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SENATE COUNCIL

1. General Information

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

Date Submitted: 5/17/2013

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 355

2c. Full Title: Sociology of Health and Illness

2d. Transcript Title:

2e. Cross-listing: PPH 355

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?

2j. Course Description for Bulletin: Who defines health and illness? Why is disease and premature death unequally distributed in society? What social forces cause individuals to get sick or stay healthy? How have changes in the medical profession, the health care system, and health policy affected treatment outcomes and illness experiences? This course addresses these questions through a presentation of important concepts and substantive issues the sociology of health and illness (or medical sociology), and an introduction to major classic and contemporary research in this area. We will compare and contrast sociological perspectives on health with the perspectives offered by biomedicine, psychiatry and allied disciplines. The course has two major sections: The first covers the social origins of illness—the social construction of illness and biomedical knowledge, social epidemiology, and social influences on personal experiences of illness. The second section covers social and institutional responses to illness and the impact of these on physician-patient interactions, health outcomes, and the distribution of disease. In this section we will examine the medical profession, the health care system, health policy, and the changing nature of these. Class sessions will emphasize group discussions and exercises based on original scholarly writings. Discussions and exercises 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.

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?: 50

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: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

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: Population Health Studies

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

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|WF-BATCH|Batch User|Check if cross course approvers exists|20130326

SIGNATURE|SOC168|Patrick H Mooney|SOC 355 NEW Dept Review|20130326

SIGNATURE|RHANSON|Roxanna D Hanson|SOC 355 NEW College Review|20130326

SIGNATURE|JMETT2|Joanie Ett-Mims|SOC 355 NEW Undergrad Council Review|20130409

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| Courses | Request Tracking |
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New Course Form

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[Open in full window to print or save](#)

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Attachments:

Upload File

| | ID | Attachment |
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| Delete | 1843 | SOC 355 Syllabus Revision 3.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 Today's Date: 5/17/2013
- 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 ¹
- 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 ⁴ No
- b. * Prefix and Number: SOC 355
- c. * Full Title: Sociology of Health and Illness
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number): PPH 355
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.

| | | | |
|---------------------------------------|--|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> 3 Lecture | <input type="checkbox"/> Laboratory ⁴ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Research | <input type="checkbox"/> Residency | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Other | If Other, Please explain: _____ | | |
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail 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:

Who defines health and illness? Why is disease and premature death unequally distributed in society? What social forces cause individuals to get sick or stay healthy? How have changes in the medical profession, the health care system, and health policy affected treatment outcomes and illness experiences? This course addresses these questions through a presentation of important concepts and substantive issues the sociology of health and illness (or medical sociology), and an introduction to major classic and contemporary research in this area. We will compare and contrast sociological perspectives on health with the perspectives offered by biomedicine, psychiatry and allied disciplines. The course has two major sections: The first covers the social origins of illness—the social construction of illness and biomedical knowledge, social epidemiology, and social influences on personal experiences of illness. The second section covers social and institutional responses to illness and the impact of these on physician-patient interactions, health outcomes, and the distribution of disease. In this section we

k. Prerequisites, if any:

None

l. 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 Winterb. * 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? 50

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes Nob. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course will count toward requirements for a B.S. and B.A. in Sociology. In addition, it will be a core course for a new proposed interdisciplinary major in Population Health.

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:

Population Health Studies

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs::

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) *ident 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 appl 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, is 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 355: Sociology of Health and Illness
Spring 2012

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

Course description: Who defines health and illness? Why is disease and premature death unequally distributed in society? What social forces cause individuals to get sick or stay healthy? How have changes in the medical profession, the health care system, and health policy affected treatment outcomes and illness experiences? This course addresses these questions through a presentation of important concepts and substantive issues the sociology of health and illness (or medical sociology), and an introduction to major classic and contemporary research in this area. We will compare and contrast sociological perspectives on health with the perspectives offered by biomedicine, psychiatry and allied disciplines.

Course overview: The course has two major sections: The first covers the social origins of illness—the social construction of illness and biomedical knowledge, social epidemiology, and social influences on personal experiences of illness. The second section covers social and institutional responses to illness and the impact of these on physician-patient interactions, health outcomes, and the distribution of disease. In this section we will examine the medical profession, the health care system, health policy, and the changing nature of these. Class sessions will emphasize group discussions and exercises based on original scholarly writings. Discussions and exercises 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 the ability to articulate the core principles of a sociological approach to health, illness, and health services
2. Demonstrate understanding of the role of social and cultural forces in shaping individual and population health and illness
3. Demonstrate understanding of the unequal distribution of health, illness, and access to health care in society and the factors that maintain these inequalities
4. Demonstrate the ability to describe the changing landscape of the medical profession, health care system, and health policy and the impact of these trends on health outcomes and illness experiences

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 not obtainable online will be made available for copying from me. The 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 a few readings from other disciplines. The field of medical sociology is very broad. Even within the few topics that I selected for this course, I was not able to assign every piece that has made a major contribution to the field.

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.

Graded course requirements are as follows:

Reaction papers. I will assign three short (3 pages typed and double-spaced) reaction papers that discuss the readings from one unit of the class. These will be due January 27th, February 24th, and April 14th. In these, you should *very briefly* summarize the readings, then engage in a critical analysis. Potential examples of critical analysis include:

- Identifying general sociological theories or concerns to which the readings contribute and why
- Comparing two or more readings from the same week, or comparing them to readings from a previous week
- Assessing strengths and weaknesses in argument and evidence
- Applying theories or ideas from readings to your own work or to areas of sociology that are ostensibly unrelated

These are only a few of the acceptable forms of critical analysis. If you have an idea and are uncertain, just run it by me first. However, I can guarantee that providing only a summary of readings with no critical thought involved will not result in an A. The papers are due at the beginning of class on the day the readings will be discussed. These will contribute 30% to your final grade in the course.

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 10% 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. Two examinations, worth 30% of your final grade (15% each), will assess your understanding of course concepts and materials through multiple choice, short answer, and essay questions.

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: <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* (available online <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) 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

Week of Jan. 13 – Introduction: Theories and themes in medical sociology

Bird, Chloe E., Peter Conrad, and Allen M. Fremont. 2000. "Medical Sociology at the Millenium." Pp. 1-10 in *Handbook of Medical Sociology*.

Week of Jan. 20 – Medicalization

Schneider, Joseph W. 1978. "Deviant Drinking as Disease: Alcoholism as Social Accomplishment." *Social Problems* 25:361-72.

Conrad, Peter and Joseph Schneider. 1992. "Deviance, Definitions, and the Medical Profession." Pp. 1-14 in *Deviance and Medicalization: From Badness to Sickness*, Temple University Press.

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

Week of Jan. 27 – The social construction of medical knowledge

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

Brown, Phil. 1995. "Naming and Framing: The Social Construction of Diagnosis and Illness." *Journal of Health and Social Behavior* (Extra Issue): 34-52.

Figert, Anne E. 1995. "The Three Faces of PMS: The Professional, Gendered, and Scientific Structuring of a Psychiatric Disorder." *Social Problems* 42:56-73.

Week of Feb. 3 – Social epidemiology

Link, Bruce G. and Jo Phelan. 1995. "Social Conditions as Fundamental Causes of Disease." *Journal of Health and Social Behavior* 35 (Extra Issue):80-94.

Taylor, Shelley E. and Rena L. Repetti. 1997. "Health Psychology: What is an Unhealthy Environment and How Does it Get Under the Skin?" *Annual Review of Psychology* 48:411-47.

Week of Feb. 10 – Social relationships, stress, and health

Thoits, Peggy. 2010. "Stress and Health: Major Findings and Policy Implications." *Journal of Health and Social Behavior* 51:S41-53.

Umberson, Debra and Jennifer Karas Montez. 2010. "Social Relationships and Health: A Flashpoint for Health Policy." *Journal of Health and Social Behavior* 51:S54-66.

Week of Feb. 17 – Social class and health

Mirowsky, John et al. 2000. "Links between Social Status and Health Status." Pp. 47-67 in *The Handbook of Medical Sociology*.

Lutfey, Karen and Jeremy Freese. "Toward Some Fundamentals of Fundamental Causality: Socioeconomic Status and Health in the Routine Clinic Visit for Diabetes." *American Journal of Sociology* 1326-1372.

Begley, Sharon. 2007. "Why Money Doesn't Buy Happiness." *Newsweek*, Oct. 14.

Week of Feb. 24 – Race, ethnicity and health

Williams, David and Michelle Sternthal. 2010. "Understanding Racial-Ethnic Disparities in Health: Sociological Contributions." *Journal of Health and Social Behavior* 51:S15-27.

Williams, David R. and Ruth Williams-Morris. 2000. "Racism and Mental Health: The African American Experience." *Ethnicity and Health* 5:243-68.

McCord, Colin and Harold Freeman. 1990. "Excess Mortality in Harlem." *The New England Journal of Medicine* 322:173-77.

Week of Mar. 3 – Gender and health

Bird, Chloe E. and Patricia P. Rieker. 1999. Gender Matters: An Integrated Model for Understanding Men's and Women's Health. *Social Science and Medicine* 48:745-55.

McKinlay, John B. 1996. "Some Contributions from the Social System to Gender Inequalities in Heart Disease." *Journal of Health and Social Behavior* 37:1-26.

Morris, Bonnie J. 1985. "The Phenomenon of Anorexia Nervosa: A Feminist Perspective." *Feminist Issues* 5:89-99.

Week of Mar. 10 – REVIEW AND MIDTERM EXAM

Week of Mar. 24 – Illness experiences

Charmaz, Kathy. 1995. "The Body, Identity, and Self: Adapting to Impairment." *The Sociological Quarterly* 36:657-80.

Barker, Kristin. 2002. "Self-Help Literature and the Making of an Illness Identity: The Case of Fibromyalgia Syndrome (FMS)." *Social Problems* 49: 279-300.

Frank, Arthur W. 2009. "The Remission Society." Pp. 163-66 in *The Sociology of Health and Illness: Critical Perspectives* (Edited by Peter Conrad).

Week of Mar. 31 – Social consequences of illness

Kleinman, Arthur, Wen-Zhi Wang, Shi-Chuo Li, Xue-Ming Cheng, Xiu-Ying Dai, Kun-Tun Li, and Joan Kleinman. 1995. "The Social Course of Epilepsy: Chronic Illness as a Social Experience in Interior China." *Social Science and Medicine* 40:1319-30.

Link, Bruce G., Francis T. Cullen, Elmer Struening, Patrick E. Shrout, and Bruce P. Dohrenwend. 1989. "A Modified Labeling Theory Approach to Mental Disorders: An Empirical Assessment." *American Sociological Review* 54: 400-23.

Week of Apr. 7 – Health behavior and health services utilization

Popay, Jennie et al. 2003. "Beyond 'Beer, Fags, Egg and Chips'? Exploring Lay Understandings of Social Inequalities in Health." *Sociology of Health and Illness* 25:1-23.

Levine, Sol and Martin A. Kozloff. 1978. "The Sick Role: Assessment and Overview." *Annual Review of Sociology* 4:317-43.

Week of Apr. 14 – The medical profession, medical ethics, and doctor-patient relationships

Bosk, Charles. 2010. "Bioethics, Raw and Cooked: Extraordinary Conflict in Everyday Practice." *Journal of Health and Social Behavior* 51:S133-146.

Hardey, Michael. 1999. "Doctor in the House: The Internet as a Source of Lay Health Knowledge and the Challenge to Expertise." *Sociology of Health and Illness*, 21: 820-35.

Boyer, Carol and Karen Lutfey. 2010. "Examining Critical Health Policy Issues within and beyond the Clinical Encounter: Patient-Provider Relationships and Help-Seeking Behaviors." *Journal of Health and Social Behavior* 51:S80-93.

Week of Apr. 21 – Health politics and policy

Quadagno, Jill. 2004. "Why the United States has no national health insurance: stakeholder mobilization against the welfare state, 1945--1996." *Journal of Health and Social Behavior* 45 Suppl:25-44

Kuttner, Robert. 1996. "Markets and Medicine." Pp. 110-58 in *Everything For Sale: The Virtues and Limits of Markets*. Chicago, IL: University of Chicago Press.

Timmermans, Stefan and Hyeyoung Oh. 2010. "The Continued Social Transformation of the Medical Profession." *Journal of Health and Social Behavior* 51:S94-106.

Week of Apr. 28 – Healthcare reform and the changing organization of medical care

Kaiser Commission on Medicaid and the Uninsured. 2011. "Focus on Health Reform: Summary of New Health Reform Law." <http://www.kff.org/healthreform/8061.cfm>

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:S147-159.

Wright, Eric R. and Brea L. Perry. 2010. "Medical Sociology and Health Services Research: Past Accomplishments and Future Policy Challenges." *Journal of Health and Social Behavior* 51:S107-119.

May 3 – FINAL EXAM

Final Paper

Papers are due on Monday, May 3rd at noon. You will be required to meet with me during the first week in February to discuss your paper, and to submit a brief proposal describing the focus of the paper and work that you have completed thus far. In addition, a draft of the paper will be due in mid-April, and a classmate will provide written feedback on your draft. You will have an opportunity to present your paper to the class during the last class meeting.

For this assignment, you will write an empirical research paper related in some way to the material that is covered in this course. Your paper should follow the general organization and structure of an empirical research article. Conventions for the organization of research articles vary across subfields of sociology and related disciplines. You may choose any suitable organization for your paper. The final paper should be 15-20 pages in length, not including references.

All of your papers should answer the following questions (although not necessarily in this order).

1. What is your research question and why is the answer to your question of interest? Does your analysis test a theoretically-based hypothesis? Does it describe a phenomenon about which little is known? Does it elaborate an explanatory process?
2. What data and methods did you use to answer your question?
3. Based on your analysis, what answer can you give to your question?
4. Is your answer limited by resource constraints? How might future research improve upon what you did?
5. What are the theoretical and empirical contributions of your analysis? What is the next step?

I recognize that there is a limit to what you can accomplish in one semester. Given the time constraints for this assignment, I encourage you to pose a fairly narrow question that can reasonably be answered in fifteen weeks. Alternatively, you may continue to develop a paper that you began for your MA thesis or for another class (e.g., revise your analyses to include health-related dependent or independent variables, develop a term paper into a manuscript fit for publication submission, etc.). If you choose this option, *you must discuss this with me beforehand to obtain permission*. You will not be permitted to turn in a paper that is not significantly different or more developed than one you have submitted elsewhere previously.

You may work on this paper with another member of the class. If you do, I expect the final paper to be longer and more involved than the papers written by individuals. You will also be required to submit a brief statement detailing the division of labor for the project.