

Medical Sociology Graduate Seminar

SOC 8391
Anderson Hall 806
Wednesdays 5:00-7:30pm

Professor Lauren D. Olsen
722 Gladfelter Hall
Office hours: MF 11:30am-12:30pm, W 4-5pm
(and by appointment)
lauren.olsen@temple.edu

Course Description

Why do people get sick in the first place? How are health care providers trained to care for them? What is the structure of the health care system? In this course, we will tackle the expansive literature of medical sociology, topically oriented around these three large questions about patients, providers, and systems. Each week, we will examine a core area of the medical sociological literature with a set of required readings; however, there are additional, extra readings for each week in case that particular topic piques your interest or you wish to think ahead to planning comprehensive exams. While divided into three parts, we will also critically examine *how* we know *what* we know about health, healthcare, and the healthcare system. In addition to honing our capacities for sociological inquiry, we will also think about the role of medical sociology in improving healthcare institutions and policy. And, of course, given the life altering immensity of the covid-19 pandemic, we will also be considering how a virus can expose and re-organize a society.

Welcome to the course—I am thrilled to work alongside you!

Course Objectives

By the end of the course, you will be able to:

1. Understand the central areas within medical sociology.
2. Illustrate the major manifestations of inequalities in health and healthcare.
3. Evaluate the strengths and weaknesses of research designs and arguments.
4. Critically appraise how structural and cultural conditions impact health and healthcare.
5. Describe how medical sociology intersects with foundational areas of sociology, such as class, gender, race, sexualities, knowledge, organizations, education, and social movements.
6. Identify applications of sociological knowledge for improving health and healthcare.

Course Requirements

The course requirements are designed to help you develop professional and sociological skills as well as master the content of medical sociology. I want you to get the most out of this course.

Participation – 15%
Memos – 30%
Presentation – 15%
Paper – 35%
Writing Journal – 5%

Participation (15%)

The discussion of the readings as a group is where most of the learning will occur, therefore attendance and participation are going to be an imperative part of this course. The best way to participate is to come to class with your impressions of the readings—what you have learned, what you find unsatisfying, what you find exciting, etc. Please bring your readings/notes to class. Stuff happens, and therefore I understand that you may need to miss a class due to unforeseen circumstances. Please communicate with me via email if something comes up.

Memos (30%)

Over the course of the semester, please submit 6 memos responding to a week's assigned readings. This short memo can focus on particular questions, critiques, extensions, unresolved issues, connections to other material, etc. You may elect to focus on 1 or all of the readings; personally, I find it helpful to think about the synthetic dimensions of these readings by placing them into conversation. With these memos, you will get to practice reading and writing for an academic audience, which has two benefits. First, they should help you begin to focus your thoughts in such a way that you are able to contribute to the discussion we will have as a collective once we meet. Second, by practicing reading and writing in this way, you will hone skills necessary for the final paper.

Please submit these memos to everyone electronically by 6am on the Wednesday morning of the class meeting. They should be 1-2 pages, single-spaced. Each memo is worth 5%.

Presentation (15%)

You will notice in the course schedule that there are “required” and “extra” readings. For one of the weeks, which you will sign up for in advance, you will read one of the “extra” readings in addition to the “required” ones.* At the class meeting, you will share what you have learned from the article with the rest of the class, presenting a summary of the article or book. In your presentation you are expected to describe the debate the author(s) are entering into, the research question, the data and methods used to answer it, and the findings. This summary should take between 5-10 minutes.

Then, you will use this extra reading to launch and co-lead discussion, where you will pose questions for the class to consider. By the close of the class meeting, you are to pose 3 discussion questions, although you may certainly pose more. I ask that you meet with me 15 minutes before our class meeting (4:45pm) the day you present to discuss how you wish to approach taking the lead. I will co-present with you and would like to know how I can help. If your schedule does not permit this, let me know, and we will find an alternate time to strategize.

* If you have another reading on that topic in mind that is not included in the “extra” list, let me know, and we can discuss whether that would be a good fit for the week/your presentation.

Final Paper (35%)

At the close of the semester you will submit a final paper 12-14 pages in length (double-spaced). You have options for how to proceed, but both will be oriented toward the skill of drafting an article (see general article writing advice below):

- A) **Analytical Paper** – select a topic of your choosing and engage in a broad overview of the topic, critically reflecting on how scholars have studied the topic. One way to think about this is to look at *Annual Review of Sociology* articles, where authors impose their analytical lens on a significant topic and review the work.

OR

- B) **Research Proposal** – propose a new study grounded in the medical sociology literature, where you will draw upon theoretical perspectives and existing empirical work to identify an area in need of a contribution. In this case, the proposal will look much more like an article in *Journal of Health and Social Behavior* (without the findings/results, of course).

While the final paper is due at the close of the quarter (**December 10th, 2021**), please submit a 1-2 page single-spaced outline of what you aim to write about to me by **November 5th, 2021**. I will provide you with some feedback on the outline; I also will most likely encourage you to meet with me in office hours or by appointment so we can discuss your plan forward. The outline will be 5%, and final paper 30% of your course grade.

General Article Writing Advice

I conceptualize the article like a funnel, where the top part is more abstract (but less words devoted to that) and then it gets increasingly more specific to your study and contribution (and more words utilized there (elaborated below).

#1 THERE IS A SOCIOLOGY OF []. WITHIN THIS SUBFIELD THERE IS A DEBATE ABOUT [].

Here you want to establish the subfield that you are working in, motivating the reader to care about your study & also have the information necessary to place it within an existing empirical & theoretical context.

Why is this study important? What is the debate on this topic?

Who are the main authors you are in conversation with?

What do we need to understand to follow the details of the study?

#2 WE KNOW [] BUT DO NOT KNOW []. PREVIOUS RESEARCH SUGGESTS WE NEED TO KNOW [].

The next big move is to indicate to the reader that there is a gap in the literature or the literature raises a question – basically one needs to establish what we do not know and the specific question that is being answered.

#3 TO ADDRESS THIS PROBLEM/ISSUE/GAP, I DID [*this study*] TO SHOW/ARGUE [*this contrib.*].

Finally, the intervention in the literature needs to be announced, in terms of the study's purpose/design, as well as the central findings. A good goal to keep in mind is: one argument in one literature per article (this is hard for me because I operate at the intersection of different subfield's literatures).

What did you do to address the questions and challenges in the literature? What work was done?

How have the characters or story changed with your study?

What do we learn from your work?

I suggest trying out finishing these explicit statements as clarification exercises:

- As opposed to X, I find Y... or X' OR as opposed to [scholar], I argue [finding]
- My empirical contribution is ... AND/OR my theoretical contribution is ...

Obviously, without data you might not be able to go as far as to make an argument, but you can construct the top-half of the paper to mirror the article, or even speculate what you hypothesize the contribution might be.

Writing Reflection Pieces (5%)

Forming a healthy relationship with writing is one of the most important (and difficult) tasks in graduate school and writing-intensive careers more generally. There is increasing evidence that taking the time to notice and investigate how and when one writes, as well as testing out different habits, can be inordinately helpful to the writing process.

I am going to integrate writing-related reflection pieces into some of our class meetings, where we will share some of our thoughts on the writing process. At the close of each class that I engage in these practices, you will turn them into me. They can be written by hand or on your computer, and the goal of these reflection pieces is to help you think about your writing process, therefore they do not need to be polished or edited. You might have no idea what I mean by Writing Reflection Pieces...that's okay, you soon will! These are nothing to worry about.

I also encourage you to check out the Writing Center on campus for their graduate student writing retreats, working groups, colloquia, and overall academic support:

Writing Center Graduate Services

<https://www.temple.edu/class/programs/graduate/index.html>

(215-204-0702)

Charles Library 230

Hours: Mon-Thurs 8:30am-8:30pm, Fri 8:30am-4:30pm, Sat 10am-4pm

Important Policies

Respect

Medical sociology, as a subfield, covers topics that are particularly sensitive. As such, participation in this course requires that you respect your peers and the subjects discussed in the course. Please act with interest, humility, and empathy. Moreover, in the present learning context, we all need to follow the university guidance on masking and vaccinations.

Attendance and Your Health

To achieve course learning goals, students must attend and participate in classes, according to your instructors' requirements. However, if you feel unwell or if you are under quarantine or in isolation because you have been exposed to the virus or tested positive for it, you should not come to campus or attend in-person classes or activities. It is the student's responsibility to contact their instructors to create a plan for participation and engagement in the course as soon as they are able to do so, and to make a plan to complete all assignments in a timely fashion, when illness delays their completion.

Disability Accommodation

Temple University is committed to the inclusion of students with disabilities and provides accessible instruction, including accessible technology and instructional materials. The process for requesting access and accommodations for this course is: (1) Advise me of the need for access or accommodations; (2) Contact Disability Resources and Services to request accommodations (215-204-1280); (3) DRS will consult with me as needed about essential components of the program; (4) Present me with a DRS accommodation letter. If you have any questions or concerns about the process above, please do not hesitate to ask me.

Course Costs

The required course materials for this course are open educational resources and are available at no cost to students.

Laptops/Cellphones/Technology

Learning in this environment is extra difficult and just plain bizarre. I am cognizant of a variety of reasons why our in-person and virtual foci might be strained—let us all try to do our best to be as “present” as possible considering all of the (very real) constraints. If you have limited resources with regard to educational technology (e.g., computer, wifi) please let me know and I can help you submit a request for the Student Emergency Aid Fund (and also see below). (*Also, please do not record the class without first discussing it with the group—distribution without permission may be a violation of the educational privacy law, known as FERPA, as well as certain copyright laws. Because the course is happening at Temple University, any recordings made of this course are the property of Temple University.*)

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should

submit a Student Technology Assistants Application located in TUPortal and linked from the Dean of Students Support and Resources webpage. The university will endeavor to meet needs, such as with a long-term loan of a laptop or Wifi device, a refurbished computer, or subsidized internet access. Internet Essentials from Comcast provides the option to purchase a computer for \$150 and high-speed Internet service for \$9.95 a month, plus tax. The Emergency Broadband Benefit (EBB) is available to purchase Xfinity, Verizon, T-Mobile, and other internet services. Qualified households can receive a temporary monthly credit of up to \$50/month toward their Internet service and leased Internet equipment until the program's funding runs out.

On-campus computer labs have resumed normal operations and are available for student use.

Email

I love working with students, troubleshooting problems, and doing whatever I can to help you succeed. Please email me (lauren.olsen@temple.edu) and allow me a 24-hour period to return your emails. I usually respond before then, but it is important to keep in mind, particularly if you have a time-sensitive question.

Academic Integrity

If you have any questions about how to paraphrase, cite, or work with integrity, please do not hesitate to ask me. For the policy, please refer to the verbatim policy from the university below:

Temple University believes strongly in academic honesty and integrity. Essential to intellectual growth and the university's core educational mission is the development of independent thought and a respect for the thoughts of others. Academic honesty fosters this independence and respect. Academic dishonesty undermines the university's mission and purpose and devalues the work of all members of the Temple community. Every member of the university community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are responsible for adhering to the principles of academic honesty and integrity.

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. Normally, all work done for courses — papers, examinations, homework exercises, laboratory reports, oral presentations — is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources — journals, books, or other media — these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources — suggestions for organization of ideas, ideas themselves, or actual language — must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff; (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus, assignment, or class discussion; (5) or otherwise engaging in behavior that gives the student an unfair academic advantage

including, but not limited to, fabrication of data or sources, resubmitting work already submitted for another academic requirement without prior authorization, or other similar behavior.

Refer to the [Student Conduct Code \(policy # 03.70.12\)](#) for more specific definitions of cheating and plagiarism. The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the university. The penalty varies with the nature of the offense, the individual instructor, the department, the school or college, and the Office of Student Conduct and Community Standards. Students who believe that they have been unfairly accused may appeal through the school or college's academic grievance procedure. For more information see [Grievances](#).

Further Resources

Cherry Food Pantry

<https://studentaffairs.temple.edu/cherry-pantry>

Room 224A, Second Level, Howard Gittis Student Center North

Hours: Tues & Wed 1-5pm, Thurs 4-8pm

Student Health Services

<https://www.temple.edu/studenthealth/>

(215-204-7500)

Tuttleman Counseling Services

<https://counseling.temple.edu>

(215-204-7276)

Wellness Resource Center

<https://wellness.temple.edu>

(215-204-8436)

Campus Safety

<https://safety.temple.edu>

(215-204-1234)

Philadelphia Sexual Assault Response Center

<https://sexualmisconduct.temple.edu/resources/community-resources/philadelphia-sexual-assault-response-center>

(215-425-1625)

Pennsylvania Immigration and Citizenship Coalition

<https://paimmigrant.org/toolbox/education-access-toolkit-for-undocumented-students/>

(215-832-0636)

IDEAL Space

<https://docs.google.com/forms/d/e/1FAIpQLSe5J5wn8qaQLuOT2U4E8BhZ7PHkf9t593yEhEkVNJDkxaFFDQ/viewform> (to reserve space)

2026 N. Broad Street

Course Schedule

Each week, there are required and extra readings. Think of the extra readings as opportunities to read more about what strikes your intellectual curiosity or for thinking about comprehensive exams.

PART ONE

Wednesday, August 25th – Introduction to Medical Sociology

Required

–Aldon Morris' 2021 American Sociological Association Presidential Address (video: <https://vimeo.com/582544449>)

Extra

–Bloom, Samuel W. 2002. *The Word as Scalpel: History of Medical Sociology*. Oxford: Oxford University Press.

–Pescosolido, Bernice A. 2011. "Taking 'The Promise' Seriously: Medical Sociology's Role in Health, Illness, and Healing in a Time of Social Change." *Handbook of the Sociology of Health, Illness, and Healing*, edited by B. A. Pescosolido, J.K. Martin, J.D. McCleod, and A. Rogers. New York: Springer.

–Scrambler, Gordon. 2008. *Sociology as Applied to Medicine*. London: Saunders Ltd.

–Zola, Irving. 1973. "Medicine as an Institution of Social Control." *American Sociological Review* 20(4):487–504.

Wednesday, September 1st – Theories and Methods

Required

–Cockerham, William. 2013. "Sociological Theory in Medical Sociology in the Early Twenty-First Century." *Social Theory and Health* 11:241-255.

–Hunt, Linda and Mary Megyesi. 2008. "The Ambiguous Meanings of the Racial/Ethnic Categories Routinely Used in Human Genetics Research." *Social Science and Medicine* 66(2):349-361.

–Taylor, Janelle. 2014. "The Demise of the Bumbler and the Crock: From Experience to Accountability in Medical Education and Ethnography." *American Anthropologist* 116(3):523-534.

Extra

–Duneier, Mitchell. 2006. "Ethnography, the Ecological Fallacy, and the 1995 Chicago Heat Wave." *American Sociological Review* 71(4):679-688.

- Idler, Ellen and Kate Cartwright. 2018. "What Do We Rate When We Rate Our Health? Decomposing Age-related Contributions to Self-rated Health." *Journal of Health and Social Behavior* 59(1): 74-93.
- Klinenberg, Eric. 2006. "Blaming the Victims: Hearsay, Labeling, and the Hazards of Quick-Hit Disaster Ethnography." *American Sociological Review* 71(4):689-698.
- Shim, Janet K. 2014. *Heart-Sick: The Politics of Risk, Inequality, and Heart Disease*. New York, NY: New York University Press.
- Strand, Michael. 2011. "Where do classifications come from? The DSM-III, the transformation of American psychiatry, and the problem of origins in the sociology of knowledge." *Theory and Society* 40(3): 273-313.
- Timmermans, Stefan and Marc Berg. 2003. *The Gold Standard: Evidence-Based Medicine and the Politics of Standardization*. Philadelphia, PA: Temple University Press.

Wednesday, September 8th – Health Inequities by Socioeconomic Status

Required

- Cockerham, William C. 2005. "Health Lifestyle Theory and the Convergence of Agency and Structure." *Journal of Health and Social Behavior* 46(1):51-67.
- Link, Bruce G. and Jo Phelan. 1995. "Social Conditions as Fundamental Causes of Disease." *Journal of Health and Social Behavior*. (Extra Issue):80–94.
- Marmot, Michael G. et al. 1991. "Health Inequalities among British Civil Servants: The Whitehall II Study." *The Lancet* 337:1387-1393.
- Mirowsky, John and Catherine E. Ross. 2015. "Education, Health, and the Default American Lifestyle." *Journal of Health and Social Behavior* 56(3):297-306.

Extra

- Abramson, Corey M. *The End Game: How Inequality Shapes Our Final Years*. Harvard University Press.
- Colgrove, James. 2002. "The Mckeown Thesis: A Historical Controversy and Its Enduring Influence." *American Journal of Public Health* 92(5):725-29.
- Link, Bruce G. and Jo C. Phelan. 2002. "Mckeown and the Idea That Social Conditions Are Fundamental Causes of Disease." *American Journal of Public Health* 92(5):730-32.
- Link, Bruce G., Richard M. Carpiano, and Margaret M. Weden. 2013. "Can Honorary Awards Give Us Clues about the Connection between Socioeconomic Status and Mortality?" *American Sociological Review* 78(2):192-212.
- Lutefy, Karen and Jeremy Freese. 2005. "Towards Some Fundamentals of Fundamental Causality: Socioeconomic Status and Health in the Routine Clinic Visit for Diabetes." *American Journal of Sociology* 110(5):1326-1372.

Wednesday, September 15th – Health Inequities by Gender

Required

- Courtenay, Will H. 2000. "Constructions of Masculinity and Their Influence on Men's Well-Being: A Theory of Gender and Health." *Social Science & Medicine* 50(10):1385-401.
- Lagos, Danya. 2018. "Looking at Population Health Beyond “Male” and “Female”": Implications of Transgender Identity and Gender Nonconformity for Population Health." *Demography* 55(6):2097-117.
- Perry, Brea L. 2016. "Gendering Genetics: Biological Contingencies in the Protective Effects of Social Integration for Men and Women." *American Journal of Sociology* 121(6):1655-1696.
- Read, Jen’nan Ghazal, and Bridget K. Gorman. 2010. “Gender and Health Inequality.” *Annual Review of Sociology* 36: 371-86.

Extra

- Fishman, Jennifer R. 2004. “Manufacturing Desire: The Commodification of Female Sexual Dysfunction.” *Social Studies of Science* 34(2): 187-218.
- Galdas, Paul M., Joy L. Johnson, Myra E. Percy and Pamela A. Ratner. 2010. "Help Seeking for Cardiac Symptoms: Beyond the Masculine–Feminine Binary." *Social Science & Medicine* 71(1):18-24.
- Harrison, James. 1978. "Warning: The Male Sex Role May Be Dangerous to Your Health." *Journal of Social Issues* 34(1):65-86.
- Pudrovska, Tetyana and Amelia Karraker. 2014. "Gender, Job Authority, and Depression." *Journal of Health and Social Behavior* 55(4):424-41.

Wednesday, September 22nd – Health Inequities by Sexuality

Required

- Conrad, Peter and Alison Angell. 2004. "Homosexuality and Remedicalization." *Society* 41(5):32-39.
- Everett, Bethany. 2015. "Sexual Orientation Identity Change and Depressive Symptoms: A Longitudinal Analysis." *Journal of Health and Social Behavior* 56(1):37-58.
- Schilt, Kristen and Danya Lagos. 2017. “The Development of Transgender Studies in Sociology.” *Annual Review of Sociology* 43:425-443.

Extra

- Hatzenbuehler, Mark L., Conall O’Cleirigh, Chris Grasso, Kenneth Mayer, Steven Safren and Judith Bradford. 2011. "Effect of Same-Sex Marriage Laws on Health Care Use and Expenditures in Sexual Minority Men: A Quasi-Natural Experiment." *American Journal of Public Health* 102(2):285-91.

- Liu, Hui, Corinne Reczek and Dustin Brown. 2013. "Same-Sex Cohabitators and Health: The Role of Race-Ethnicity, Gender, and Socioeconomic Status." *Journal of Health and Social Behavior* 54(1):25-45.
- Murphy, Marie. 2014. "Hiding in Plain Sight: The Production of Heteronormativity in Medical Education." *Journal of Contemporary Ethnography* 45(3):256–289.
- Race, Kane. 2009. *Consuming Drugs for Pleasure: The Queer Politics of Drugs*. Duke University Press. 1-8.

Wednesday, September 29th – Health Inequities by Race

Required

- Brown, Tony N., David R. Williams, James S. Jackson, Harold W. Neighbors, Myriam Torres, Sherrill L. Sellers and Kendrick T. Brown. 2000. "'Being Black and Feeling Blue': The Mental Health Consequences of Racial Discrimination." *Race and Society* 2(2):117-131.
- Monk, Ellis P. 2015. "The Cost of Color: Skin Color, Discrimination, and Health among African-Americans." *American Journal of Sociology* 121(2):396-444.
- Kugelmass, Heather. 2016. "'Sorry, I'm Not Accepting New Patients': An Audit Study of Access to Mental Health Care." *Journal of Health and Social Behavior* 57(2):168-183.

Extra

- Abraído-Lanza, Ana F., Maria T. Chao and Karen R. Flórez. 2005. "Do Healthy Behaviors Decline with Greater Acculturation?: Implications for the Latino Mortality Paradox." *Social Science & Medicine* 61(6):1243-55.
- Gamble, Vanessa N. 1997. "Under the Shadow of Tuskegee: African Americans and Healthcare." *American Journal of Public Health* 87(11):1773–1778.
- Greil, Arthur L., Julia McQuillan, Karina M. Shreffler, Katherine M. Johnson, and Kathleen S. Slauson-Blevins. 2011. "Race-Ethnicity and Medical Services for Infertility: Stratified Reproduction in a Population-Based Sample of U.S. Women." *Journal of Health and Social Behavior* 52(4):493–509.
- Lee, Catherine. 2009. "'Race' and 'Ethnicity' in Biomedical Research: How Do Scientists Construct and Explain Differences in Health?". *Social Science & Medicine* 68(6):1183-90.
- Lewis, Valerie A., Taressa Frazee, Elliott S. Fisher, Stephen M. Shortell and Carrie H. Colla. 2017. "ACOs Serving High Proportions of Racial and Ethnic Minorities Lag in Quality Performance." *Health Affairs* 36(1):57-66.
- Nelson, Alondra. 2011. *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination*. Minneapolis: University of Minnesota Press
- Skloot, Rebecca. 2011. *The Immortal Life of Henrietta Lacks*. New York: Broadway Books.

–Williams, David R. 2012. "Miles to Go Before We Sleep: Racial Inequalities in Health." *Journal of Health and Social Behavior* 53(3):279–295.

–Williams, David R. and Selena Mohammed. 2009. "Discrimination and Racial Disparities in Health: Evidence and Needed Research." *Journal of Behavioral Medicine* 32(1):20–47.

–Markel, Howard and Alexandra Minna Stern. 2002. "The Foreignness of Germs: The Persistent Association of Immigrants and Disease in American Society." *Milbank Quarterly* 80(4):757-788.

–Feagin, Joe R., and Zinobia Bennfield. 2014. "Systemic Racism and U.S. Healthcare." *Social Science and Medicine* 103(1):7–14.

Wednesday, October 6th – Wellness Day

No Class

Wednesday, October 13th – Place, Neighborhoods, Community, and Social Support

Required

–Houle, Jason N. 2014. "Mental Health in the Foreclosure Crisis." *Social Science & Medicine* 118:1-8.

–Mueller, Anna S., and Seth Abrutyn. 2016. "Adolescents under Pressure: A New Durkheimian Framework for Understanding Adolescent Suicide in a Cohesive Community." *American Sociological Review* 81(5):877-899.

–Idler, Ellen, David Boulifard and Richard Contrada. 2012. "Mending Broken Hearts: Marriage and Survival Following Cardiac Surgery." *Journal of Health and Social Behavior* 53(1):33-49.

Extra

–Diez-Roux, Ana V. and Christina Mair. 2010. "Neighborhoods and Health." *Annals of the New York Academy of the Sciences* 1186(1):125–145.

–Gengler, Amanda. 2014. "'I Want You to Save My Kid!' Illness Management Strategies, Access, and Inequality at an Elite University Research Hospital." *Journal of Health and Social Behavior* 55(3): 342-359.

–Klinenberg, Eric. 2002. *Heat Wave: A Social Autopsy of Disaster in Chicago*, pp.1-128. Chicago: University of Chicago Press.

–Lara-Millán, Armando. 2014. "Public Emergency Room Overcrowding in the Era of Mass Imprisonment." *American Sociological Review* 79(5):866-87.

–Reich, Jennifer. 2016. *Calling the Shots: Why Parents Reject Vaccines*. New York: NYU Press.

–Sewell, Abigail A., Kevin A. Jefferson and Hedwig Lee. 2016. "Living under Surveillance: Gender, Psychological Distress, and Stop-Question-and-Frisk Policing in New York City." *Social Science & Medicine* 159:1-13.

–Williams, David R. and C. Collins. 2001. "Racial Residential Segregation: A Fundamental Cause of Racial Disparities in Health." *Public Health Reports* 116(5):404-16.

Wednesday, October 20th – Identity and Illness

Required

–Charmaz, Kathy. 1983. "Loss of Self: A Fundamental Form of Suffering in the Chronically Ill." *Sociology of Health & Illness* 5(2):168-95.

–Leary, Mark R., Lydia R. Tchividjian and Brook E. Kraxberger. 1994. "Self-Presentation Can Be Hazardous to Your Health: Impression Management and Health Risk." *Health Psychology* 13(6):461-70.

–Nettleton, Sarah. 2006. "'I Just Want Permission to be Ill': Towards a Sociology of Medically Unexplained Symptoms." *Social Science & Medicine* 62(5):1167-1178.

Extra

–Crosby, Christina. 2016. *A Body Undone: Living on After Great Pain*. New York: NYU Press.

–Francis, Linda E. 1997. "Ideology and Interpersonal Emotion Management: Redefining Identity in Two Support Groups." *Social Psychology Quarterly* 60(2):153-71.

–Lively, Kathryn J. and Carrie L. Smith. 2011. "Identity and Illness." Pp. 505-25 in *Handbook of the Sociology of Health, Illness, and Healing*, edited by B. A. Pescosolido, J. K. Martin, J. D. McLeod and A. Rogers. New York: Springer.

–Williams, Simon. 2000. "Chronic Illness as Biographic Disruption or Biographical Disruption as Chronic Illness? Reflections on a Core Concept." *Sociology of Health and Illness* 22(1):40-67.

PART TWO

Wednesday, October 27th – Professions and Expertise

Required

–Eyal, Gil. 2013. "For a Sociology of Expertise: The Social Origins of the Autism Epidemic." *American Journal of Sociology* 118(4):863-907.

–shuster, stef m. 2016. "Uncertain Expertise and the Limitations of Clinical Guidelines in Transgender Healthcare." *Journal of Health and Social Behavior* 57(3):319-32.

–Timmermans, Stefan and Hyeyoung Oh. 2010. "The Continued Social Transformation of the Medical Profession." *Journal of Health and Social Behavior* 51(1 suppl):S94-S106.

Extra

–Abbott, Andrew. 1988. *The Systems of the Professions: An Essay on the Division of Expert Labor*. Chicago, IL: University of Chicago Press.

–Balint, Michael. 1957. *The Doctor, His Patient, and the Illness*. London: Pittman.

–Benjamin, Ruha. 2011. "Organized ambivalence: when sickle cell disease and stem cell research converge." *Ethnicity & Health* 16(4-5): 447-463.

–Bosk, Charles. *All God's Mistakes: Genetic Counseling in a Pediatric Hospital*. Chicago: University of Chicago Press, 1992.

–Collins, Harry and Robert Evans. 2007. *Rethinking Expertise*. Chicago, IL: University of Chicago Press.

–DiBenigno, Julia. 2017. "Anchored Personalization in Managing Goal Conflict between Professional Groups: The Case of U.S. Army Mental Health Care." *Administrative Science Quarterly* 63(3):526-69.

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Wednesday, November 3rd – Education and Socialization

Required

–Hafferty, Frederic W. 1988. "Cadaver Stories and the Emotional Socialization of Medical Students." *Journal of Health and Social Behavior* 29(4):344–356.

–Underman, Kelly, and Laura E. Hirshfield. 2016. "Detached Concern? Emotional Socialization in Twenty-first Century Medical Education." *Social Science and Medicine* 160(1):94–101.

**ALTERNATIVELY, if out in time: Jenkins, Tania M., Kelly Underman, Alexandra H. Vinson, Lauren D. Olsen & Laura E. Hirshfield (*forth.*). "The Resurgence of Medical Education in Sociology: A Return to Our Roots and an Agenda for the Future." *Journal of Health and Social Behavior*.

–Vinson, Alexandra H. 2019. "Short White Coats: Knowledge, Identity, and Status Negotiations of First-Year Medical Students." *Symbolic Interaction* 42(2):395-411.

Extra

–Becker, Howard, Blanche Geer, Everett C. Hughes, and Anselm C. Strauss. 1961. *Boys in White: Student Culture in Medical School*. Chicago, IL: University of Chicago Press.

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–Brooks, Joanna Veazey, and Charles L. Bosk. 2012. "Remaking surgical socialization: Work hour restrictions, rites of passage, and occupational identity." *Social Science & Medicine* 75 (9): 1625-1632.

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–Merton, Robert K., George G. Reader, and Patricia L. Kendall. 1957. *The Student-Physician: Introductory Studies in the Sociology of Medical Education*. Cambridge, MA: Harvard University Press.

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–Olsen, Lauren D. 2019. "The Conscripted Curriculum and the Reproduction of Racial Inequalities in U.S. Medical Education." *Journal of Health and Social Behavior* 60(1):55-68.

–Underman, Kelly. 2015. "Playing Doctor: Simulation in Medical School as Affective Practice." *Social Science and Medicine* 136(1):180–188.

–Vinson, Alexandra H. 2016. "'Constrained Collaboration': Patient Empowerment Discourse as Resource for Countervailing Power." *Sociology of Health and Illness* 38(8):1364–1378.

–Vinson, Alexandra H. (2021). "Articulating the Canon: The Sociology of Medical Education from 1980-2000." *Health*.

PART THREE

Wednesday, November 10th – Health Care Organizations

Required

–Anthony, Denise L., Ajit Appari and M. Eric Johnson. 2014. "Institutionalizing HIPAA Compliance: Organizations and Competing Logics in U.S. Health Care." *Journal of Health and Social Behavior* 55(1):108-24.

–Jenkins, Tania M. 2018. "Dual Autonomies, Divergent Approaches: How Stratification in Medical Education Shapes Approaches to Patient Care." *Journal of Health and Social Behavior* 59(2):268–282.

–Livne, Roi. 2014. "Economies of Dying: The Moralization of Economic Scarcity in U.S. Hospice Care." *American Sociological Review* 79(5):888-911.

Extra

–Casalino, Lawrence P. 2004. "Unfamiliar Tasks, Contested Jurisdictions: The Changing Organization Field of Medical Practice in the United States." *Journal of Health and Social Behavior* 45(Special Issue):S59–S75.

–Haug, Marie R. 1988. "A Re-examination of the Hypothesis of Physician Deprofessionalization." *Milbank Memorial Fund Quarterly* 66(2):48–56.

–Light, Donald W. 2004. "Introduction: Ironies of Success—A New History of the American Health Care 'System.'" *Journal of Health and Social Behavior* 45(1):1–24.

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–Ruef, Martin and W. Richard Scott. 1998. "A Multidimensional Model of Organizational Legitimacy: Hospital Survival in Changing Institutional Environments." *Administrative Science Quarterly* 43(4):877-904.

–Scott, W. Richard, Martin Ruef, Peter J. Mendel, and Carol A. Caronna. 2000. *Institutional Change and Healthcare Organizations: From Professional Dominance to Managed Care*. Pp. 340-364. Chicago: University of Chicago Press.

Wednesday, November 17th—Medicalization and Technology

Required

–Conrad, Peter. “The Shifting Engines of Medicalization.” *Journal of Health & Social Behavior* 40:5-14.

–Clarke, Adele, Shim, Janet K., Mamo, Laura, Fosket, J.R., & Fishman, Jennifer R. 2003. “Biomedicalization: Technoscientific Transformations of Health, Illness, and U.S. Biomedicine.” *American Sociological Review* 68: 161–194.

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Extra

–Barley, Stephen R. 1986. "Technology as an Occasion for Structuring: Evidence from Observations of CT Scanners and the Social Order of Radiology Departments." *Administrative Science Quarterly* 31(1):78-108.

–Joyce, Kelly. 2005. "Appealing Images: Magnetic Resonance Imaging and the Production of Authoritative Knowledge." *Social Studies of Science* 35(3):437-62.

–Menchik, Daniel. 2017. "Interdependent Career Types and Divergent Standpoints on the Use of Advanced Technology in Medicine." *Journal of Health and Social Behavior* 58(4):488–502.

–Montoya, Michael J. 2011. *Making the Mexican Diabetic: Race, Science, and the Genetics of Inequality*. Berkeley, CA: University of California Press.

–Navon, Daniel, and Gil Eyal. 2016. "Looping Genomes: Diagnostic Change and the Genetic Makeup of the Autism Population." *American Journal of Sociology* 121(5):1416-1471.

–Pescosolido, Bernice, et al. 2008. Under the Influence of Genetics: How Transdisciplinarity led us Rethink Pathways to Illness. *American Journal of Sociology* 114:171-201.

–Rabinow, Paul. 1996. “Artificiality and Enlightenment: From Sociobiology to Biosociality,” in *Essays on the Anthropology of Reason*. Princeton: Princeton University Press.

–Shostak, Sara. 2013. *Exposed Science: Genes, the Environment, and the Politics of Population Health*. University of California Press.

–Stablein, Timothy, Keith J. Loud, Christopher DiCapua and Denise L. Anthony. 2018. "The Catch to Confidentiality: The Use of Electronic Health Records in Adolescent Health Care." *Journal of Adolescent Health* 62(5):577-82.

Wednesday, November 24th – Fall Break

NO CLASS

Wednesday, December 1st – Patient-Clinician Interaction

Required

- Barker, Kristin K. 2008. "Electronic Support Groups, Patient-Consumers, and Medicalization: The Case of Contested Illness." *Journal of Health and Social Behavior* 49(1):20-36.
- Best, Rachel Kahn. 2012. "Disease Politics and Medical Research Funding: Three Ways Advocacy Shapes Policy." *American Sociological Review* 77(5):780-803.
- Shim, Janet K. 2010. "Cultural Health Capital: A Theoretical Approach to Understanding Health Care Interactions and the Dynamics of Unequal Treatment." *Journal of Health and Social Behavior* 51(1):1-15.
- Waitzkin, Howard. 1989. "A Critical Theory of Medical Discourse: Ideology, Social Control, and the Processing of Social Context in Medical Encounters." *Journal of Health and Social Behavior* 30(2):220-239.

Extra

- Cicourel, Aaron. 1981. "Language and the Structure of Belief in Medical Communication." *Studia Linguistica* 35(1):71–85.
- Gallagher, Timothy J., Stanford W. Gregory Jr, J. Bianchi Alison, Paul J. Hartung and Sarah Harkness. 2005. "Examining Medical Interview Asymmetry Using the Expectation States Approach." *Social Psychology Quarterly* 68(3):187-203.
- Heritage, John and Doug Maynard. 2006. "Problems and Prospects in the Study of Physician-Patient Interaction." *Annual Review of Sociology* 32:351–371.
- Mechanic, David and Sharon Meyer. 2000. "Concepts of Trust among Patients with Serious Illness." *Social Science & Medicine* 51(5):657-68.
- Pastor, Manuel, Veronica Terriquez and May Lin. 2018. "How Community Organizing Promotes Health Equity, and How Health Equity Affects Organizing." *Health Affairs* 37(3):358-63.
- Schnittker, Jason and Ke Liang. 2006. "The Promise and Limits of Racial/Ethnic Concordance in Physician-Patient Interaction." *Journal of Health Politics, Policy and Law* 31(4):811-38.
- Timmermans, Stefan and Mara Buchbinder. 2010. Patients-in-Waiting: Living Between Illness and Disease. *Journal of Health and Social Behavior* 51(4):408-423.
- Waitzkin, Howard. *The Politics of Medical Encounters: How Patients and Doctors Deal with Social Problems*. Yale University Press.

- West, Candace. 1984. *Routine Complications: Troubles with Talk Between Doctors and Patients*. Bloomington, IN: Indiana University Press.
- Bail, Christopher A., Taylor W. Brown and Marcus Mann. 2017. "Channeling Hearts and Minds: Advocacy Organizations, Cognitive-Emotional Currents, and Public Conversation." *American Sociological Review* 82(6):1188-213.
- Brown, Phil, Stephen Zavestoski, Sabrina McCormick, Brian Mayer, Rachel Morello-Frosch, and Rebecca Gasior-Altman. 2004. "Embodied Health Movements: New Approaches to Social Movements in Health." *Sociology of Health & Illness* 26(1):50-80.
- Busfield, Joan. 2006. "Pills, Power, People: Sociological Understandings of the Pharmaceutical Industry." *Sociology* 40(2):297-314.
- Chiarello, Elizabeth. 2011. "Challenging Professional Self-Regulation: Social Movement Influence on Pharmacy Rulemaking in Washington State." *Work and Occupations* 38(3):303-39.
- Christopher, Andrea, David Himmelstein, Steffie Woolhandler, Danny McCormick. 2018. "The Effects of Household Medical Expenditures on Income Inequality in the United States." *American Journal of Public Health* 108(3):351-354.
- Goldner, Melinda. 2004. "The Dynamic Interplay between Western Medicine and the Complementary and Alternative Medicine Movement: How Activists Perceive a Range of Responses from Physicians and Hospitals." *Sociology of Health & Illness* 26:710-736.
- Kikuzawa, Saeko, Sigrun Olafsdottir and Bernice Pescosolido. 2008. "Similar Pressures, Different Contexts: Public Attitudes Toward Government Intervention for Health Care in 21 Countries." *Journal of Health and Social Behavior* 49(4): 385-399.
- Klawiter, Maren. 2008. "Breast Cancer in Two Regimes: The Impact of Social Movements on Illness Experience." In Phil Brown (Ed.), *Perspectives in Medical Sociology* (pp. 555-576). Long Grove, IL: Waveland Press.
- López-Sanders, Laura. 2017. "Changing the Navigator's Course: How the Increasing Rationalization of Healthcare Influences Access for Undocumented Immigrants under the Affordable Care Act." *Social Science & Medicine* 178:46-54.
- McClean, Stuart and Ronnie Moore. 2013. "Money, Commodification and Complementary Health Care: Theorising Personalised Medicine Within Depersonalized Systems of Exchange." *Social Theory and Health* 11:194-214.
- Mechanic, David, and Donna D McAlpine. 2010. "Sociology of Health Care Reform: Building on Research and Analysis to Improve Health Care." *Journal of Health and Social Behavior* 51:147-160.
- Metzl, Jonathan M. and Helena Hansen. 2014. "Structural Competency: Theorizing a New Medical Engagement with Stigma and Inequality." *Social Science and Medicine* 103(1):126–133.
- Sohn, Heeju and Stefan Timmermans. 2017. "Social Effects of Health Care Reform: Medicaid Expansion under the Affordable Care Act and Changes in Volunteering." *Socius* 3:2378023117700903.