Fall 2018. SOC4246: Sociology of Health and Illness

PRIOR SEMESTER'S SYLLABUS. CONTENT MAY CHANGE SLIGHTLY.

University of Minnesota
Department of Sociology

SOC4246: Sociology of Health and Illness

Fall Semester 2018

Semester dates
Teaching dates: 4 September – 12 December

Professor: Dr. Evan Roberts

Office: Social Sciences 1078

Email: eroberts@umn.edu
(this is the best way to get in touch with me)

Phone: 612-625-8591

Lecture venue: Hanson Hall 1-108

Lecture Times: Tuesday and Thursday, 8:15 – 9:30

Image: “Chart showing the distribution by age and sex of deaths occurring during the census year ending June 1st. Statistical atlas of the United States based on the results of the ninth census 1870 with contributions from many eminent men of science and several departments of the government. New York, 1874.

Office hours:

Teaching Assistant: Laura Gilbertson (mand0049@umn.edu).
Office hours, Thursday 9:45 – 11:45 and by appointment
Social Sciences 1067

Course delivery: This course lasts fifteen weeks, the entire fall semester. We don’t have class on Thanksgiving ...

Communication of additional information: Information about any course changes will be announced in lectures or on Canvas, or sent via email. Don’t worry, we’ll go over how to use Canvas in the first couple of weeks. It’s new for all of us ...
Canvas and email: There is a SOC4246 Canvas site. We will be using Canvas mostly to host readings & submit papers. Canvas will also host the course outline (should you misplace it), and to contact the class via email. The Canvas class-email function uses your student email (@umn.edu).

Please set up your student email account to redirect messages to your preferred email address if you do not regularly check your student email account. You should be checking your email regularly for course related messages.

Email response policy: You should check your email at least once every weekday.

I expect that if I send an email about a class happening more than two days ahead you will read it and take any action required. (e.g; if I send a message on Thursday afternoon about Tuesday's discussion, you should have read it before Tuesday).

In return, you can expect that if you email me about SOC4246 I will reply within 24 hours during the week (and hopefully sooner). The aim of this policy is to facilitate quick communication, but without raising the unreasonable expectation that you (or I) will always be checking email.

I encourage you to submit class-related queries via email. A written record of the discussion avoids confusion later. Also, if the answer to your question would be interesting to the rest of the class, email allows me to easily expand the discussion. You can be sure that if I forward correspondence to the rest of the class I will either ask your permission, or edit your question so it doesn't identify you.
COURSE CONTENT

This course is an introduction to the importance of health and illness in people’s lives, how social structures impact who gets sick, how they are treated, and how the delivery of health care is organized. By the end of the course you will be familiar with the major issues in the sociology of health and illness, and understand that health and illness are not just biological processes, but profoundly shaped by the organization of society.

Preparation for the course ahead!

Expected workload
In accordance with CLA Guidelines, you are expected to spend 9 hours per week on SOC4246. This includes the 2.5 hours of class time in lecture and discussion on Tuesdays and Thursday.

READINGS

There are two kinds of required readings:

- Assigned articles that are available online, and distributed in advance of the class via Canvas or printed copies.

The hyperlinks for each article on Canvas will get you to a readable copy (HTML or PDF) if you are logged in on campus. If you want to get access from off-campus, you can

- Save the article while on campus to a device for reading later (this might include saving to a Dropbox or Google Drive folder or USB drive)
- Authenticate through the library and search for the journal or use the citation linker.
- Connect to the UMN Virtual Private Network and make it appear to the rest of the internet that you are on-campus (it.umn.edu/service-details/virtual-private-network-vpn)
ASSESSMENT

There are five pieces of assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes on lectures and readings (4 quizzes, best 3 count)</td>
<td>60</td>
</tr>
<tr>
<td>Held on Thursdays in Weeks 4, 7, 11, and 15</td>
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<tr>
<td>Worksheets on weekly assigned readings and discussions</td>
<td>60</td>
</tr>
<tr>
<td>14 worksheets x max of 5 points (keep going until you reach 60 ...)</td>
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<tr>
<td>Summary of one assigned reading, and brief presentation to class</td>
<td>30</td>
</tr>
<tr>
<td>Medical records memo, due Wed. 3 October</td>
<td>100</td>
</tr>
<tr>
<td>Annotated bibliography and research proposal, due Wed. 31 October</td>
<td>100</td>
</tr>
<tr>
<td>Final research paper, due Friday, 14 December</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
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Extra Credit:

1. There is great health research going on here at the U! One of the premiere population centers in the world, the Minnesota Population Center (MPC) is located just down the hall from where our class meets. It is in 50 Willey Hall. Health topics feature often on the roster of seminars by local and visiting scholars. There are two weekly seminar series at the MPC (www.pop.umn.edu).

Check with the professor to make sure that the seminar you plan to attend is health related.

To get extra credit, submit a one-page summary of the seminar that also includes the presentation title, the presenter’s name/affiliation, and the seminar date and time. This must be submitted within two weeks of the seminar you attended and by 17 December for seminars in the week beginning 10 December.

**You can earn 4 points extra credit for each health-related seminar you attend.**

I will alert you to other seminars of interest that are available for extra credit in Sociology and Public Health.

Assessing health last century
2. You can earn **3 points** for participating in the **Take Your Professor to Lunch** program after Halloween, and **4 points for participating before Halloween**. Find 2-6 classmates (groups of 3-7 required) and we’ll have lunch together and talk about health, college, research, and the meaning of life and laughter...

You need to request the lunch voucher a week in advance at lunch.umn.edu

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent range</th>
<th>Points range</th>
<th>Grade</th>
<th>Percent range</th>
<th>Points range</th>
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<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
<td>465 or more</td>
<td>C</td>
<td>73 - 75.9%</td>
<td>365 - 379</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9%</td>
<td>450 - 464</td>
<td>C-</td>
<td>70 - 72.9%</td>
<td>350 - 364</td>
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<tr>
<td>B+</td>
<td>86 - 89.9%</td>
<td>430 - 449</td>
<td>D+</td>
<td>66 - 69.9%</td>
<td>330 - 349</td>
</tr>
<tr>
<td>B</td>
<td>83 - 85.9%</td>
<td>415 - 429</td>
<td>D+</td>
<td>63 - 65.9%</td>
<td>315 - 329</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9%</td>
<td>400 - 414</td>
<td>F</td>
<td>62% or lower</td>
<td>less than 315</td>
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<tr>
<td>C+</td>
<td>76 - 79.9%</td>
<td>380 - 399</td>
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**LEARN MORE!**

Did you know that many faculty, graduate students, doctors, and health policy journalists converse on Twitter? It’s a great place to learn more about the conversations in sociology of health, and the related fields of public health, health policy, social epidemiology, and health economics.

Faculty teaching Sociology of Health this Fall are collaborating to make a space on Twitter for students and faculty in these classes.

Follow the hashtags #SDOH #Fall18 to see what’s being posted.

You can get regular updates on health and medicine by subscribing to Stat news  
https://www.statnews.com/
ATTENDANCE AND PARTICIPATION REQUIREMENTS

As young adults you are responsible for making up your own mind about your time. But you should know when making your decisions that, on average, students who study for an extra hour a day have a GPA that is one-third of a grade point higher (e.g.; the extra hour of study raises your GPA from a B to a B+).\(^1\) I recommend that you attend as many lectures and discussions as you can to get the most out of the class.

While there are no formal requirements to come to class, you must hand in your reading worksheets in class (Tuesdays), and quizzes will be held during class time (Thursdays) giving you a strong incentive to attend and participate in these graded activities.

CAREER READINESS INITIATIVE

CLA is working with faculty to help us make courses more relevant and connected to your career. I have participated in this initiative as a “Faculty Fellow”. Because many students in this class are intending to work in health and social services, we will be reflecting on how we can translate what we learn in Sociology of Health and Illness into practice in your future careers.

http://www.bepress.com/bejeap/vol8/iss1/art14/
PENALTIES FOR LATE WRITTEN WORK

1. **Grace period for one assignment.** I realize that personal, medical, and miscellaneous events that prohibit students from turning work in on time do arise, and since this class is comprised of responsible adults, I have no desire to monitor reasons for late work. A 48-hour grace period will be **granted once per semester** to any student needing to take advantage of this policy. You are under no obligation to explain the circumstances to me, and the grace period can only be utilized once during the course of the semester.

2. **Penalties for subsequent late assignments.** After using their grace period students will be penalized for late submission of work—a deduction of 5 (Assignment 1 & 2) or 7 (Assignment 3) **points** for the first day late, and **2 points** per day thereafter, up to a maximum of **8 days.** Weekends are included in the calculation of days late.

Assignments more than 8 days late will receive a grade of 0.

But if you are ill, have an emergency, or are participating in university-sanctioned activities the due date for assignments can be changed. **In such cases prior information is helpful. Please contact us as soon as a potential problem emerges – not right before the deadline.** The earlier you can talk to us about late assignments, the better.

We also understand that "life happens," and that sometimes it is hard to meet all your deadlines. Please come and see me, and we can discuss your options for doing your best to complete the work in a timely fashion. If you do receive an extension, we will put the new deadline in writing (email) so that we're all clear on the dates.
ACADEMIC INTEGRITY AND PLAGIARISM

Punishments for theft in World War I were severe ... don’t find out how we punish plagiarists!

Academic integrity is about honesty – put simply it means no cheating. Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University’s learning, teaching and research activities are based. The University of Minnesota’s reputation for academic integrity adds value to your degree.

The University defines plagiarism as presenting someone else’s work as if it were your own, whether you mean to or not. “Someone else’s work” means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University’s website: http://writing.umn.edu/tww/sources/definitions.html

Plagiarism is prohibited at the University of Minnesota and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Student Conduct Code and may be penalized severely. Consequences of being found guilty of plagiarism can include:

1. An oral or written warning
2. Academic probation
3. Suspension from the course or the University.
## SCHEDULE

Links to readings are provided on Canvas

<table>
<thead>
<tr>
<th>Worksheets are due at the end of Monday’s class period, beginning week 2</th>
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### Week 1

**Tuesday, 4 September**
- **Introduction to class**
  - Cockerham, Chapter 1
  - Cockerham and Scrambler "Medical Sociology and Sociological Theory"

**Thursday, 6 September**
- **Introduction to medical records research and Assignment 1**
  - Please bring a laptop if you can!

### Week 2

**Tuesday, 11 September**
- **Measuring health and health inequalities**
  - Cockerham, Chapter 2

**Thursday, 13 September**
- Other resources listed on Canvas

### Week 3

**Tuesday, 18 September**
- **Fundamental cause theory**
  - Fundamental cause theory
  - Introduction to Integrated Health Interview Series

**Thursday, 20 September**
- Cockerham, Chapter 3
- Link and Phelan, *JHSB*, 1995
- Link and Phelan, *Demography*, 2016

### Week 4

**Tuesday, 25 September**
- **Gender and Health**
  - Cockerham, Chapter 4

**Thursday, 27 September**
- Annandale, "Health Status and Gender"
- Gorman and Read “Gender disparities in adult health”
  - QUIZ No. 1 (on Weeks 1-4)

### Week 5

**Tuesday, 2 October**
- **Race and health**
  - Cockerham, Chapter 4
  - Assignment 1 due NOW
  - Williams et al, “Race, socioeconomic status, and health: Complexities, ongoing challenges, and research opportunities”
  - Gracy, “Indigenous health: Determinants and disease patterns”
  - Read and Reynolds, “Gender Differences in Immigrant Health: The Case of Mexican and Middle Eastern Immigrants”

**Thursday, 4 October**
- Guest speakers on public health (TBC)

### Week 6

**Tuesday, 9 October**
- **Social stress and health**
  - Cockerham, Chapter 5

**Thursday, 11 October**
- Stress, Health, and the Life Course- Some Conceptual Perspectives
- Stress and Health- Major Findings and Policy Implications
- Hidden resilience in poor households in Britain
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Mental health and suicide</th>
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<tbody>
<tr>
<td>Tuesday, 16 October</td>
<td>Durkheim, &quot;Suicide&quot; (Canvas)</td>
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<tr>
<td>Thursday, 18 October</td>
<td>Understanding Suicide – A Sociological Autopsy</td>
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**QUIZ No. 2 (on Weeks 5-7)**

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Health and illness behaviors</th>
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<tbody>
<tr>
<td>Tuesday, 23 October</td>
<td>Cockerham, Chapter 6 and 7</td>
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<tr>
<td>Thursday, 25 October</td>
<td>Ho and Fenelon, Contribution of Smoking to Educational Gradients in U.S. Life Expectancy</td>
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<tr>
<td><strong>Guest lecture: Professor Rob Warren</strong></td>
<td>Does reading keep you thin? Leisure activities, cultural tastes, and body weight in comparative perspective</td>
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<td>OPTIONAL EXTRA: Cockerham, &quot;Health Lifestyles: Bringing Structure Back&quot;</td>
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<tr>
<th>Week 9</th>
<th>The Sick Role</th>
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<tbody>
<tr>
<td>Tuesday, 30 October</td>
<td>Cockerham, Chapter 8</td>
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<tr>
<td>Thursday, 1 November</td>
<td>Public Stigma of Mental Illness</td>
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<tr>
<td><strong>Guest speakers: Risa Griffin and Julia Drew</strong></td>
<td>Culture, the ‘sick role’ and the consumption of health</td>
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<tr>
<th>Week 10</th>
<th>Doctors and Patients</th>
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<tbody>
<tr>
<td>Tuesday, 6 November</td>
<td>Cockerham, Chapter 9</td>
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<tr>
<td>Thursday, 8 November</td>
<td>‘Good’ patient ‘bad’ patient- clinical learning and the entrenching of inequality</td>
</tr>
<tr>
<td><strong>Guest lecture: Elizabeth Wrigley-Field</strong></td>
<td>Talking with me or talking about me? The impact of status characteristics on doctor-patient interaction</td>
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<thead>
<tr>
<th>Week 11</th>
<th>Physicians</th>
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<tbody>
<tr>
<td>Tuesday, 13 November</td>
<td>Cockerham, Chapter 10 and 11</td>
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<tr>
<td>Thursday, 15 November</td>
<td>Disciplined doctors: EMRs and physician relationship to medical knowledge</td>
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<td></td>
<td>The Continued Social Transformation of the Medical Profession</td>
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<td><strong>QUIZ No. 3 (on Weeks 8-11)</strong></td>
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<tr>
<th>Week 12</th>
<th>Other health care professions and healers</th>
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<tbody>
<tr>
<td>Tuesday, 20 November</td>
<td>Cockerham, Chapter 12 and 13</td>
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<td></td>
<td><em>Details on class meeting to be provided in October</em></td>
</tr>
</tbody>
</table>
PRIOR SEMESTER’S SYLLABUS. CONTENT MAY CHANGE SLIGHTLY.

Karen Davies, The body and doing gender: the relations between doctors and nurses in hospital work.
Brenton and Elliott, Undoing gender? The case of complementary and alternative medicine

Week 13
Tuesday, 27 November
Hospitals, clinics and other institutions
Cockerham, Chapter 14
Public Emergency Room Overcrowding in the Era of Mass Imprisonment

Thursday, 29 November
Guest speakers: Nurses (to be confirmed)
Interdependence and Reintegrative Social Control - Labeling and Reforming Inappropriate Parents in Neonatal Intensive Care Units

Week 14
Tuesday, 4 December
Health care reform in the United States
Cockerham, Chapter 15
Readings to be confirmed closer to the time, depending on election results and what gets published in the next couple of months ...

Thursday, 6 December
Health care systems in comparative perspective
Cockerham, Chapter 16
Additional readings on Canvas

Week 15
Tuesday, 11 December

QUIZ No. 4 (on Weeks 12-15)
Assignment 3 due Friday, 14 December

Remember: Readings are listed on Canvas
Final essay possibilities

You have a great deal of freedom to choose your own final paper topic. However, if you’re looking for some direction, and are interested in writing on one of these topics, please get in touch. They have the potential to lead to senior paper topics if you find them interesting.

Veteran or Soldier suicides: US newspapers
Soldier suicides: New Jersey database.
Veteran or Soldier suicides: Australian or NZ newspapers
Methadone clinics and the community
Children’s literature health messages
Historical study of homicide in Minnesota (particularly Minneapolis / Saint Paul)