

SOC 8090 TOPICS: SOCIOLOGY OF HEALTH AND ILLNESS

University of Minnesota
Spring 2005
Fridays 11:45-2:15
Social Sciences Building, Room 1109

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COURSE DESCRIPTION:

In this course, we begin with the idea that we cannot understand the topics of health and illness simply by looking at biological phenomena and medical knowledge, but, instead, we must also consider a variety of social, political, economic, and cultural forces. Sociologists of health and illness (also known as “medical sociologists”) use sociological perspectives and methods to understand topics such as: social meanings of illness; patterns in the distribution of health and illness; the ways people make sense of, seek help for, and manage their illnesses; the ways doctors, nurses, and patients interact with each other, including the changing nature of health-related professions; the cultural, organizational, and economic functioning of various healthcare institutions; social movements surrounding health, including the ways some deviant behaviors are “medicalized” while others are not; and the sociological effects of public policy on health outcomes. This course is designed to provide a broad overview of the field of medical sociology, and, to this end, we will address the topics listed above and others.

COURSE ORGANIZATION:

For each topic, I will provide an introduction and brief overview of the relevant intellectual history, controversies, and debates. We will then turn to a seminar discussion of the readings, based on a series of questions jointly formulated by me and by other members of the class. I encourage you to participate actively throughout the course—ask questions, challenge what class members have said, make connections to material from other courses, and relate the course material to your own research projects. The success of this class depends in part on your active and thoughtful participation, and I expect that much of the learning will occur during seminar exchanges.

COURSE OBJECTIVES:

- To provide students with an introduction to and overview of major classic and contemporary works in the field of sociology of health and illness.
- To provide a forum for the discussion of controversies within this subfield, including debates about theory, substance, and methodology, and across various disciplines that are concerned with health, illness, and healing.
- To contextualize the course in ways that illuminate links between this subfield and sociology more generally, as well as connections with its intellectual neighbors (such as public health).
- To highlight health policy implications of medical sociology, and to encourage students to consider policy implications in other areas of sociology.

MATERIALS:

The subfield of medical sociology is extremely broad and interdisciplinary, and so any attempt to create a survey course on this topic necessarily involves making strategic decisions about which readings to include, which topics to emphasize, and which materials are best left to other courses. Here at the University of Minnesota, we are fortunate to have health experts housed in several different departments

and schools on campus, which means that you have access to a variety of courses that address various social, cultural, economic, and political aspects of health, both in the U.S. and globally. With this in mind, I have designed this course to emphasize *sociological* approaches, both theoretical and empirical, to health and illness. In particular, this means that we will be emphasizing how various health-related topics are by their very nature sociological. What is their relationship to sociological theory? What is their historical place in sociological thinking? How would sociologists approach and analyze these topics? What would sociology have to say about health-related social problems and their resolution in contemporary society? How does sociology interface with other disciplinary approaches to health and illness?

To this end, the reading list for this course includes both required and recommended readings, encompassing both classic and contemporary works. I have drawn the reading materials for this course mostly from sociological sources, but you will notice there is a sample of readings from other disciplines as well. Many of the readings are drawn from the following two handbooks (Bird et al. is available at the Coffman Memorial Union bookstore, and Albrecht et al. is on file in 1183 Social Sciences):

Bird, Chloe E., Peter Conrad, and Allen M. Fremont (Eds.). 2000. *Handbook of Medical Sociology*, 5th Edition. Upper Saddle River, NJ: Prentice Hall.

Albrecht, Gary L., Ray Fitzpatrick, and Susan C. Scrimshaw (Eds.). 2003. *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage.

Additional selected readings are available in Social Sciences 1183 for you to copy as needed (many are also available online).

REQUIREMENTS:

1. Class participation & weekly response papers (150 points, or 15% of total grade)

As I note above, the success of this class depends heavily on your active and thoughtful participation. Class participation includes attending class, keeping up on assigned readings, and contributing effectively to seminar discussions. To facilitate this process, I ask that you each submit a one-page typewritten response to the assigned readings for each week that we have class (due in class). For these assignments, you may choose to focus on one or two of the readings assigned for the week, or you may consider them as a collective. In either case, your response paper should convey your intellectual evaluation of the readings, including criticisms and/or questions you have. Please bring 6 copies of your evaluations to class—1 to submit to me, and one for each of the other members of the seminar.

By having prepared a response to the material in advance and sharing your evaluations with the rest of the class, it is my hope that you will be better prepared to engage in productive class discussions and that you will gain more from each other's analyses than you would otherwise. I will be looking for clear intellectual engagement with the materials, coherent examination of the topic, and thoughtful, relevant discussion questions.

2. Co-facilitation of class (50 points each time, 100 points total, 10% of total grade)

For most weeks, we will have a designated co-facilitator of class discussion. I will pass around a sign-up sheet on the first day of class, and you should each sign up for **TWO** class sessions. In general, co-facilitators are responsible for preparing questions prior to class and working with me to lead discussion during class. Prior to class, co-facilitators will briefly meet with me to discuss a plan for that week's class (this can be done in person, over the phone, or via email). During class, the co-facilitator is responsible for working with me to identify and sustain discussion topics, as well as to distill themes from seminar participants' response papers. Students who serve as co-facilitators for particular class meetings may use

their readings evaluation assignment for that week to describe their motivation for the discussion questions they developed and the themes they see as central in that week's readings. This modified readings evaluation, along with the accompanying discussion questions, should be distributed to other members of the class at the same time we distribute regular readings evaluations.

My goal in having you co-facilitate class is to improve your familiarity with diverse theoretical and empirical perspectives, and to enhance your ability to identify themes in this literature. Grades for this activity will be based on the insightfulness and creativity of the discussion question and the organization of the class discussion.

3. Statement of proposed research (750 points, 75% of total grade)

Your main assignment for this class is to write a 15-20 page, double-spaced, statement of proposed research that identifies a research question, describes the theoretical, empirical, and practical motivations for the question, and provides a brief description of a potential methodological/data strategy for investigating that question (due May 6, in class). Conceptually, this assignment is most similar to a research proposal one would write in order to procure funding for a project. It is distinct from a traditional research article in that you are not going to present empirical findings, yet it is also distinct from a prelim exam, or even an introductory dissertation chapter, in that your focus will be narrower and you will articulate a research plan.

Your task in this paper is to convince your reader that you have chosen an interesting and important research question that will contribute to existing literature in the subfield of medical sociology as well as more broadly (i.e., to sociology in general, to health research, to policy). Once you have identified your question and its relationship to existing research, you need to articulate a coherent strategy for empirically addressing the question, including the source(s) of data you would use and how you would analyze them.

I would recommend the following format for your papers, although you are welcome to follow others as you see fit (I would recommend touching base with me before doing anything drastically different to make sure it would still meet the requirements of the assignment).

1. Abstract: summarizes research question, justification, and research options.
2. Research question: describes the research question in detail, including any sub-questions and hypotheses you would test, if relevant.
3. Background and significance: provides the theoretical and substantive justification for your question; summarizes main findings from previous research on this topic, including a discussion of any consistent conceptual or methodological weaknesses; identifies the way your research question would help advance existing literature; identifies theoretical models, hypotheses, and justifications for them, if relevant; and describes the relationship between this paper and broader issues within sociology (or public health or health policy). This will be the longest section of your research statement.
4. Research options: discusses types of data that would be needed to answer the question, and options for obtaining and analyzing the data.
5. Bibliography & appendices (as needed).

A note on writing: Describing the background and significance of a project can be very difficult because it requires the author to process large amounts of information and condense it into an argument that is extremely focused, clear, and compelling for another reader. Most authors need to write several drafts of such proposals before they are even ready to circulate for comments. For these reasons, I urge you to embrace writing as an iterative process and to be prepared to make substantial revisions before you submit your final statement. The challenge of this assignment, as with any statement of proposed research, is to produce focused, concise, streamlined writing contained in a relatively small number of pages, rather than a higher volume with less concision.

To facilitate the completion of this project, I will collect two small but related assignments early in the semester:

Topic statement (DUE Friday, February 4, in class): This should be a two to three page statement describing your topic and stating your research question.

Detailed outline (DUE Friday March 11, in class): This outline of your paper should restate your research question; illustrate the general structure and logic of your background and significance section; give a very brief explanation of your research options; and include a preliminary list of relevant citations. The primary goal in this assignment is to work through the logic of your literature review.

Final paper (DUE Friday May 6, in class): 15-20 double-spaced pages in length, including the sections outlined above (unless you have discussed an alternative with me).

A note on incompletes: For various reasons, it will be especially difficult for me to give incompletes this semester, so if you are taking this course for credit it is imperative that you are prepared to complete all the requirements for a grade. I will only give incompletes in the most extenuating of circumstances.

UNIVERSITY AND COURSE POLICIES:

1. In this course, all assignments are due in class and should therefore be turned in directly to me. However, if you find yourself in the position of trying to turn something in at another time, please be aware that as a general policy (and in the interest of not losing people's assignments) *I do not accept assignments submitted electronically, by fax, or under my office door.* I do accept assignments submitted in class, to me personally, or to my mailbox in the Sociology Department main office (909 Social Sciences), where an administrative assistant should sign and date the assignment before it is turned in.
2. Accommodations will be made for students with disabilities, so please notify me in the first week of classes if you have specific needs.
4. Scholastic misconduct, which includes cheating and plagiarism, will not be tolerated and will be dealt with according to University policy. Instances of cheating or plagiarism will result in a failing grade for this course. (Please see attached page of University and Department policies.)

TENTATIVE COURSE SCHEDULE:

January 21 Introduction to course

Required:

Bird, Chloe E., Peter Conrad, and Allen M. Fremont. 2000. "Medical Sociology at the Millennium." Pp. 1-10 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Bloom, Samuel W. "The Institutionalization of Medical Sociology in the United States, 1920-1980." 2000. Pp. 11-31 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Turner, Bryan S. 2003. "The History of the Changing Concepts of Health and Illness: Outline of a General Model of Illness Categories." Pp. 9-23 in Albrecht, Fitzpatrick, and Scrimshaw (Eds.). *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage.

McKinlay, John B. and Sonja M. McKinlay. 2005. "Medical Measures and the Decline of Mortality." Pp. 7-19 in Conrad (Ed.) *The Sociology of Health and Illness: Critical Perspectives, 7th Edition*. New York, NY: Worth.

January 28 Social inequality & health

Required:

Robert, Stephanie A. and James S. House. 2000. "Socioeconomic Inequalities in Health: An Enduring Sociological Problem." Pp. 68-78 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Mirowsky, John, Catherine E. Ross, and John Reynolds. 2000. "Links between Social Status and Health Status." Pp. 47-67 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Rieker, Patricia P. and Chloe E. Bird. 2000. "Sociological Explanations of Gender Differences in Mental and Physical Health." P. 98-113 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Hayward, Mark D., Toni P. Miles, Eileen M. Crimmins, and Yu Yang. 2000. "The Significance of Socioeconomic Status in Explaining the Racial Gap in Chronic Health Conditions." *American Sociological Review*, 65(6): 910-930.

Ross, Catherine E. and John Mirowsky. 2001. "Neighborhood Disadvantage, Disorder, and Health." *Journal of Health and Social Behavior* 42(3): 258-276.

Recommended:

Estes, Carroll L., Steven Wallace, and Karen W. Linkins. 2000. "Political Economy of Health and Aging." Pp. 129-142 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Simon, Robin W. 2000. "The Importance of Culture in Sociological Theory and Research on Stress and Mental Health: A Missing Link?" Pp. 68-78 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Smaje, Chris. 2000. "Race, Ethnicity, and Health." Pp. 114-128 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Mulatu, Mesfin Samuel and Carmi Schooler. 2002. "Causal Connections between Socio-Economic Status and Health: Reciprocal Effects and Mediating Mechanisms." *Journal of Health and Social Behavior* 43(1): 22-41.

Williams, David R. and Chiquita Collins. 1995. "U.S. Socioeconomic and Racial Differences in Health: Patterns and Explanations." *Annual Review of Sociology* 21: 349-386.

February 4 **Classical & critical theoretical perspectives**
TOPIC STATEMENTS DUE

Required:

Armstrong, David. 2003. "Social Theorizing about Health and Illness." Pp. 24-35 in Albrecht, Fitzpatrick, and Scrimshaw (Eds.). *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage.

Durkheim, Emile. 1951. "The Social Element of Suicide." Book 3, Chapter 1 (pp. 297-325) in *Suicide: A Study in Sociology*. New York: The Free Press. [If you are unfamiliar with Durkheim's work on suicide, you may want to also read pp. 145-294.]

Parson, Talcott. 1964. "Deviant Behavior and the Mechanisms of Social Control." Chapter 7 in *The Social System*. New York, NY: The Free Press.

Link, Bruce G. and Jo C. Phelan. 2000. "Evaluating the Fundamental Cause Explanation for Social Disparities in Health." Pp. 33-46 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

McKinlay, John B. and Lisa D. Marceau. 2000. "Upstream Healthy Public Policy: Lessons from the Battle of Tobacco." *International Journal of Health Services* 30(1): 49-69.

Krieger, Nancy. 2001. "Theories for Social Epidemiology in the 21st Century: An Ecosocial Perspective." *International Journal of Epidemiology* 30: 668-77.

Recommended:

Krieger, Nancy. 1994. "Epidemiology and the Web of Causation: Has Anyone Seen the Spider?" *Social Science and Medicine* 39(7): 887-903.

McKinlay, John B. and Lisa D. Marceau. 1999. "A Tale of 3 Tails." *American Journal of Public Health* 89(3): 295-8.

Syme, S. Leonard and Irene H. Yen. 2000. "Social Epidemiology and Medical Sociology: Different Approaches to the Same Problem." P. 365-376 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Frolich, Katherine L, Ellen Corin, and Louise Potvin. 2001. "A Theoretical Proposal for the Relationship between Context and Disease." *Sociology of Health and Illness* 23(6): 776-97.

February 11 Illness experience & help seeking behavior

Required:

Parsons, Talcott. 1964. "Social Structure and Dynamic Process." Chapter 10 in *The Social System*. New York, NY: The Free Press.

Charmaz, Kathy. 2003. "Experiencing Chronic Illness." Pp. 277-92 in Albrecht, Fitzpatrick, and Scrimshaw (Eds.). *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage.

McElroy, Ann, and Mary Ann Jezewski. 2003. "Cultural Variation in the Experience of Health and Illness." Pp. 191-209 in Albrecht, Fitzpatrick, and Scrimshaw (Eds.). *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage.

Cockerham, William C. 2000. "The Sociology of Health Behavior and Health Lifestyles." Pp. 159-72 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Kasper, Judith D. 2003. "Health Care Utilization and Barriers to Health Care." Pp. 323-38 in Albrecht, Fitzpatrick, and Scrimshaw (Eds.). *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage.

Recommended:

Pescosolido, Bernice A. 1992. "Beyond Rational Choice: The Social Dynamics of How People Seek Help." *The American Journal of Sociology* 97(4): 1096-38.

Kleinman, Arthur and Don Seeman. 2003. "Personal Experience of Illness." Pp. 230-242 in Albrecht, Fitzpatrick, and Scrimshaw (Eds.). *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage.

Charmaz, Kathy. 1991. *Good Days, Bad Days: The Self in Chronic Illness and Time*. New Brunswick, NJ: Rutgers University Press.

February 18 Patient-provider interaction

Required:

Freidson, Eliot. 1970. Selections from *Profession of Medicine: A Study of the Sociology of Applied Knowledge*. Chicago: University of Chicago Press. [Reprinted in "The Social Organization of Illness." 2004. Pp. 177-184 in Bury and Gabe (Eds.). *The Sociology of Health and Illness*. New York, NY: Routledge.]

DeIVecchio Good, Mary-Jo and Byron J. Good. 2003. "Clinical Narratives and the Study of Contemporary Doctor-Patient Relationships." Pp. 243-58 in Albrecht, Fitzpatrick, and Scrimshaw (Eds.). *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage.

Waitzkin, Howard. 1989. "A Critical Theory of Medical Discourse: Ideology, Social Control, and the Processing of Social Context in Medical Encounters." *Journal of Health and Social Behavior* 30(2): 220-239.

Anspach, Renee R. 1988. "Notes on the Sociology of Medical Discourse: The Language of Case Presentation." *Journal of Health and Social Behavior* 29(4): 357-75.

Lutfey, Karen. 2004. "On Assessment, Objectivity, and Interaction: The Case of Compliance with Medical Treatment Regimens." *Social Psychology Quarterly* 67(4): 343-68.

Recommended:

Maynard, Douglas W. 1991. "Interaction and Asymmetry in Clinical Discourse." *The American Journal of Sociology* 97(2): 448-495.

Perakyla, Anssi. 1998. "Authority and Accountability: The Delivery of Diagnosis in Primary Health Care." *Social Psychology Quarterly* 61(4): 301-320.

Gill, Virginia Teas. 1998. "Doing Attributions in Medical Interaction: Patients' Explanations for Illness and Doctors' Responses." *Social Psychology Quarterly* 61(4): 342-360.

February 25 Alternative medicine

Required:

Goldstein, Michael S. 2000. "The Growing Acceptance of Complementary and Alternative Medicine." Pp. 284-97 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Cant, Sarah and Ursula Sharma. 2003. "Alternative Health Practices." Pp. 426-39 in Albrecht, Fitzpatrick, and Scrimshaw (Eds.). *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage.

Halpern, Sydney A. 1992. "Dynamics of Professional Control: Internal Coalitions and Crossprofessional Boundaries." *The American Journal of Sociology* 97(4): 994-1021.

Gillett, Grant. 2004. "Clinical Medicine and the Quest for Certainty." *Social Science and Medicine* 58: 727-38.

Stevenson, Fiona A., Nicky Britten, Christine A. Barry, Colin P. Bradley, and Nick Barber. 2003. "Self-Treatment and Its Discussion in Medical Consultations: How is Medical Pluralism Managed in Practice?" *Social Science and Medicine* 57: 513-27.

March 4 Medical experiments, technology & social control

Required:

Timmermans, Stefan. 2000. "Technology and Medical Practice." Pp. 309-21 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Fox, Renee. 2003. "Medical Uncertainty Revisited." Pp. 409-25 in Albrecht, Fitzpatrick, and Scrimshaw (Eds.). *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage.

Fox, Renee. 1959. Chapters 1 & 2 in *Experiment Perilous: Physicians and Patients Facing the Unknown*. Glencoe, IL: The Free Press.

Casper, Monica J. 1998. Chapters 3 & 4 in *The Making of the Unborn Patient: A Social Anatomy of Fetal Surgery*. New Brunswick, NJ: Rutgers University Press.

Recommended:

Kutner, Nancy G. 2005. "Issues in the Application of High Cost Medical Technology: The Case of Organ Transplantation." Pp. 387-400 in Conrad (Ed.) *The Sociology of Health and Illness: Critical Perspectives, 7th Edition*. New York, NY: Worth.

Featherstone, Katie and Jenny L. Donovan. 1998. "Random Allocation or Allocation at Random? Patients' Perspectives of Participation in a Randomised Controlled Trial." *British Medical Journal* 317: 1177-80. [Reprinted in Bury and Gabe (Eds.). *The Sociology of Health and Illness*. New York, NY: Routledge.]

Millman, Marcia. 1976. *The Unkindest Cut: Life in the Backrooms of Medicine*. New York, NY: Quill.

March 11 The nature and history of the U.S healthcare industry
OUTLINES DUE

Required:

Light, Donald W. 2000. "The Medical Profession and Organizational Change: From Professional Dominance to Countervailing Power." Pp. 201-216 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Starr, Paul. "The Coming of the Corporation." Chapter 5 (of Book 2) in *The Social Transformation of American Medicine*. New York: Basic Books.

McKinlay, John B. and Lisa D. Marceau. 2005. "The End of the Golden Age of Doctoring." Pp. 189-214 in Conrad (Ed.) *The Sociology of Health and Illness: Critical Perspectives, 7th Edition*. New York, NY: Worth.

Light, Donald. W. 2003. "The Sociological Character of Health-Care Markets." Pp. 394-408 in Albrecht, Fitzpatrick, and Scrimshaw (Eds.). *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage.

Mechanic, David. 1996. "Changing Medical Organization and the Erosion of Trust." *Milbank Quarterly* 74(2): 171-189.

Recommended:

Flood, Ann Barry and Mary L. Fennell. 1995. "Through the Lenses of Organizational Sociology: The Role of Organizational Theory and Research in Conceptualizing and Examining Our Health Care System." *Journal of Health and Social Behavior* 35 (Extra Issue): 154-69.

Wholey, Douglas R. and Lawton R. Burns. 2000. "Tides of Change: The Evolution of Managed Care in the United States." Pp. 217-37 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

March 18 Spring break

March 25 Institutional settings

Required:

Starr, Paul. "The Rise of the Modern Hospital." Chapter 4 (of Book 1) in *The Social Transformation of American Medicine*. New York: Basic Books.

Conrad, Peter and Joseph W. Schneider. 2005. "Professionalization, Monopoly, and the Structure of Medical Practice." Pp. 170-175 in Conrad (Ed.) *The Sociology of Health and Illness: Critical Perspectives, 7th Edition*. New York, NY: Worth.

Mechanic, David and David A. Rochefort. 1996. "Comparative Medical Systems." *Annual Review of Sociology* 22: 239-270.

Potter, Sharyn J. "A Longitudinal Analysis of the Distinction between For-Profit and Not-for-Profit Hospitals in America." *Journal of Health and Social Behavior* 42(1): 17-44.

April 1 Medical professions, authority, and education

Required:

Hafferty, Frederic W. 2000. "Reconfiguring the Sociology of Medical Education: Emerging Topics and Pressing Issues." Pp. 238-57 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Timmermans, Stefan and Alison Angell. 2001. "Evidence-Based Medicine, Clinical Uncertainty, and Learning to Doctor." *Journal of Health and Social Behavior* 42(4): 342-359.

Pescosolido, Bernice A., Steven A. Tuch, and Jack K. Martin. 2001. "The Profession of Medicine and the Public: Examining Americans' Changing Confidence in Physician Authority from the Beginning of the 'Health Care Crisis' to the Era of Health Care Reform." *Journal of Health and Social Behavior* 42(1): 1-16.

Hoff, Timothy, Winthrop F. Whitcomb, and John R. Nelson. 2002. "Thriving and Surviving in a New Medical Career: The Case of Hospitalist Physicians." *Journal of Health and Social Behavior* 43(1): 72-91.

Conrad, Peter. 1986. "The Myth of Cut-Throats Among Premedical Students: On the Role of Stereotypes in Justifying Failure and Success." *Journal of Health and Social Behavior* 27(2): 150-160.

Recommended:

Becker, Howard, Blanche Geer, Everett C. Hughes, and Anselm Strauss. 1961. *Boys in White: Student Culture in Medical School*. Chicago: University of Chicago Press.

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

April 8 Providers: Clinical decision making, patient assessment, medical error

Required:

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

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

McKinlay, John B., Ting Lin, Karen Freund, and Mark Moskowitz. 2002. "The Unexpected Influence of Physician Attributes On Clinical Decisions: Results of an Experiment." *Journal of Health and Social Behavior* 43(March): 92-106.

Paget, Marianne A. 1988. Chapters 3 & 4 in *The Unity of Mistakes: A Phenomenological Interpretation of Medical Work*. Philadelphia, PA: Temple University Press.

Anspach, Renee R. 1987. "Prognostic Conflict in Life-and-Death Decisions: The Organization as an Ecology of Knowledge." *Journal of Health and Social Behavior* 28(3): 215-231.

Recommended:

Bosk, Charles L. 1979. *Forgive and Remember: Managing Medical Failure*. Chicago: University of Chicago Press.

Sudnow, David. 1967. *Passing On: The Social Organization of Dying*. Englewood Cliffs, NJ: Prentice-Hall.

April 15

Medicalization of deviance

Required:

Conrad, Peter. 1992. "Medicalization and Social Control." *Annual Review of Sociology* 18: 209-32.

Conrad, Peter and Deborah Potter. 2000. "From Hyperactive Children to ADHD Adults: Observations on the Expansion of Medical Categories." *Social Problems* 47(4): 559-82.

Davis-Floyd, Robbie. 1992. Chapter 3 in *Birth as an American Rite of Passage*. Berkeley: University of California Press.

Conrad, Peter. 2000. "Medicalization, Genetics, and Human Problems." Pp. 322-33 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Recommended:

Martin, Emily. 1987. *The Woman in the Body*. Boston: Beacon Press.

April 22 Social movements & policy changes

Required:

Estes, Carroll. 2001. Chapters 3 and 5 in *Social Policy and Aging: A Critical Perspective*. Thousand Oaks, CA: Sage.

Waitzkin, Howard. 2001. Chapters 7-9 in *At the Front Lines of Medicine*. Lanham, MD: Rowman and Littlefield.

McKinlay, John B. and Lisa D. Marceau. 2000. "To Boldly Go..." *American Journal of Public Health* 90(1): 25-33.

April 29 The future of medical sociology

Required:

Gray, Bradford H. and James O'Leary. 2000. "The Evolving Relationship between Medical Sociology and Health Policy." Pp. 258-270 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Pescosolido, Bernice A., Jane McLeod, and Margarita Alegría, 2000. "Confronting the Second Social Contract: The Place of Medical Sociology in Research and Policy for the Twenty-first Century." Pp. 411-26 in Bird, Conrad, and Fremont (Eds.). *Handbook of Medical Sociology, 5th Edition*. Upper Saddle River, NJ: Prentice Hall.

Auerbach, Judith D. and Anne E. Figert. 1995. "Women's Health Research: Public Policy and Sociology." *Journal of Health and Social Behavior* 35(Extra Issue): 115-31.

Lewis, Steven, Marcel Saulnier, and Marc Renaud. 2003. "Reconfiguring Health Policy: Simple Truths, Complex Solutions." Pp. 509-24 in Albrecht, Fitzpatrick, and Scrimshaw (Eds.). *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage.

May 6 Closing comments & paper presentations

FINAL PAPERS DUE