San José State University
Department of Sociology and Interdisciplinary Social Sciences
Soci 166, Medical Sociology, Section 1, Fall 2017

Course and Contact Information

Instructor: Dr. Natalie Boero
Office Location: DMH 211
Telephone: 408-924-5345
Email: natalie.boero@sjsu.edu or via Canvas
Office Hours:
   Mondays: 1:30-4:30pm
   Wednesdays: 8:00-10:00am

Class Days/Time: Monday/Wednesday 12:00-1:15pm
Classroom: Clark 234
Prerequisites: SOCI 1

Canvas and Course Email

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking email and Canvas to learn of any updates.

Course Description

In this course we will study health and illness through a sociological lens. We will use readings, lecture material, films and more to explore the social meanings of health, illness and medical care. We will ask questions about how healthcare is distributed and look at the social distribution of illness while at the same time looking at the social construction of our ideas about what is and is not healthy. We will focus on the topic of medicalization, or, the process by which previously non-medical phenomena come to be understood in medical terms. In particular we will explore how the media, pharmaceutical companies and the medical profession influence how we understand and experience our own health and the health of our society.

Course Content Learning Outcomes
As a result of fully participating in this class, students will be able to:
   a) Describe, explain, and summarize the social and cultural character of health, illness, and disease.
b) Examine trends, issues, and problems related to the social distribution of health, illness, disease, and health care in the United States.
c) Describe and critically assess the social organization of medical care in the United States.
d) Describe and critically assess the social process of medicalization and its implications.

**Required Texts/Readings**
1. Anne Fadiman. 1998. *The Spirit Catches You and You Fall Down*
3. Georgiann Davis. 2015. *Contesting Intersex: The Dubious Diagnosis*

**Other Readings**
I will post additional readings on the course Canvas page in PDF format. They will always be posted at least a week before they are due. In the course schedule below, these readings are designated with a (PDF).

**Course Requirements and Assignments**

**Assignments and Grading Policy**
Your grade is composed of five elements:

1. **Reading Responses (20%)**
2. **In-Class Midterm exam (25%)**
3. **Take Home Final exam (25%)**
4. **Group Book presentation (15%)**
5. **Participation (15%)**

**Reading Responses**
Because regular reading by all students is imperative for the creation of an active learning environment, I use reading responses to provide added incentive for students to read and to encourage discussion. The reading responses will also help you to prepare for small group work, class discussions, and exams. For each week, you will be given a prompt or question to respond to based on the readings. I will post each prompt on Wednesday of each week. Your response to the prompt or question should be approximately 1-2 pages in length, typed, double-spaced. Your response needs to be put into your own words. If part of your answer does include the author’s exact words then you need to properly cite. Failure to do so will result in a loss of points. Reading responses are due by 9am on Monday of each week.

There are 13 weeks of reading response questions; however, only 10 responses will count towards your grade. This means that you may miss or drop 3 responses. Because of this, there will be NO make-up reading responses for any reason. Your responses must be turned in via Canvas by 9am each Monday to receive any credit. NO READING RESPONSES WILL BE ACCEPTED OVER EMAIL.

I will provide minimal comments on the reading responses, as we will go over the answers each week in class. Each response will be given a grade, however. Grading of the reading responses will be as follows:

Soci 166 Fall 2017
Response reflects good effort. Writer clearly read the readings and put thought and care into the response. Writing is easily understood and there are few or no writing issues.

Response reflects minimal understanding of authors’ points. Although it remains clear that the writer completed the readings. The writing is not easily understood.

Response reflects weak effort and/or little to no understanding of authors’ points. It is not obvious that the writer read the readings and/or the writing is not easily understood.

0 Late, not typed, or not completed.

**Group Book Presentations**

In this class we are reading three books. For each book we will have two or three groups of students present on different parts of the text. I will outline my expectations for these presentations in a separate handout and I will work with each group on their presentation.

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Classroom Protocol**

I expect that you will have each week’s readings completed by class on Monday of each week. I have tried to make the reading interesting and manageable so that we can all participate in active discussions. Please bring your readings to class each day so that we can refer to them in discussions.

Participation is important and it helps make discussions livelier as well as to clarify materials. Coming to class is important as I will be lecturing on materials not included in the readings.

If you cannot come to class, it is your responsibility to get notes from one of your peers. If you miss any handouts or are not in class the day I return an assignment or an exam, I will have them available for you to pick up during my office hours. When you are in class, I expect all cell phones and electronic devices to be turned off and put away. Students may use laptops in class, but, to avoid distracting other students I ask that students using laptops please sit in the back rows of the classroom.

**Office Hours, email and Canvas**
I encourage all of you to come by my office hours (listed above). Even if you don’t have a specific question, office hours are a great chance for me to get to know you better and for you to give me feedback on the course. If you are having any problems that could impact your success in the course, come see me as soon as possible. It is much easier to deal with problems early on. Please note that I do not give incompletes except in the most extreme situations, and even then only if a student has already completed a majority (at least 75%) of the work for the course.

I am also available by email at the address above or through the Canvas site. However, given the large number of students in my classes, I may take a day or two to respond to emails. It is also important that you check your email as well as the “news” section of Canvas for any course updates. I will email the class of any changes in the schedule. If you do email me, please include your name and the course number and section in the subject line.

**Assignments and Grading Policy**

We will spend time in class talking about your projects and I will post detailed assignment sheets on Canvas well in advance of the due date.

Late assignments will be penalized one third of a grade for each day late (for example, a “B” paper turned in one day late would be given a “B-”). No assignments will be accepted if they are more than one week late.

I will further detail my expectations on your assignment sheets, but in general I require that all assignments (with the exception of in-class exercises) be typed, double-spaced, 12-point font, with standard 1” margins, stapled, with page numbers, and in black ink.

**Class Participation/Class Activities:** Student participation is vital for the success of the class. I will evaluate your class participation based on the following:

- Participation in and completion of in-class activities
- Participation in both small and large group discussions

Please note: You cannot make up in-class activities and exercises.

**Grading**

Your grade for the course will be broken down as follows:

1. **Reading Responses (20%)**
2. **In-Class Midterm exam (25%)**
3. **Take Home Final exam (25%)**
4. **Group Book presentation (15%)**
5. **Participation (15%)**

Final letter grades for the course will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>63 – 68%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>59% or less</td>
</tr>
</tbody>
</table>

Soci 166 Fall 2017
University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be
honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center.
Soci 166 Fall 2017

on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
# Soci 166 Fall 2017, Course Schedule

* You will be notified in advance through Canvas of any changes made to the schedule

## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/23</td>
<td><strong>Introduction</strong>&lt;br&gt;No Reading</td>
</tr>
<tr>
<td>2</td>
<td>8/28-8/30</td>
<td><strong>What is Medical Sociology?</strong>&lt;br&gt;<strong>Reading:</strong> Cockerham, “Introduction”; McKinlay &amp; McKinlay, “Medical Measures and the Decline of Mortality”; Conrad, “Intro”</td>
</tr>
<tr>
<td>3</td>
<td>9/4-9/6</td>
<td><strong>The Social Determinants of Health</strong>&lt;br&gt;No Class Monday, 9/4 – Labor Day&lt;br&gt;<strong>Reading:</strong> Lantz et al: “Socioeconomic Factors, Health Behaviors, and Mortality Results From a Nationally Representative Prospective Study of US Adults”, Himmelstein and Woolhandler “Race and Infant Mortality.”</td>
</tr>
<tr>
<td>4</td>
<td>9/11-9/13</td>
<td><strong>Social Determinants of Health, Continued</strong>&lt;br&gt;<strong>Reading:</strong> Williams, “Race, SES, and Health”; McCally et al, “Poverty and Ill Health”, to be announced&lt;br&gt;Film: “Unnatural Causes”</td>
</tr>
<tr>
<td>5</td>
<td>9/18-9/20</td>
<td><strong>Medicine and Health as Social and Political</strong>&lt;br&gt;<strong>Reading:</strong> To be announced, Skloot, selected chapters (Wednesday 9/20, group presentation)</td>
</tr>
<tr>
<td>6</td>
<td>9/25-9/27</td>
<td><strong>Medicine and Health as Social and Political</strong>&lt;br&gt;<strong>Reading:</strong> Skloot, selected chapters (Wednesday 9/27, group presentation)</td>
</tr>
<tr>
<td>7</td>
<td>10/2-10/4</td>
<td><strong>The Social and Cultural Construction of Health and Illness</strong>&lt;br&gt;<strong>Reading:</strong> Barker and Conrad “The Social Construction of Illness”; Fadiman, selected chapters (Wednesday 10/4 group presentations).</td>
</tr>
<tr>
<td>8</td>
<td>10/9-10/11</td>
<td><strong>The Social and Cultural Construction of Health and Illness</strong>&lt;br&gt;<strong>Reading:</strong> Engelhardt, “The Disease of Masturbation”; Fadiman, selected chapters (Wednesday 10/11 group presentations).</td>
</tr>
<tr>
<td>9</td>
<td>10/16-10/18</td>
<td><strong>The Social and Cultural Construction of Health and Illness</strong></td>
</tr>
</tbody>
</table>

Soci 166 Fall 2017
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Reading:</strong> Fadiman, selected chapters (Monday 10/16 group presentations).</td>
</tr>
<tr>
<td>10</td>
<td>10/23-10/25</td>
<td><strong>Midterm Review/Mid-term exam in class Wednesday 10/25</strong></td>
</tr>
<tr>
<td>11</td>
<td>10/30-11/1</td>
<td><strong>The Medicalization of Society</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reading:</strong> Kaw, “The Medicalization of Racial Features”; Reissman, “Women and Medicalization”, To be announced</td>
</tr>
<tr>
<td>12</td>
<td>11/6-11/8</td>
<td><strong>The Medicalization of Society cont.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings:</strong> To be announced, Film: “Big Bucks, Big Pharma”</td>
</tr>
<tr>
<td>13</td>
<td>11/13-11/15</td>
<td><strong>Diagnosing Sex, Experiencing Diagnosis</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings:</strong> Davis, Selected Chapters, to be announced</td>
</tr>
<tr>
<td>14</td>
<td>11/20-11/22</td>
<td><strong>Diagnosing Sex, Experiencing Diagnosis cont.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings:</strong> Davis, Selected Chapters (group presentations Monday, 11/20)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No class Wednesday 11/22</td>
</tr>
<tr>
<td>15</td>
<td>11/27-11/29</td>
<td><strong>Diagnosing Sex, Experiencing Diagnosis continued</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings:</strong> Davis, Selected Chapters (group presentations Wednesday, 11/29)</td>
</tr>
<tr>
<td>16</td>
<td>12/4-12/6</td>
<td><strong>Health Social Movements</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: To be announced</td>
</tr>
<tr>
<td>17</td>
<td>12/11</td>
<td><strong>Final Exam Review</strong></td>
</tr>
<tr>
<td>Final</td>
<td></td>
<td><strong>Take-home Final exam due Via Canvas Tuesday, December 19th, 12:00pm</strong></td>
</tr>
</tbody>
</table>