

ANALYSIS IN MEDICAL SOCIOLOGY

SOC 454

Krycia Mossakowski, Ph.D.

Spring 2017: Tuesdays and Thursdays 1:30 - 2:45 PM

Classroom: Saunders 637

My office: Saunders Hall 215

My office phone number: 808-956-8416 (email preferred)

Office Hours: before class Tuesdays and Thursdays or by appointment

My email: krysiam@hawaii.edu

Course Description

Medical sociology investigates the social causes and consequences of health, illness, and healthcare.

This advanced course in medical sociology will explore our knowledge about a number of important questions, and discuss some questions that have yet to be answered:

- To what extent do genetics, lifestyle, and social status influence illness?
- Does social inequality make us sick?
- Does money buy happiness?
- Why do women live longer than men when they are more depressed?
- Why is heart disease among women often misdiagnosed?
- Why are there racial/ethnic health disparities?
- Can stress harm health?
- Does racial/ethnic discrimination damage mental health?
- Does the “Aloha Spirit” protect mental health in Hawaii?
- Do marriage and social support make both men and women healthier?
- What risky behaviors are typical of young people?
- Can we control what we eat?
- Do you have a healthy lifestyle as a student?
- How can we improve the healthcare system in the United States?

Student Learning Objectives

- ✓ Demonstrate understanding of key concepts, findings, and theories in medical sociology by writing clearly.
- ✓ Communicate ideas clearly in class discussions and presentations.

Course Materials and Requirements

This course meets twice a week. Class sessions will consist of a combination of structured lectures, class discussions, small-group exercises, in-class assignments, and

videos. Exams draw heavily from required readings and classroom material. All of the power point lectures will be posted on Laulima after each class.

Required Readings

Accessed through Laulima

Grading will be based upon the following percentage point distribution:

EXAM 1	20 %
EXAM 2	25 %
EXAM 3	30 %
In-class assignments	15 %
Class presentation	10%
Total:	100

Grades for the course will be assigned according to the following percentage scale:

A:	93 – 100 %	C:	73 – 76 %
A-:	90 – 92 %	C-:	70 – 72 %
B+:	87 – 89 %	D+:	67 – 69 %
B:	83 – 86 %	D:	60 – 66 %
B-:	80 – 82 %	F:	<i>less than 60 %</i>
C+:	77 – 79 %		

Exams

Each of the three exams pertains to a different section of the course. Therefore, the exams are not cumulative. Exams will cover the required readings and material from class lectures. The first exam is worth 20% of your final grade, Exam 2 is worth 25%, and Exam 3 is 30%. Exams must be taken during the scheduled period. Failure to show up for an exam will result in a score of zero. Exam dates are: **February 9, March 16, and May 11 (noon to 1:30 PM) in the classroom.**

In-Class Assignments

In-class assignments are done in class only and cannot be made up for a missed class. They are a diagnostic tool for your understanding of the readings, lectures, and videos. They will also be used for attendance purposes. Each assignment will be assigned and handed in during a class. Not all classes will have assignments. The in-class assignments will be worth 15% of your final grade for the course. **Attendance is very important for your success in this class.**

Presentation

You are required to make a class presentation (worth 10% of your final grade) on a topic related to health and society. Topic approval will be given by me in class or via email.

- Civility and respect for others are guiding principles in this class. Mental and physical illnesses are sensitive topics, therefore during in-class discussions you need to be respectful of others. Cheating and any other form of academic dishonesty will not be tolerated.
- Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (<http://www.hawaii.edu/kokua>) (Office for Students with Disabilities) to ensure designated accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

Safe Environment (Title IX): The University of Hawai'i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, we have staff and resources on campus to support and assist you and can also direct you to resources in the community.

As a faculty member, I am *required to immediately report* any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

To remain anonymous and speak with someone confidentially, [Mānoa Confidential Resources](#) include: [University Health Services](#) (808) 956-8965, East-West Road; [Counseling](#) (808) 956-7927, QLC 312; [Office of Gender Equity](#) (808) 956-9977, QLC 210; [LGBT Student Services](#) (808) 956-9250, QLC 211; PAU Violence Program (808) 956-8059, QLC 211; [Student Parents at Mānoa](#) (808) 956-8059, QLC 211; and the [Women's Center](#) (808) 956-8059, QLC 211.

To report an incident, contact a [Title IX Coordinator](#) (808) 956-2299, t9uhm@hawaii.edu, Hawai'i Hall 124; [Public Safety](#) (Campus Security) (808) 956-6911; or in an emergency, call 911.

Readings, scores for assignments and exams will be posted throughout the semester for you to access on **Laulima**.

Course Schedule and Required Readings

*The readings should be done for the class date assigned. Some parts of lectures contain material that cannot be found in the required readings. This schedule may be subject to change depending on the progress of this class.

January 10	Aloha: Introduction to Course, Syllabus, and Each Other
January 12	What is medical sociology and how does society influence health? Mckinlay, “A Case for Refocusing Upstream”
January 17	Is socioeconomic status a fundamental cause of health and does money buy happiness? Link and Phelan, “Evaluating the Fundamental Cause Explanation for Social Disparities in Health”
January 19	Does social inequality make us sick? In sickness and in wealth Article, “Money and Happiness”
January 24	Why does the United States have a high rate of infant mortality and short life expectancy compared to other countries? Articles, “Life expectancy in U.S. drops for first time in decades report finds,” and “Our Infant Mortality Rate is a National Embarrassment.”
January 26	Can stress damage your mental and physical health? Sapolsky chapter, “Why Don’t Zebras Get Ulcers?”
January 31	Do discrimination and the “Aloha Spirit” influence psychological distress in Hawaii? Mossakowski and Wongkaren article, “The Paradox of Discrimination, the ‘Aloha Spirit,’ and Symptoms of Depression in Hawai‘i.”
February 2	Are there racial/ethnic differences in chronic diseases and mortality? Laveist chapter, “Theories of Racial/Ethnic Differences in Health”
February 7	Review for Exam
February 9	EXAM 1
February 14	Happy Valentine’s Day – Are sexually-transmitted diseases stigmatizing? Cockerham, <i>Society of Risk Takers</i> , Chapters 1 and 2
February 16	Why does college culture involve heavy drinking? Cockerham, <i>Society of Risk Takers</i> , Chapter 3, Quigley and Marlatt article “Drinking Among Young Adults”

February 21	What are the consequences of illicit drug use? Cockerham, <i>Society of Risk Takers</i> , Chapter 4
February 23	Are there socioeconomic and gender differences in smoking trends? Cockerham, <i>Society of Risk Takers</i> , Chapter 5, and article, “Cancer Death Rates found to be higher Among the Poor”
February 28	What is a healthy lifestyle for students? Cockerham, <i>Society of Risk Takers</i> , Chapter 6, and Brody, “At Every Age, Feeling the Effects of too Little Sleep.”
March 2	Why do women live longer than men when they are more depressed? Rieker and Bird, “Sociological Explanations of Gender Differences in Mental and Physical Health”
March 7	Is there a teenage subculture of girls with eating disorders? Articles “No, That’s Sick” and “Orthorexia: When Healthy Eating goes too Far”
March 9	Is there an obesity epidemic among children? Articles, “Child Obesity Picture Grim in New York City Poor,” and “Is Child Obesity Child Abuse?”
March 14	Review for Exam
March 16	EXAM 2
March 21	What is the sick role? Parsons, “Social Structure and Dynamic Process: The Case of Modern Medical Practice”
March 23	Class Presentations
March 28 and 30	SPRING BREAK
April 4	Class Presentations
April 6	Why is heart disease being misdiagnosed in women? McKinlay, “Some Contributions for the Social System to Gender Inequalities in Heart Disease,” and CNN, “Heart Disease often Misdiagnosed in Women”
April 11	Do parenthood, marriage, and social support have health benefits?

House, Landis, and Umberson, “Social Relationships and Health”
and article, “Why parents in the U.S. have the biggest happiness
gap.”

April 13

Defining Mental Health and Diagnosing Mental Illness
Article “Why the Happy are Nuts”

April 18

**Medicalization and Direct-to-Consumer Advertising of
Psychiatric Medications**
Lane’s chapter, “Direct to Consumer: Now Sell the Disease!”

April 20

**Why should we medicalize inattentiveness and restlessness in
the classroom?**

April 25

**Why was there an increase in the prevalence of Attention
Deficit Hyperactivity Disorder in the United States?**
Article, “The Run on Ritalin”

April 27

Health Care and the Pharmaceutical Industry
Vanity Fair article, “Deadly Medicine” and “What would the
impact be if the Affordable Care Act was repealed?”

May 2

Review for Final Exam

May 11

12-1:30 pm in classroom