



**Department of Sociology and Social Work**  
**SOC 470.1 Medical Sociology**  
**3 units**

**Spring 2017**

<b>Section / Meeting days and times:</b> <b>Section 1 / Wednesdays 3-5:45PM</b>	<b>Instructor title and name:</b> Jimiliz Valiente-Neighbours, Ph.D. (Dr./Prof. Jimi)
	<b>Phone:</b> 619-849-3001
<b>Meeting location:</b> RH 108	<b>E-mail:</b> jvalient@pointloma.edu
<b>Final Meeting Date:</b> <b>May 3, 2017 / Wednesday 3-5:45PM</b>	<b>Office location and hours:</b> Rohr Hall #106 <b>M 9:30-11:30AM and 2:30-5:30PM</b> <b>W 9:30-11:30AM</b> <b>F 2:30-5:30PM and by appointment as needed</b>

**PLNU Mission: To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Student Outcome: To Learn ~ To Grow ~ To Serve**

It is the desire of the Social Work program to support students in their life journey to learn, grow, and to serve. To this end, the Department of Sociology and Social Work has established Departmental and Program Mission Statements as follows:

**Department Mission**

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

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**COURSE DESCRIPTION**

This course presents an overview of the sociology of medicine, or the sociology of health, illness, and healthcare. Because the field is so large, no single course could cover its entirety, and we will be leaving out many classics as well as many recent works. For example, we will not directly address more details regarding stress, aging, and technology. We will seek to understand health and medicine by exploring: the debate regarding calling the field “sociology of medicine” or by another name and why; the role of medicine as social control; what it means to be healthy or ill and who gets to define these terms; the distribution of health and illness in terms of race, class, and gender; the relationship between professional authority and patients; activism around health matters; political economy of health and healthcare; and mental health/mental illness. I hope that the course meets your diverse interests, whether in social work, social science, and/or in the natural sciences.

By the end of the course, the expectation is that students will: (1) have an understanding of the various definitions of health and illness; (2) be able to talk about how a person's socio-demographic characteristics influence their health; (3) have insight into how patients and practitioners understand health and illness and their roles in the healthcare process.

## COURSE LEARNING OUTCOMES

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According to PLNU standards, upon success completion of this course, students will be able to:

- EP 2.1.4 (1) Identify and critique various social structures, particularly those resulting in inequality and injustice.
- EP 2.1.6 (2) Evaluate and apply social science data to inform decisions of everyday life.
- EP 2.1.1 (1, 2) Describe and exemplify the relationship between our Christian faith and human actions.
- EP 2.1.7 (2) Apply service-minded sociological concepts to specific need areas in our communities.
- EP 2.1.4 (1) Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

## COURSE CREDIT HOUR INFORMATION

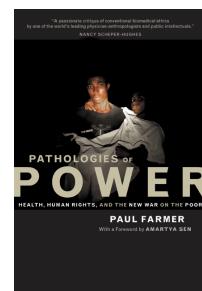
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In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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1. Farmer, Paul. 2003. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley, CA: UC Press. ISBN: 9780520235502.



2. Fadiman, Anne. 2012. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York, NY: Farrar, Straus and Giroux. ISBN-10: 0374533407 and ISBN-13: 978-0374533403.

3. **The articles and chapters will be posted on Canvas.** The two textbooks are available for rent or for purchase at the PLNU Bookstore.

**NOTE:** It is crucial that students complete the reading before class meetings! As will be discussed in the following pages, thirty percent of the student's grade will be based on bringing the weekly response papers to class and to be able to facilitate and participate in discussions. While I will provide brief lectures to provide contexts to our topics, the will be primarily discussion format. In some cases, we will view films/documentaries and/or have guest lectures.

## ASSESSMENT AND GRADING

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Assignment Values:		Grade Scale:	
Response Papers and Discussion	30%	A=93-100	C=73-76
Interview and Book Review Papers	30%	A-=90-92	C-=70-72
Midterm Exam	30%	B+=87-89	D+=67-69
Presentation and Attendance	<u>10%</u>	B=83-86	D=63-66
<b>100% TOTAL</b>		B-=80-82	D-=60-62
		C+=77-79	F=0-59

## ASSIGNMENT DESCRIPTIONS

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### I. Response Papers and Discussion (30%)

Participation is key for building a collaborative learning community. A significant goal in this class is for students to foster respectful dialogue regarding topics in the field, which can be sources of conflict or contention in society. I encourage for students to take accountability and responsibility for the impact of their statements. I hope that our class times and discussions nurture curiosity and openness to learning from and about each other, in addition to the field. We come from diverse backgrounds that have shaped our various perspectives, and I pray that we can grow our understanding and compassion for each other. Let's learn to pause and reflect, instead of immediately or only reacting.

Response Papers will prepare students for the discussion format of our class meetings. For each paper, the format is: 3-4 pages, Times New Roman, size 12, and double-spaced. They must be turned into Canvas **before** the beginning of class. On these papers, answer the following questions: What do each of the readings have to say about the topic/question? Briefly summarize their key points and evidence/sources (1-2 sentences for each reading). Then, write about your own responses to the readings: what new concepts/ideas did you learn? When applicable, which other concepts/ideas from class can you connect to these readings? What statement/s made you pause, either in discovery and/or disagreement? What questions came up for you that you would like to bring to class to discuss with your peers?

### II. Book Review and Interview Papers (30%)

Students will complete two papers for the course, which are intended to hone their communication skills, both oral and written, as well as critical analysis skills by synthesizing and applying class materials. The first assignment is a book review of Anne Fadiman's *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* (2012), a case study on which students can apply what they have read so far in the semester. The paper must be 4-5 pages long, double-spaced. The deadline for this paper is March 22, 2017. The second paper will be based on an interview with a person of your choice, regarding their medical encounters, health activism, and/or experiences with the healthcare system. This paper must be 4-5 pages long, double-spaced, and include materials from the readings preceding the deadline of April 12, 2017. More details regarding each paper will be posted on Canvas several weeks before the deadline.

### **III. In-class Assignments and Quizzes (30%)**

Your presence in class, preparation for our class meetings, and engagement during class are valuable. It is important that students come to class having completed the assigned reading. Lectures will be supplemental to the texts, and I intend to use class time to help make the readings “come alive” for students. The students who have read beforehand—and who put away their phones and assignments from other classes—will have more advantage during in-class assignments and listening comprehension quizzes. These short in-class assignments and quizzes (at least 1 point and no more than 5 points) will not necessarily be announced beforehand, but you will be able to use your reading and lecture notes to complete them.

### **IV. Individual Presentations and Attendance (10%)**

As mentioned below, because the field of the sociology of medicine, or the sociology of health, illness, and healthcare, is so large, we will not be able to cover everything. Students will have the opportunity to further pursue their interests, or examine what has not yet been covered in class. Students will select a topic of their choice (hospice care, prenatal care, intersex infants, andropause, or even the construction of “PMS”). At least four of the required texts must be used as sources to discuss this subject matter, as well as two external sources. You will also be required to present a slideshow; give a handout synthesizing and summarizing the basic information of your article to your peers; and create a short quiz to assess the comprehension of your peers. One long or two short video clips can be used as part of your presentation, but you *must* stick to the 15-minute timeline for presentations. Your presence is mandatory on presentation days (there will be points allotted to attendance), but more importantly, it’s a great way to encourage your peers in our learning community in this class! Let’s plan for potluck on these dates as well! ALL instructions will be on Canvas.

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### **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted when they are due. Late assignments are subject to deduction of points, and will not be accepted one week beyond the original due date. There will be no opportunities to make-up for missed in-class assignments/quizzes, unless students have documented medical emergencies. Students with documentation for medical emergencies will need to discuss with me their revised deadlines.

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### **PLNU ACADEMIC ACCOMMODATIONS**

If you have a diagnosed disability, please contact Nichole Hope-Moore at PLNU’s Disability Resource Center (DRC) as soon as possible to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information. The early contact with Nichole is so that she would be able to notify me within the first two weeks of class about how I may help provide the necessary accommodations.

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### **PLNU ACADEMIC HONESTY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a

situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## PLNU ATTENDANCE AND PARTICIPATION

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We only meet 16 times in the class, including finals week, for 2h 45m. This means that missing one class day is like missing a whole week of a MWF class schedule. Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent 1 day and late for about 60 minutes to 1 class (more than 10 percent of class meetings), the faculty member can file a written report which may result in de-enrollment. If the absences or tardiness exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

## FINAL EXAMINATION POLICY

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Successful completion of this class requires taking the final examination **on its scheduled day: May 5, 2016 / Friday, 1:30-4PM**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

## PLNU COPYRIGHT POLICY

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## FINAL NOTES ON CLASS DECORUM

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### Class Members Responsibilities:

1. Respect: Respect for others is a basic element of professional social work and Christian character. All discourse will be conducted in a responsible and respectful manner.
2. Class participation: Each student is seen as a vital contributor to the educational environment. Your ideas and input are essential to the learning experience. Please participate actively and respectfully.
3. Attendance: I plan on taking attendance at every class meeting. Please plan ahead in terms of looking for parking spaces or printing materials before coming to class.
4. Reading: Students are expected to read all assigned material before class to engage in class discussion.
5. Completion of all class assignments: All class assignments are to be completed and handed in, in a prompt, professional manner. Assignments will not be accepted one week beyond the original due date.

## **Inclusive Language**

Given the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

## **Office Hours and E-mail Correspondences**

I hope you can come visit me during my office hours so that we can get to know each other better, and if you'd like further clarification of our class materials. I also hope that we can mutually be professional and prompt in our e-mail correspondences. For example, please refrain from the simple "hey, what did I miss in class" that is often a sign that the student is very relaxed about their approach to both the instructor and the course. I will be courteous with you, and I hope that you will be courteous with me. This is also an opportunity to practice professionalism and soft skills, which are necessary in the workplace. In addition, I intend to be prompt with my responses to student e-mails. Please keep in mind, however, that a response within minutes after you send your e-mail is not always possible. Similarly, I also hope that you respond promptly when I check in with you.

## **Public Discourse**

Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects. Thus, you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that others will view your work in the class.

I look forward to sharing the semester with you all!

Sincerely, Dr./Prof. Jimi

## COURSE SCHEDULE

DATE	WEEK / SESSION	TOPIC	READINGS / ASSIGNMENTS
Wed Jan 11	W 1 / S 1	Course Overview and Introductions	<ul style="list-style-type: none"> <li>➤ Review Syllabus</li> <li>➤ Read before class: Sociology 2e OpenStax Chapter 19: "Health and Medicine"</li> <li>➤ <b>DUE:</b> Bring a 1-2 page introduction about yourself, why you are taking this class, and what you hope to learn.</li> </ul>
Wed Jan 18	W 2 / S 2	What is Medical Sociology?	<ul style="list-style-type: none"> <li>➤ Cockerham (2000): "Medical Sociology at the Millenium"</li> <li>➤ Timmermans and Haas (2008): "Towards a Sociology of Disease"</li> <li>➤ <b>DUE: Response Paper #1</b></li> </ul>
Wed Jan 25	W 3 / S 3	Medicalization and/as Social Control?	<ul style="list-style-type: none"> <li>➤ Zola (1972): "Medicine as an Institution of Social Control"</li> <li>➤ Conrad (1992): "Medicalization and Social Control"</li> <li>➤ Abraham (2010): "Pharmaceuticalization of Society in Context"</li> <li>➤ <b>DUE: Response Paper #2</b></li> </ul>
Wed Feb 1	W 4 / S 4	Social Construction of Health and Illness	<ul style="list-style-type: none"> <li>➤ Brown (1995): "Naming and Framing"</li> <li>➤ Conrad and Barker (2010): "The Social Construction of Illness"</li> <li>➤ Armstrong (1998): "Diagnosing Moral Disorder"</li> <li>➤ Link and Phelan (2001): "Conceptualizing Stigma"</li> <li>➤ <b>DUE: Response Paper #3</b></li> </ul>
Wed Feb 8	W 5 / S 5	Health, Illness, and Social Factors	<ul style="list-style-type: none"> <li>➤ Link and Phelan (2010): "Social Conditions as Fundamental Causes of Health Inequalities"</li> <li>➤ Ross et al. (2012): "Education and the Gender Gaps in Health and Mortality"</li> <li>➤ Bamshad (2005): "Genetic Influences on Health: Does Race Matter?"</li> <li>➤ Williams and Collins (1995): "US Socioeconomic and Racial Differences in Health: Patterns and Explanations"</li> <li>➤ <b>DUE: Response Paper #4</b></li> </ul>
Wed Feb 15	W 6 / S 6	Health, Illness, and Social Factors	<ul style="list-style-type: none"> <li>➤ Farmer</li> <li>➤ <b>DUE: Response Paper #5</b></li> </ul>

Wed Feb 22	W 7 / S 7	Health, Illness, and Social Factors	<ul style="list-style-type: none"> <li>➤ Farmer</li> <li>➤ DUE: Response Paper #6</li> </ul>
Wed Mar 1	W 8 / S 8	<b>MIDTERM EXAM</b> <i>*Start reading Fadiman</i>	
<i>SPRING BREAK</i> <i>Monday 3/6 thru Friday 3/10</i> <i>*Continue reading Fadiman</i>			
Wed Mar 15	W 9 / S 9	Professional Authority, Medical Encounters, and Experiences of Illness	<ul style="list-style-type: none"> <li>➤ Starr (1982): Pp. 3-29 of <i>The Social Transformation of American Medicine</i></li> <li>➤ Whooley (2010): “Organization Formation as Epistemic Practice”</li> <li>➤ Zola (1973): “Pathways to the Doctor—From Person to Patient”</li> <li>➤ Recommended: Topo and Iltanen-Tähkävuori (2010): “Scripting Patienthood with Patient Clothing”</li> <li>➤ DUE: Response Paper #7</li> </ul>
Wed Mar 22	W 10 / S 10	Professional Authority, Medical Encounters, and Experiences of Illness	<b>DUE: Book Review of Fadiman</b>
Wed Mar 29	W 11 / S 11	Health Activism, Expertise, and Biocitizenship	<ul style="list-style-type: none"> <li>➤ Epstein (1995): “The Construction of Lay Expertise”</li> <li>➤ Klawiter (1999): “Racing for the Cure, Walking Women and Toxic Touring”</li> <li>➤ Nelson (2011): “Spin Doctors: The Politics of Sickle Cell Anemia”</li> <li>➤ Best (2012): “Disease Politics and Medical Research Funding”</li> <li>➤ DUE: Response Paper #8</li> </ul>
Wed Apr 5	W 12 / S 12	Political Economy, Health, and Healthcare	<ul style="list-style-type: none"> <li>➤ Kenny (2015): “The Biopolitics of Global Health”</li> <li>➤ Lezaun and Montgomery (2014): “The Pharmaceutical Commons”</li> <li>➤ Quadagno (2014): “Right-Wing Conspiracy? Socialist Plot? The Origins of the Patient Protection and Affordable Care Act”</li> <li>➤ Sismondo (2015): “Pushing Knowledge in the Drug Industry”</li> <li>➤ DUE: Response Paper #9</li> </ul>
Wed Apr 12	W 13 / S 13	Health and Well-being: Concerns and Hopes in 2017	<b>DUE: Interview Paper</b>

Wed Apr 19	W 14 / S 14	Mental Health and Illness	<ul style="list-style-type: none"> <li>➤ Price et al. (2000): “Mental Health and Illness Research: Millennium and Beyond”</li> <li>➤ Lakoff (2005): “Diagnostic Liquidity: Mental Illness and the Global Trade in DNA”</li> <li>➤ DUE: Response Paper #10</li> </ul>
Wed Apr 26	W 15 / S 15		<b>Begin FINAL Presentations (regular class time)</b> *Potluck
Wed May 3 FIN WK	W 16/ S 16		<b>Finish FINAL Presentations (regular class time)</b> *Potluck