

Sociology 5360 meets with Sociology 7770

Medical Sociology

Fall 2014

0025 STAT

Tuesdays 12:50-4:30pm

Professor: Shirin Montazer, PhD

Office: 2269

Office Hours: By appointment only

Email: shirin.montazer@wayne.edu

Course Text:

William C. Cockerham, Medical Sociology (12th edition) -- Note that the newest edition of the text is much different from the 11th edition.

ISBN- 10: 0205054188

ISBN-13: 978- 0205054183

There will also be extra readings assigned each week (see tentative schedule below) -- these can be found on blackboard.

Graduate students are required to read and discuss two extra readings each week on top of the required readings in the course.

Course Description:

This course will examine the social causes and consequences of health, illness, and health care. There will be a special emphasis on how medical sociologists analyze the relationship between society and health. Some of the questions that will be discussed in the class lectures are: Does social inequality make us sick? Do rich people live longer, healthier, and happier lives? Can stress make us sick? How do we cope with stress? How can we improve the health care system in the United States and how does it compare to other countries?

The purpose of this course is to teach students:

- To develop a knowledge base pertaining to medical sociology research
- That health is socially patterned (and not just a result of biology)
- To review, present, and interpret information in order to develop lines of argument
- To develop critical academic writing, group discussion and facilitation skills

General Course Policies

Attendance: Students may miss one class without penalty. Afterwards each missed class will result in a 5 point deduction in your attendance grade regardless of the reason for the absence. It is the responsibility of the student to notify the instructor of an absence to get any updates about the course schedule or get assignment materials. ***You cannot make up in-class work for days you are absent.*** Students arriving more than 15 minutes late will be counted as absent.

EXTENSIONS AND MAKEUP EXAMS. I permit makeup exams and paper extensions in the case of illness or death in the family or dire emergencies. I must be notified as soon as possible of these circumstances. Please send me an e-mail with your full name, and student number. I must have a written documentation of the emergency before you receive an extension or take a makeup exam.

Late Penalties. Late papers will be penalized, unless you have made prior arrangements for an extension due to illness, death in the family, or dire emergencies. You will lose 10 points for each day your paper is late.

<http://blackboard.wayne.edu>

Blackboard is an important part of this course. If you activate your Wayne State access ID, you will find important announcements and materials. Power point slides will be posted *after* each class session.

Reading. Students are required to read all course materials by the time class begins.

E-mail etiquette: All email correspondence with me must contain your full name, student ID, and course code. Students should be sure that the tone and content of their email messages are respectful. Further, if the answer to the e-mail can be found on the syllabus, lecture notes, required readings, or Blackboard the e-mails will not be answered.

Office Hours. Office hours are by appointment only. Please e-mail me so that we can set up a mutually convenient time to meet.

Focus. Students are expected to be focused on class presentations during class time. **Cell phone use in class is strictly prohibited; if I see you using a cell phone during class, I will deduct 15 points from your final grade, no exceptions.**

Final Grades. Final grades submitted by the instructor are **final**. If you believe that there has been a clerical error or other mistake you may inquire for an accounting of your grade. However, grades will be based solely on your scores on course assignments/exams and will not be arbitrarily adjusted at the end of the term. Students who 'need' a particular grade should ask me early in the semester about whether they are on track.

Academic Honesty. Students are expected to display academic integrity in all of their work for this course. Academic dishonesty includes cheating, fabrication, and plagiarism. Any student suspected of dishonesty in their work will receive a zero for the assignment in question and referred to the department chair for further disciplinary action. If you have any questions about

academic honesty, please contact me.

Honor Code. Students are bound by the Wayne State University honor code which states: “Wayne State University holds its students to the highest academic standards. Pride in the University and in oneself requires students to maintain an environment free from any breach of academic honesty. As lifelong representatives of Wayne State, we seek to cultivate honor, integrity, and civility in order to ensure that we earn our degree honestly and that we provide an ethical platform for our continued success”

Registration. Students may *drop* a class for fifteen-week classes through Wednesday, September 10th. Classes that are *dropped* do not appear on the transcript. Beginning September 11th students are no longer allowed to drop but must *withdraw* from classes. It is the student’s responsibility to request the withdrawal through the registrar’s office. Failure to do so will result in a grade of F. Students must be passing at the time of the request to get a ‘WP.’ After November 9th you cannot withdrawal from the course and will receive a letter grade. Incomplete ‘I’ grades are given in very limited circumstances to students who are passing the course and cannot complete final assignments due to unforeseen extenuating circumstances. Students that get a grade of incomplete must complete all assignments by January 30th 2015. Students who are not registered for this course may not attend course meetings.

Disability. If you have a documented disability that requires accommodations, you need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Course Requirements and Grading

Grade Chart:

Evaluation	SOC5360	SOC7770	Your points
Attendance/participation	100 points	50 points	
Summary/Reflection	150 (15 points * 10 times)	100 (10 points * 10 times)	
Exams	150 (50 points * 3 exams)	99 (33 points * 3 exams)	
Final Paper	100 points	125 points	
Power point presentation	-----	126 points (42 points * 3)	

Total	500	500	
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Grades: A (500-460) A- (459-450) B+ (449-430) B (429-410) B- (409-400) C+ (399-385) C (384-360) C-(359-350) D (349-300) F (<300)

*******Graduate Students must earn a B or higher to pass the course*******

Undergraduate Students:

- 1) **Attendance and participation:** Attendance and participation is worth 100 points (20%) for SOC5360 students (10 points each) and 50 points (10%) for SOC7770 students (5 points each).

All students:

The grade given for participation in the course will not be indicative of your classroom attendance. It is expected that you will be in class and thus your mark will mainly reflect the quality and consistency of your participation. Students are expected to have given critical thought to all of the course readings and come to class prepared to discuss all material with the class. You are encouraged to ask questions, share your opinions and experiences, and to encourage other members of the class to participate in discussions. You are also expected to use course material when you are discussing the issue for that class. There is a difference between an *opinion* and an *informed opinion*. You should be participating with an informed opinion based upon reading the material from the course or citing information from past lectures.

I will keep track of each time a student contributes a meaningful and well thought out comment/question to the class discussion. To get the full participation marks for each class, students must contribute to the class discussion at least 7-10 times – quality of the contribution to class discussion will also determine the participation points received.

SOC7770 students:

Apart from participation during each class, **SOC7770** students are also required to provide three power point presentations on the extra readings during three separate occasions mutually agreed upon at the beginning of the term (126 points total (25%) – 42 points each).

- 2) **Summary and reflection paper:** (SOC5360 students: 150 (30%) – 15 points each; SOC7770 students: 100 (20%) – 10 points each)

SOC5360 Students must come prepared with 10 brief summaries of the readings (~1.5 pages, double-spaced) including questions/topics to discuss. Bring two copies of the summary, one copy (can be electronic) to refer to during class discussion and one to turn in to **me at the beginning of class**. Each paper should include at least two questions or discussion points which you will have an opportunity to share during class. You should also reference each article accordingly and provide a bibliography page at the end of your paper.

SOC7770 students are required to write 10 weekly reading and response papers based on at least two assigned readings and the additional readings. Each paper must be submitted at the beginning of class during the week of the readings on which it is based and should be no more than **3 Pages, double spaced**. My goal is to get you thinking and writing about the particular issues addressed by the articles; how the authors address/position these issues and **your** thoughts about specific aspects of the material you have read. **Do not simply turn in a summary** of the articles. You are being graded on your critique and evaluation of the readings and your ability to provide a coherent, thoughtful and organized response. Doing short papers which integrate your own thoughts and reflection with scholarly work may be a different way of writing than you are used to but this will assist you in developing a greater understanding of course material and the ability to express your views in a succinct, organized way.

Some ideas for overall approaches:

What are one or two primary themes or arguments from the readings?

Do the authors expressly state theoretical perspectives?

Do the arguments and evidence lend support to theoretical perspectives?

How does one article relate to the other? How does the material relate to other course content?

Does the article inspire particular feelings or thoughts?

What other information could the authors have included?

What are the implications for studying the issue the way they did?

How might the findings change if different approaches were used?

I am looking for discussion along the above analytical lines rather than a summary of the article content or simply what you personally thought about the readings. I do not require you to do outside research or offer additional citations beyond the course readings but you are welcome to incorporate selected outside information if you feel this could enhance your work.

Each paper should include at least **two questions or discussion points** which you will have an opportunity to share during class. You should also reference each article accordingly and provide a bibliography page at the end of your paper.

- 3) **Exams:** There will be 3 exams worth a total of 150 points (30%) for soc5360 students (50 points each) and 99 points (20%) for SOC7770 students (33 points each).

FOR 5360 STUDENTS, the exams will consist of multiple choice questions.

FOR 7770 STUDENTS, the exams will consist of multiple choice questions and short answer question and/or one essay question

- 4) **Final paper:** (100 points for SOC5360 students; 125 points for SOC7770 students)

It is due Tuesday, December 9 by 5 p.m. via Safe Assign on Blackboard. I must approve your topic; Your research paper will be on a topic in medical sociology that investigates the relationship between society and health (or mental health). Your proposal for a topic for the paper must be discussed with me during our class on **October 14**.

FOR 5360 STUDENTS: The term paper is worth 100 points (20%).

The paper must be 10 typed pages of text (double spaced) and include 10 references to scholarly journal articles or books. Specific guidelines appear in the syllabus. These guidelines are designed to help you research and write your paper. Spelling and grammar will count toward the grade. Plagiarism, purchased term papers, or papers acquired from the Internet will result in a grade of 0 (zero) for the assignment. The Undergrad Library and its Writing Center (577-2544) are excellent resources for your term paper. Late submissions will be penalized. For every day late, your grade will drop by 10 points.

FOR 7770 STUDENTS: The term paper is worth 125 points (25%)

The paper must be 15 typed text pages (double spaced) and include 15 references to scholarly journal articles or books. Spelling and grammar will count toward the grade. Plagiarism, purchased term papers, or papers acquired from the Internet will result in a grade of 0 (zero) for the assignment. The Undergrad Library and its Writing Center (577-2544) are excellent resources for your term paper. Late submissions will be penalized. For every day late, your grade will drop by 10 points.

*****More detail on the term paper will be provided at a later date *****

Tentative Course Schedule –Subject to change

Week	Readings
September 2	<u>Introduction to Course, Syllabus, and Each Other</u>
September 9	<p style="text-align: center;"><u>Overview and Epidemiology</u></p> <p style="text-align: center;"><u>Required reading</u></p> <p style="text-align: center;">Cockerham Chapter 1 and Chapter 2</p> <p style="text-align: center;">Semple Shirley. 1993. "Identification of Psychobiological Stressors among HIV-Positive Women." <i>Women and Health</i> 20:15-36.</p> <p style="text-align: center;">Hudson, James I., Eva Hiripi, Harrison G. Pope Jr. and Ronald C. Kessler. 2007. "The Prevalence and Correlates of Eating Disorders in the National Comorbidity Survey Replication." <i>Biological Psychiatry</i> 61(3):348-358.</p> <p style="text-align: center;"><u>Extra Reading for SOC7770 students</u></p> <p style="text-align: center;">Xiangfei, Meng, & Carl D'Arcy 2012. "Common and Unique Risk Factors and Comorbidity for 12-Month Mood and Anxiety Disorders among Canadians." <i>Canadian Journal Of Psychiatry</i>, 57: 479-487.</p>

	<p>Alonso, A. 2004. "Prevalence of mental disorders in Europe: results from the European Study of the Epidemiology of Mental Disorders (ESEMeD) project." <i>Acta Psychiatrica Scandinavica</i> 109:s420 (21 pages).</p>
<p>September 16</p>	<p style="text-align: center;"><u>Social Class</u></p> <p style="text-align: center;"><u>Required reading</u></p> <p style="text-align: center;">Cockerham Chapter 3</p> <p>William W. Eaton, Carles Muntaner and Jaime C. Sapag. "Socioeconomic Stratification and Mental Disorder." Ch. 12 in Horwitz and Scheid, A <i>Handbook for the Study of Mental Health</i>.</p> <p>Leventhal, Tama and Jeanne Brooks-Gunn. 2003. "Moving to Opportunity: an Experimental Study of Neighborhood Effects on Mental Health." <i>Research and Practice</i> 93:1576-1582.</p> <p style="text-align: center;"><u>Extra Reading for SOC7770 students</u></p> <p>Miech, Richard. A., Avshalom Caspi, Terrie E. Moffit, Bradley R. Entner Wright, and Phil A. Silva. 1999. "Low Socioeconomic Status and Mental Disorders: A Longitudinal Study of Selection and Causation During Young Adulthood." <i>American Journal of Sociology</i> 104:1096-1131.</p> <p>Ross, Catherine E. and Marieke Van Willigen. 1997. "Education and the Subjective Quality of Life." <i>Journal of Health and Social Behavior</i> 38:275-297.</p>
<p>September 23</p>	<p style="text-align: center;"><u>Gender and Age</u></p> <p style="text-align: center;"><u>Required readings</u></p> <p style="text-align: center;">Cockerham, Chapter 4</p> <p>Sarah Rosenfield. "Gender and Mental Health: Do Men and Women Have Different Amounts or Types of Problems?" Ch. 13 in Horwitz and Scheid, A <i>Handbook for the Study of Mental Health</i>.</p> <p>McKinlay JB.1996."Some Contributions for the Social System to Gender Inequalities in Heart Disease" <i>JHSB</i> 37:1-26</p> <p style="text-align: center;"><u>Extra Reading for SOC7770 students</u></p> <p>Kristi Williams, Adrienne Frech and Daniel L. Carlson. "Marital Status and Mental Health" Ch. 16 in Horwitz and Scheid, A <i>Handbook for the Study of Mental Health</i>.</p> <p>John Mirowsky and Catherine E. Ross. "Well-Being Across the Life Course." Ch. 19 in Horwitz and Scheid, A <i>Handbook for the Study of Mental Health</i>.</p>

September 30	<p style="text-align: center;"><u>Race and Immigration</u></p> <p style="text-align: center;"><u>Required reading</u></p> <p style="text-align: center;"><i>Understanding Racial/ethnic Disparities in Health: Sociological Contributions</i>, David R. Williams & Michelle Sternthal, EIJHSB</p> <p>Paula Braveman , “Health inequalities by class and race in the US: What can we learn from the patterns?” <i>Social Science & Medicine</i> 74 (2012): 665-667</p> <p>David R. Williams, Manuela costa and Jacinta P. Leavell “Race and Mental Health: Patterns and Challenges.” Ch. 14 in Horwitz and Scheid, <i>A Handbook for the Study of Mental Health</i>.</p> <p style="text-align: center;"><u>Extra Reading for SOC7770 students</u></p> <p>Montazer, Shirin and Blair Wheaton. 2011. “The Impact of Generation and Country of Origin on the Mental Health of Children of Immigrants” <i>Journal of Health and Social Behavior</i> 52:23-42</p> <p>Bhugra D. 2004. “Migration and mental health.” <i>Acta Psychiatr Scand.</i> 109: 243-58</p>
October 7	<p style="text-align: center;"><u>Exam 1</u></p>
October 14 (approval of Research topic – come to class with your chosen topic(s))	<p style="text-align: center;"><u>Social stress and Health</u></p> <p style="text-align: center;"><u>Required reading</u></p> <p style="text-align: center;">Cockerham, Chapter 5</p> <p>Blair Wheaton and Shirin Montazer. “Stressors, Stress, and Distress.” Ch. 9 in Horwitz and Scheid, <i>A Handbook for the Study of Mental Health</i>.(pg. 171-189, only)</p> <p style="text-align: center;"><i>Stress and Health: Major Findings and Policy Implications</i>, Peggy A. Thoits, EIJHSB</p> <p>Geoff Watts, “Stress and illness: The decades-long search for a link.” BBC, June 19, 2012. Accessed on June 17, 2014 from http://www.bbc.com/future/story/20120619-how-stress-could-cause-illness</p> <p style="text-align: center;"><u>Extra Reading for SOC7770 students</u></p> <p>Erin York Cornwell and Linda J. Waite, “Social Network Resources and Management of Hypertension,” <i>Journal of Health and Social Behavior</i> 53 (2012):215-231.</p> <p>Alexandra L. Terrell, John P. Garofalo, Elizabeth Soliday, Rebecca Craft, “Multiple Roles and Stress Burden in Women: A Conceptual Model of Heart Disease Risk.” <i>Journal of Applied Behavioral Research</i> 17 (2012): 215-231.</p>
October 21	<p style="text-align: center;"><u>Health behavior and Coping resources</u></p> <p style="text-align: center;"><u>Required reading</u></p>

	<p style="text-align: center;">Cockerham, Chapter 6</p> <p style="text-align: center;">R. Jay Turner and Robyn Lewis Brown. —Social Support and Mental Health. Ch. 10 in Horwitz and Scheid, <i>A Handbook for the Study of Mental Health</i>.</p> <p style="text-align: center;"><i>Social Relationships and Health: A Flashpoint for Health Policy</i>, Debra Umberson & Jennifer Karas Montez, EIJHSB</p> <p style="text-align: center;"><u>Extra Reading for SOC7770 students</u></p> <p style="text-align: center;">John Mirowsky and Catherine E. Ross. 1990. "Control or Defense?: Depression and the Sense of Control over Good and Bad Outcomes." <i>Journal of Health and Social Behavior</i> 31: 71-86.</p> <p style="text-align: center;">Taylor, John, and R. Jay Turner. 2001. "A Longitudinal Study of the Role and Significance of Mattering to Others for Depressive Symptoms." <i>Journal of Health and Social Behavior</i> 42(3):310-325.</p> <p style="text-align: center;">Turner, R. J., John Taylor and Karen V. Gundy. 2004. "Personal resources and depression in the transition to adulthood: Ethnic comparisons." <i>Journal of Health and Social Behavior</i> 45(1):34-52.</p>
<p style="text-align: center;">October 28</p>	<p style="text-align: center;"><u>Work-Family</u></p> <p style="text-align: center;">(work, domestic labour, work –family spillover and strain, in both directions..)</p> <p style="text-align: center;"><u>Required reading</u></p> <p style="text-align: center;">Tausig, Mark. 2013. “The Sociology of Work and Well-Being” Pp. 433-455 in <i>Handbook of the Sociology of Mental Health</i>, edited by Carol Aneshensel, Jo Phelan, and Alex Bierman.</p> <p style="text-align: center;">Burgard, Sarah. 2007. "Toward a Better Estimation of the Effect of Job Loss on Health." <i>Journal of Health Social Behavior</i> 48:4 (369 pages).</p> <p style="text-align: center;">Young, Marisa, Scott Schieman, and Melissa Milkie. 2014 "Spouse’s Work-to-Family Conflict, Family Stressors, and Mental Health among Dual-Earner Mothers and Fathers.” <i>Society & Mental Health</i>, 4(1): 1-20</p> <p style="text-align: center;"><u>Extra Reading for SOC7770 students</u></p> <p style="text-align: center;">Glavin, Paul, Scott Schieman & Sarah Reid. 2011. “Boundary-Spanning Work Demands and Their Consequences for Guilt and Psychological Distress.” <i>Journal of Health and Social Behavior</i>: 52:43-58.</p> <p style="text-align: center;">Schnittker, Jason. 2007. "Working more and feeling better: Women's health, employment, and family life, 1974-2004." <i>American Sociological Review</i> 72:2 (221 pages)</p>
<p style="text-align: center;">November 4</p>	<p style="text-align: center;"><u>Exam 2</u></p>

<p>November 11</p>	<p align="center">PATIENT-PROVIDER RELATIONSHIPS AND HELP-SEEKING BEHAVIORS</p> <p align="center"><u>Required reading</u></p> <p align="center">Cockerham, Chapter 7, 8, and 9</p> <p align="center"><i>Examining Critical Health Policy Issues Within and Beyond the Clinical Encounter: Patient-Provider Relationships and Help-Seeking Behaviors</i>, Carol A. Boyer & Karen E. Lutfey, EIJHSB</p> <p align="center"><u>Extra Reading for SOC7770 students</u></p> <p>Janice A. Sabin, and Anthony G. Greenwald, “The Influence of Implicit Bias on Treatment Recommendations for 4 Common Pediatric Conditions: Pain, Urinary Tract Infection, Attention Deficit Hyperactivity Disorder, and Asthma,” <i>American Journal of Public Health</i> 102(2012):988-995.</p> <p>Dominick L. Frosch, Suepattra G. May, Katharine A.S. Rendle, Caroline Tietbohl and Glyn Elwyn, “Authoritarian Physicians And Patients' Fear Of Being Labeled 'Difficult' Among Key Obstacles To Shared Decision Making,” <i>Health Affairs</i>, 31, no.5 (2012):1030-1038.</p>
<p>November 18</p>	<p align="center">NURSES, OTHER HEALTH CARE PERSONNEL, AND HEALING OPTIONS</p> <p align="center"><u>Required reading</u></p> <p align="center">Cockerham, Chapter 10 and 13</p> <p>Patricia Leigh Brown. A Doctor for Disease, A Shaman for the Soul. September 19, 2009. Accessed on June 17, 2014 from http://www.nytimes.com/2009/09/20/us/20shaman.html?ref=health</p> <p><i>Buzz McClain</i>. Mainstream Makes Adjustments. July 17, 2007. Accessed on June 17, 2014 from. http://www.washingtonpost.com/wp-dyn/content/article/2007/07/13/AR2007071301836.html</p> <p align="center"><u>Extra Reading for SOC7770 students</u></p> <p>Linda Flynn, Yulan Liang, Geri L. Dickson, Minge Xie, Dong-Churl Suh, “Nurses’ Practice Environments, Error Interception Practices, and Inpatient Medication Errors” <i>Journal of Nursing Scholarship</i> 44 (2012):180–186.</p> <p>J. Margo Brooks Carthon, Ann Kutney-Lee Olga Jarri’n, Douglas Sloane, and Linda H. Aiken, “Nurse Staffing and Postsurgical Outcomes in Black Adults,” <i>Journal of the American Geriatric Society</i> 60 (2012):1078–1084.</p>
<p>November 25</p>	<p align="center"><u>Health Care in the US and other countries</u></p> <p align="center"><u>Required reading</u></p> <p align="center">Cockerham, Chapters 15 and 16</p> <p>Lisa Clemans-Cope, Genevieve M. Kenney, Matthew Buettgens, Caitlin Carroll and Fredric Blavin, “The Affordable Care Act's Coverage Expansions Will Reduce Differences In Uninsurance Rates By Race And</p>

Ethnicity,” Health Affairs, 31, no.5 (2012):920-930

Extra Reading for SOC7770 students

John B. McKinlay, Lisa D. Marceau, “From cottage industry to a dominant mode of primary care: Stages in the diffusion of a health care innovation (retail clinics),” Social Science & Medicine 75 (2012):1134-1141.

Mary L. Fennell and Crystal M. Adams, “U.S. Health-Care Organizations: Complexity, Turbulence, and Multilevel Change,” Annual Review of Sociology 37(2011):205-219.

December 2	<u>Exam 3</u>
December 9	<u>No Class</u> <i>Final paper due via Safe Assign on Blackboard by 5 pm</i>

** This is a *tentative* schedule. Unforeseen circumstances sometimes require flexibility in scheduling. If that occurs, I will notify students in advance and provide a revised schedule.