 4		Sex, gender, and health	•14D: Lorber & Moore 2008	Watch pre-recorded lecture, and then take quiz #10.
15	M Dec 7	Intersectionality	•15A: Bowleg 2012		
	W Dec 9	Stigma as fundamental cause	•15B: Hatzenbuehler 2013		
	F Dec 11	Catch-up and review			
16	M Dec 14	Exam #3		EXAM! (Starts 11:45am.)	

CLASS POLICIES

Exams. All exams will be multiple-choice, online exams, to be taken via UBLearn during the normal class time (11:30am-12:20pm). Students with accommodations should email me indicating if they are eligible for extra time, and I will input this information into UBLearn.

If a religious holiday, unavoidable conflict, or official university business will cause you to miss an exam, please clear your absence with me beforehand, and make arrangements with me to take the exam at another time. If you do miss an exam without notifying me beforehand, then *you must have*

proof that you could not make it to the exam because of an extreme situation in order to make it up. Excused absences can be for any of the following reasons (if proven with documentation): (1) you are sick and have a doctor's note, (2) you have a death in your family and have proof of this unfortunate event, (3) you are in an accident and have proof of the accident, or (4) you are on official university business and have official documentation stating so.

Communication. The best way to contact the professor and TA outside of class is through email. Please put "Soc. 322" in the subject line. Students are expected to check their UB email regularly, to stay abreast of course announcements. Note, under federal law (FERPA—The Family Educational Rights and Privacy Act), I am prohibited from discussing a student's grades and academic record with parents.

Re-grading. If you have a question about the grading of any piece of work, first consult with the TA. If you cannot resolve your questions with the TA, please consult the instructor. Questions about grading must be raised within one week of the date that the work was returned to the student. In other words, if you do not pick up your work in a timely fashion, you may forfeit your right to question its grading.

Recommendation letters are generally only written for students earning an A- or better in this course.

Intellectual property. Course materials that I (Hanna Grol-Prokopczyk) have prepared, together with the content of all lectures and materials presented and prepared by me in this course are my intellectual property. Video, audio, and photographic recording of lectures is prohibited without my explicit permission. The selling or dissemination of exams, study guides, homework assignments and handouts is prohibited without my explicit permission. The selling or dissemination for commercial purposes of notes derived from my lectures is also prohibited without my explicit permission.

Incomplete (I) grades. I do not permit incompletes. If you suspect you will be unable to fulfill course requirements at the level you desire, please resign from the course by the deadline: F Nov. 13, 2020.

Attendance. Due to the Covid-19 crisis, attendance will not be taken in class. However, you are still responsible for watching all recorded lectures and completing all assignments (including 2 graded, in-class assignments).

NOTICES REQUIRED BY THE UNIVERSITY

UB Portfolio. If you are completing this course as part of your UB Curriculum requirements, please select an 'artifact' from this course that is representative of your learning and save it in a safe location with a clear title. Your final UB Curriculum requirement, UBC 399: UB Curriculum Capstone, will require you to submit these 'artifacts' as you process and reflect on your achievement and growth through the UB Curriculum. Artifacts include homework assignments, exams, research papers, projects, lab reports, presentations, and other coursework. For more information, see the UB Curriculum Capstone website: <https://www.buffalo.edu/ubcurriculum/capstone.html>.

Technology Recommendations. To effectively participate in this course, the university recommends you have access to a Windows or Mac computer with webcam and broadband. Your best opportunity for success in the blended UB course delivery environment (in-person, hybrid and remote) will require these minimum capabilities listed on the following website: <https://buffalo.edu/ubit/service-guides/hardware/getting-started-with-hardware/purchasing-or-using-an-existing-computer.html>.

Academic Integrity. The University at Buffalo’s Academic Integrity Policy is available at <https://catalog.buffalo.edu/policies/integrity.html>. In brief, do not cheat. If you are caught cheating on an exam, you will at minimum receive a grade of zero on the exam in question and will be formally reported to the university. The excuse “I didn't know that was cheating” is not valid, and the punishment will still be the same.

Accessibility Resources. If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources in 60 Capen Hall, 716-645-2608 and also the instructor of this course during the first week of class. The office will provide you with information and review appropriate arrangements for reasonable accommodations, which can be found on the web at <http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>.

Mental Health and Sexual Violence. Please see the information about UB resources regarding these topics at the bottom of this URL: <https://www.buffalo.edu/educationalaffairs/uge/curriculum/course/syllabus-guidelines.html>.

Student Learning Outcomes (for Diversity Learning course)

Course Learning Outcomes:	Maps to the Following Program Outcomes / Competencies:	Delivered through the Following Instructional Method(s):	Student Achievement Assessed with the Following Method(s)/Assignments:
1. Understand the challenges and possibilities inherent in a diverse society.	UBGE, MSCHE Values, Ethics, & Diverse Perspectives	Readings (e.g., about cultural differences in understandings of health, and social disparities in health), lecture, class discussion, and group work	Exams 1 and 3, and group activity on cultural differences in understandings of mental illness (from book <i>Crazy Like Us</i>)
2. Think critically and with an open mind about controversial contemporary and historical topics stemming from issues such as gender, race, class, ethnicity, religion, and disability in American society.	UBGE, SUNY Critical Thinking, MSCHE Critical Analysis and Reasoning, MSCHE Values, Ethics, & Diverse Perspectives	Readings (e.g., about how health and healthcare are shaped by gender, race, social class, and illness, and about controversies re: healthcare reform), lecture, class discussion, and group work	Exams 2 and 3
3. Understand that categories of diversity develop and change over time.	UBGE, MSCHE Values, Ethics, & Diverse Perspectives	Readings (e.g., about historically changing understandings of race), lecture, class discussion, and group work	Exam 3
4. Describe how categories of diversity intersect or connect with each other, creating complex identities and perspectives.	UBGE, MSCHE Values, Ethics, & Diverse Perspectives	Readings (e.g., about intersectional approaches to understanding health), lecture, class discussion, and group work	Exams 1-3
5. Recognize that categories of difference create both	UBGE, MSCHE Values, Ethics, & Diverse	Readings (e.g., about social disparities in health),	Exam 3

institutional inequalities and advantages.	Perspectives	lecture, class discussion, and group work	
6. Explain how historical contexts (such as Western global expansion, slavery, capitalism, gender inequality, immigration, and/or social movements) have shaped contemporary realities.	UBGE, MSCHE Values, Ethics, & Diverse Perspectives	Readings (e.g., about legacy of Tuskegee experiments and redlining), lecture, class discussion, and group work	Exam 3

Thinking about a Major or Minor in Sociology, Criminology, Social Justice, or Society, Medicine and Health?

To *major* in sociology, you must:

- (a) earn a “C” or better in four required courses: SOC 101 (Introduction to Sociology), SOC 293 (Social Research Methods), SOC 294 (Basic Statistics for Social Sciences), and SOC 349 (Sociological Theory); and
- (b) complete eight sociology electives (7 of which must be at the 300 or 400 level).

To *major in criminology*, you must:

- (a) earn a “C” or better in six required courses: SOC 101 (Introduction to Sociology), SOC 206 (Social Problems), SOC 293 (Social Research Methods), SOC 294 (Basic Statistics for Social Sciences), SOC 307 (Criminology), SOC 349 (Sociological Theory); and
- (b) complete six criminology electives.

To *minor* in sociology, you must:

- (a) earn a “C” or better in SOC 101 (Introduction to Sociology); and
- (b) complete five additional sociology electives, four of which must be at the 300- or 400-level.

To *minor* in social justice, you must:

- (a) earn a “C” or better in SOC 206 (Social Problems);
- (b) complete an internship (SOC 496); and
- (c) complete four additional social justice electives, three of which must be at the 300- or 400-level.

To *minor* in criminology, you must:

- (a) earn a “C” or better in SOC 206 (Social Problems) and SOC 307 (Criminology); and
- (b) complete four additional criminology electives.

To *minor* in society, medicine and health, you must:

- (a) earn a “C” or better in SOC 229 (Population Problems) and SOC 322 (Medical Sociology); and
- (b) complete four additional sociology electives, three of which must be at the 300- or 400-level.

The Sociology Department also offers a combined BA/MA degree in applied social research. Details about all of our programs can be found on our website (<https://arts-sciences.buffalo.edu/sociology/undergraduate/overview.html>).