

**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 12/16/2013

1b. Department/Division: Sociology

1c. Contact Person

Name: Brea Perry

Email: breaperry@uky.edu

Phone: 257-4416

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: SOC 255

2c. Full Title: Medicine, Health, and Society

2d. Transcript Title:

2e. Cross-listing: HSP 255

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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2j. Course Description for Bulletin: SOC 255 is an introduction to foundational social theories and concepts through the lens of health, healing, and medicine. Social science perspectives on health disparities across populations, how health and disease are defined and managed, and cultural experiences of illness provide a window into a broader understanding of social life. The course will focus on four major social theories – social constructionism, symbolic interactionism, conflict theory, and functionalism. We will use these theoretical foundations and related core concepts to explore topics like physician-patient interaction and the social organization and distribution of health care. SOC 255 will also provide an introduction to social science research through critical analysis of original scholarly work and exposure to conducting, analyzing, and presenting one's own empirical findings. SOC 255 is ideal for those with career aspirations in medicine, nursing, or other health professions, and covers the sociology content included on the MCAT exam for pre-med students. This course also provides a critical foundation for those interested in learning about population health from the point of view of social science. Throughout the course, we will explicitly address the unique contributions of social science to a broader understanding of the etiology, treatment, experience, and consequences of illness and disease.

2k. Prerequisites, if any: None

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 100

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Health, Society, and Populations (HSP)

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Health, Society, and Populations (HSP)

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

### Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|CRE227|Claire M Renzett||SOC 255 NEW Dept Review|20131217

SIGNATURE|RHANSON|Roxanna D Hanson|SOC 255 NEW College Review|20140204

SIGNATURE|JMETT2|Joanie Ett-Mims|SOC 255 NEW Undergrad Council Review|20140403

Courses	Request Tracking
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## New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>
[Open in full window to print or save](#)

Generate R

## Attachments:

Browse...

Upload File

ID	Attachment
Delete:3326	SOC 255 syllabus Revised.doc

First | 1 | Last

Select saved project to retrieve...

Get New

(\*denotes required fields)

## 1. General Information

- a. \* Submitted by the College of: ARTS & SCIENCES Submission Date: 12/16/2013
- b. \* Department/Division: Sociology
- c.
- \* Contact Person Name: Brea Perry Email: breaperry@uky.edu Phone: 257-4416
- \* Responsible Faculty ID (if different from Contact) Email: Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year
- e. Should this course be a UK Core Course?  Yes  No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

## 2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes  No
- b. \* Prefix and Number: SOC 255
- c. \* Full Title: Medicine, Health, and Society
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed with (Prefix and Number): HSP 255
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>2</sup> for each meeting pattern type.
- |  |  |                                 |                                 |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory <sup>1</sup> | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study      | <input type="text"/> Clinical                | <input type="text"/> Colloquium | <input type="text"/> Practicum  |
| <input type="text"/> Research          | <input type="text"/> Residency               | <input type="text"/> Seminar    | <input type="text"/> Studio     |
| <input type="text"/> Other             | If Other, Please explain:                    |                                 |                                 |
- g. \* Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. \* Number of credits: 3
- i. \* Is this course repeatable for additional credit?  Yes  No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

SOC 255 is an introduction to foundational social theories and concepts through the lens of health, healing, and medicine. Social science perspectives on health disparities across populations, how health and disease are defined and managed, and cultural experiences of illness provide a window into a broader understanding of social life. The course will focus on four major social theories – social constructionism, symbolic interactionism, conflict theory, and functionalism. We will use these theoretical foundations and related core concepts to explore topics like physician-patient interaction and the social organization and distribution of health care. SOC 255 will also provide an introduction to social science research through critical analysis of original scholarly work and exposure to conducting, analyzing, and presenting one's own empirical findings.

SOC 255 is ideal for those with career aspirations in medicine, nursing, or other health professions, and covers

## k. Prerequisites, if any:

None

i. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 100

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

This course is being developed to serve the curricular needs of two units outside of Sociology, in addition to our own majors. First, this course covers social science content that will comprise a significant component of

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

Health, Society, and Populations (HSP)

b. \* Will this course be a new requirement <sup>1</sup>for ANY program?  Yes  No

If YES <sup>1</sup>, list affected programs:

Health, Society, and Populations (HSP)

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- The chair of the cross-listing department must sign off on the Signature Routing Log
- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes

## **SOC 255: Medicine, Health, and Society**

Spring 2014

Instructor: Brea Perry  
Office: 1527 POT  
Phone: 257-4416  
E-mail: breaperry@uky.edu  
Office Hours: M/W 2:00-3:30

**Course description:** SOC 255 is an introduction to foundational social theories and concepts through the lens of health, healing, and medicine. Social science perspectives on health disparities across populations, how health and disease are defined and managed, and cultural experiences of illness provide a window into a broader understanding of social life. The course will focus on four major social theories – social constructionism, symbolic interactionism, conflict theory, and functionalism. We will use these theoretical foundations and related core concepts to explore topics like physician-patient interaction and the social organization and distribution of health care. Finally, SOC 255 will also provide an introduction to social science research through critical analysis of original scholarly work and exposure to conducting, analyzing, and presenting one's own empirical findings.

SOC 255 is ideal for those with career aspirations in medicine, nursing, or other health professions, and covers the sociology content included on the MCAT exam for pre-med students. This course also provides a critical foundation for those interested in learning about population health from the point of view of social science. Throughout the course, we will explicitly address the unique contributions of social science to a broader understanding of the etiology, treatment, experience, and consequences of illness and disease.

**Course overview:** The course has four major sections. The first section has theoretical foundations in social constructionism. It covers cultural relativism in the experience and treatment of illness, as well as the social construction of deviance and other social problems as disease. The second section is grounded in symbolic interactionism and other social psychological theories. It presents material on the role of social interaction, groups, and identity processes in health and illness. The third section has a basis in conflict theory and emphasizes the social origins of illness and disease. This section focuses largely on evidence and explanations for race, class, gender, and other social inequalities in health and health care. The fourth section covers functionalist theories of social organization. In this section, students will learn about social roles, social institutions, and the social structure of health care. Class sessions will emphasize group discussions and exercises based on peer-reviewed empirical work. These are designed to encourage the development of analytic skills, recognition of the benefits of collaborative approaches to complex problems, and independent exploration of course material.

### **Learning outcomes:**

1. Demonstrate an understanding of four social theories – social constructionism, symbolic interactionism, conflict theory, and functionalism – and how each is related to health

2. Demonstrate the ability to describe how definitions of health and illness, as well as illness experiences, are shaped by social and cultural forces
3. Demonstrate the ability to explain the role of social interaction, social groups, and identity processes in individual health beliefs, behaviors, and responses to illness
4. Demonstrate an understanding of patterns and causes of social inequalities in health outcomes and access to health care
5. Demonstrate familiarity with different types of social institutions and how social roles within these can promote or impede health
6. Demonstrate the ability to articulate the core principles of a social science approach to health, illness, and health services

**Active learning:** The course is designed around active learning and group work. Studies of pedagogy confirm that students learn most effectively when they engage actively with the material and when they work in groups. Moreover, the material we are studying lends itself to active small group interaction much more readily than to the passive reception of information through lecture. I encourage you to participate actively throughout the course – ask questions, challenge class members (respectfully), make connections to material from other courses, and relate sociological concepts and theories to your own developing career interests.

During the third week of class, you will be assigned to a group with which you will work throughout the semester. You will regularly share ideas with your group and work together to respond to in-class assignments and exercises that will deepen your understanding of the ideas we are studying and help you prepare for the exams. Please make sure that your group has a copy of each day's readings as you will often need to refer to them.

**Course readings:** Readings encompass classic and contemporary works, essential readings and readings that are nonessential but fun and interesting. They are drawn primarily from sociology, but I also include readings from anthropology, geography, and other social science disciplines. In addition to various peer-reviewed journal and newspaper articles, students will read four books.

**Course assignments:** I expect all class members to complete the required readings before the class session during which they will be discussed, to come to class with questions to share with the group, and to participate actively in class discussions. I reserve the right to lower your final grade by up to one full grade if I feel that you are regularly ill prepared for class meetings.

*Discussion leaders.* Each group will be expected to participate in leading the discussion of required readings during one class period. Groups will sign up for their Discussion Leader date during the first week of classes. That day, your group will have responsibility for bringing in questions for discussion, keeping the discussion moving, and making sure pertinent points from the readings are covered. Grading will be based on the quality and comprehensiveness of the discussion questions. This will contribute 10% to your final grade.

*Minute for the media.* Each group will be responsible for leading our “Minute for the Media” during one class period during the semester. Groups will sign up for their Minute for the Media date during the first week of classes. Students will locate a recent article covering health news (from popular magazines or newspapers, either in print or online) that is relevant to the readings

discussed in a given week. These should be relatively brief, and will be made available to all class members one week before the class meeting. The “Minute for the Media” group will briefly discuss the content of the article and how it illustrates (or perhaps contradicts) concepts, theories, or empirical findings from the readings. This will contribute 5% to your final grade.

*In-class assignments.* In-class exercises are worth 20% of your final grade. You cannot achieve the learning goals for this course, or be an effective group member, if you fail to prepare for class sessions. I will regularly assess your preparation and understanding of the readings using two types of assessments: 1) I may administer a brief, in-class quiz (2 points); 2) You may be asked to write an in-class reflection paragraph relating to the readings or our class discussion (3 points). You will receive a 0 on in-class exercises when you are absent.

*Exams.* Four examinations, worth 40% of your final grade (10% each), will assess your understanding of course concepts and materials through multiple choice, short answer, and essay questions.

*Field research project.* Each group will be required to conduct qualitative and quantitative field research on neighborhood disparities in access to healthy food, health services, safe places for exercise and recreation, and other health-promoting features of the social environment. A group research paper and report of findings, as well as a brief individual reflection paper, will be due at the end of the semester. These written products will be worth 25% of your final grade.

<b>Discussion leaders</b>	<b>10%</b>
<b>Minute for the media</b>	<b>5%</b>
<b>In-class assignments</b>	<b>20%</b>
<b>Exams (4 total)</b>	<b>40%</b>
<b>Field research project</b>	<b>25%</b>

**Grading procedures:** The grading scale for this course is below.

A	90-100%	C	70-79%	E	59% or below
B	80-89%	D	60-69%		

**Final exam information:** To be determined each semester according to university schedule.

**Mid-term grade:** Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

**Additional course information:** The syllabus, class schedule, assignments, and course announcements are available on Blackboard. Please check Blackboard regularly for course-related announcements and reminders.

**Attendance:** If you miss a class, you are responsible for the material covered and all announcements. Course work and in-class assignments missed due to unexcused absences may not be made up. Excused absences include those considered legitimate by the UK Faculty Senate, and may be made up if the professor is notified in advance.

**Missed exams:** Should an emergency come up the day an exam is scheduled, students should e-mail me or call my office phone before the class period if at all possible. Students with documented excuses that are acceptable according to Senate Rule 5.2.4.2 may take a different exam at a later date. Missed exams without documented verification of an excused absence, per Senate Rule 5.2.4.2, will result in a zero for that exam.

**Excused absences:** Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences:** Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity:** The Department of Sociology takes plagiarism and cheating seriously. All suspected cases of plagiarism and cheating will be reported to the Department Chair. Penalties for these academic offenses could include an E in the course or suspension / expulsion from U.K.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: [www.uky.edu/Ombud](http://www.uky.edu/Ombud). A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* ([www.uky.edu/StudentAffairs/Code/part2.html](http://www.uky.edu/StudentAffairs/Code/part2.html)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving

their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Respect:** Students are expected to be respectful of all class members in lectures and discussions inside or outside of class. Mental illness is a sensitive topic requiring our serious attention and insensitivity to views of others, even if their opinions differ from yours, is unacceptable.

**Punctuality:** I expect all students to be on time to class. Entering and leaving while class is in session is disruptive to the professor and other students. Persistent tardiness without a valid excuse may result in a penalty to your grade. Likewise, if you must leave class early for a legitimate reason, please notify me before class.

**Cell Phones:** Please silence cellular phones or turn them off prior to class. Phone calls and text messaging will not be permitted.

## Tentative Class Schedule

<b>Date</b>	<b>Topic</b>	<b>Readings and assignments</b>
1/16	Introduction to the course	
<b>Section I: Cultural relativism and the social construction of illness</b>		
1/21	Theoretical foundation: Social constructionism through medicalization	R: Conrad 1-45
1/23	Badness as sickness: Deviance and stigma in mental illness	R: Conrad 46-113
1/28	Biomedicalization and genetics in society	R: Conrad 117-164
1/30	The globalization of illness definitions and treatments	R: Shulz; Vedantam
2/4	Cultural relativism and the illness experience	R: Fenton
2/6	Immigration, acculturation, and health	R: Gordon-Larsen
2/11	Exam I	
<b>Section II: Social interaction, groups, and identity processes in health and illness</b>		
2/13	Theoretical foundation: Symbolic interactionism through physician-patient encounters	R: Dixon-Woods
2/18	Elements of social interaction and self-presentation in medicine	R: Hafferty 1-52
2/20	The self and development of illness identities	R: Hafferty 53-97
2/25	Socialization, health behaviors, and health beliefs	R: Hafferty 98-152
2/27	Group processes, stereotyping, and discrimination in health care settings	R: Hafferty 153-177
3/4	Social networks and the spread of disease	Watch Christakas TED Talks (2)
3/6	Exam II	
<b>Section III: Inequality and social determinants of health</b>		
3/11	Theoretical foundation: Conflict theory through capitalism in medicine	R: Moynihan A: Research plan
3/13	Fundamental social causes of disease: Power, prestige, and privilege	R: Budrys 1-44
	SPRING BREAK	
3/25	Social class, capital, and social reproduction	R: Budrys 45-108
3/27	Gender, feminism, and fertility	R: Budrys 109-172
4/1	Race and ethnicity, segregation, and health	R: Budrys 173-220
4/3	Spatial inequality, rural and urban issues, and environmental health	R: Budrys 221-248 A: Field notes
4/8	Global poverty and cross-national inequalities in morbidity and mortality	R: World Bank
4/10	Exam III	
<b>Section IV: Functionalism, social structure, and the social organization of health</b>		
4/15	Theoretical foundation: Functionalism through the sick role	R: Siegler
4/17	The social organization of the hospital	R: Chambliss 1-41 A: Rough draft (opt)
4/22	Social institutions and health: Education, politics, and the economy	R: Chambliss 42-89

4/24	Social institutions and health: Religion, marriage, and family	R: Chambliss 90-149
4/29	Aging, social roles, and social change over the life course	R: Chambliss 150-188
5/1	Review and wrapping up	A: Field research project
5/6	FINAL EXAM	

### Course Bibliography

#### Books:

Conrad, Peter. 2007. *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders*. Baltimore, MD: The Johns Hopkins University Press.

Hafferty, Frederic W. 1991. *Into the Valley: Death and the Socialization of Medical Students*. New Haven, CT: Yale University Press.

Budrys, Grace. 2010. *Unequal Health: How Inequality Contributes to Health or Illness*. Plymouth, UK: Rowman and Littlefield Publishers.

Chambliss, Daniel. 1996. *Beyond Caring: Hospitals, Nurses, and the Social Organization of Ethics*. Chicago: University of Chicago Press.

#### Articles:

Dixon-Woods, Mary et al. 2006. "Why do Women Consent to Surgery, Even When They Do Not Want To? An Interactionist and Bourdieusian Analysis." *Social Science and Medicine* 62:2742-53.

Fenton, Steve and Azra Sadiq-Sangster. 1996. "Culture, Relativism, and the Expression of Mental Distress: South Asian Women in Britain." *Sociology of Health and Illness* 18:66-85.

Gordon-Larsen, Penny et al. 2003. "Acculturation and Overweight-Related Behaviors among Hispanic Immigrants to the US: The National Longitudinal Study of Adolescent Health." *Social Science and Medicine* 57:2023-34.

Moynihan, Ray et al. 2002. "Selling Sickness: The Pharmaceutical Industry and Disease Mongering." *British Medical Journal* 324: 886-891.

Siegler, Miriam and Humphry Osmond. "The 'Sick Role' Revisited." *Hastings Center Studies* (1973): 41-58.

Shulz, Kathryn. 2004. "Did Antidepressants Depress Japan?" *New York Times*.

Vedantam, Shankar. 2005. "Social Network's Healing Power Is Borne Out in Poorer Nations." *The Washington Post*.

World Bank. 2005. *Dying for Change: Poor people's experience of health and ill-health*. Available online at <http://documents.worldbank.org/curated/en/2005/12/6114408/dying-change-poor-peoples-experience-health-ill-health>

**Videos:**

Christakis, Nicholas. 2010. "The Hidden Influence of Social Networks." TED Talk available at [http://www.ted.com/talks/nicholas\\_christakis\\_the\\_hidden\\_influence\\_of\\_social\\_networks.html](http://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks.html)

Christakis, Nicholas. 2010. "How Social Networks Predict Epidemics." TED Talk available at [http://www.ted.com/talks/nicholas\\_christakis\\_how\\_social\\_networks\\_predict\\_epidemics.html](http://www.ted.com/talks/nicholas_christakis_how_social_networks_predict_epidemics.html)

## Field Research Project

### Project Objectives:

The purpose of this project is to determine the extent to which research findings on neighborhood disparities in access to healthy food, health services, safe places for exercise and recreation, and other health-promoting features of the social environment apply to Lexington. Students will learn basic field research techniques, and how to catalogue aspects of the physical and social environment that facilitate or compromise individual health and community health.

### Project Outline:

Each group will take detailed field notes, both quantitative and qualitative, along major transportation routes in two census tract areas. Census tract 000600 is bordered by Tate's Creek, Cooper, Chinoe, and Richmond Rd. Census tract 000300 is bordered by N. Limestone, Loudon, Shropshire, and 3<sup>rd</sup> St. As soon as possible after returning home, students will write additional thoughts or observations to fill in any gaps in their notes. In addition, students will research the socio-demographic characteristics of each census tract area to assess residential segregation.

Research notes: Your field notes will be most effective if you divide them into two different types: quantitative and qualitative. Quantitative observations include simple counts of various aspects of the physical, service and social environment. Qualitative observations include written details of what you are seeing. Try to save interpretation, or notes about how you felt about what you saw, for after you return home. What to watch for:

- Grocery stores (how many, what type, how far away from homes?)
- Restaurants (how many, what type?)
- Health care access (how many doctor's offices, clinics, hospitals and where?)
- Other institutions (bars, churches, schools, heavy industry, etc.)
- Advertising (content of billboards, other store specific ads/posters/specials)
- Recreation access (sidewalks, bike lanes/paths, jogging paths, parks)
- Volume of traffic (heavy, moderate, light, none)
- General appearance (peeling paint, rusting vehicles, abandoned/empty lots, yard care)
- Spatial divisions (freeways, railroad tracks, distinctions between neighborhoods)

Research report: These materials will be the basis of an 8-page double-spaced report that summarizes each group's findings and compares/contrasts the patterns in Lexington to findings in the peer-reviewed literature. Each group will turn in one paper. Implications for the health of the neighborhoods should be discussed. The best papers will provide details that "show" differences in neighborhood environments, not just "tell" about them. Concrete descriptions are better than general categorizations (e.g. If it looks like a wealthy or a poor neighborhood what specifically gives you that impression?). Papers are due in class on Thursday, May 1. Field notes should be attached but do not factor into the page limit. References and citations should be consistent and conform to a specific academic standard (MLA, APA, ASA, etc.).

Reflection: In addition to the group report, each individual student will write a 1-2 page reflection of their experiences, their feelings, and what they will take away from this project (if anything). The reflection should also include a brief description of what each group member actually contributed to the project. This will also be due on Thursday, May 1.