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Spring 2-1-2022

### SOCI 595.01: Medical Sociology

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**SOCI 488: Writing for Sociology – Sociology of Medicine**  
and  
**ST: SOCI 595: Medical Sociology**  
University of Montana  
*Spring 2022*

**Course Details**

**Class Location:** Social Sciences 356  
**Meeting Time:** M/W/F 1-1:50 p.m.  
**Credit Hours:** 3  
**Prerequisites:** WRIT 101 &  
Intermediate Writing Course

**Instructor:** James Tuttle, Ph.D.  
**Email:** james.tuttle@mso.umt.edu  
**Office:** Social Sciences 307  
**Office Hours:** M/W 11 a.m.-Noon  
**Phone:** (406) 243-5912

**Course Description**

This course fulfills the Sociology degree requirement for an upper-division (advanced) writing course. The topic of this version of the course is ‘Sociology of Medicine.’ In this course, we will examine the healthcare system, the social determinants of health, the historical epidemiological transition(s), medicalization, and changes in medical profession. Broadly, this course assists students in analyzing issues related to medicine, health, and healthcare from a sociological perspective.

**Learning Goals and Objectives**

By the end of the course, each student should be able to:

- write a literature review appropriate for a research paper in sociology.
- demonstrate connections between social context and individual health, often referred to as the “social determinants of health.”
- outline the broad historical transitions in health and illness.
- compare and contrast the American healthcare system with other wealthy democracies.
- apply sociological concepts/ideas to health and illness.

**Course Expectations**

Assigned articles are to be read at the beginning of the week they appear on the syllabus. After reading the assigned materials, each student should reflect upon the main issues illustrated by the articles as well as consider how the assigned materials are related to previous issues/concepts within the class. This type of preparation enables students to participate in discussions in an informed way.

**Classroom Policy on COVID-19**

Students are expected to help to stop the spread of the COVID-19 pandemic within the classroom. Students are required to wear face coverings (over their nose and mouth) in an effort to prevent asymptomatic spread of the virus. Students must not attend class when they are feeling ill and must immediately inform their instructor or officials at the University if they have contracted the COVID-19 coronavirus. Portions of the course, including meetings with students, will take place virtually to the extent possible. Additional classroom expectations, aligning with University guidelines, will also be enforced.

### **Required Textbooks**

There are no required textbooks for this course. All required reading materials are posted to the Moodle page.

### **Grading**

Grades are rounded to nearest whole number. Letter Grades will be calculated using the following grading scale:

- A: 93 or higher
- A-: 90-92
- B+: 87-89
- B: 84-86
- B-: 80-83
- C+: 77-79
- C: 74-76
- C-: 70-73
- D+: 67-69
- D: 64-66
- D-: 60-63
- F: 59 and lower

### **Earning Your Grade:**

Each student can earn up to 100 points in this course. The final grade is computed by dividing the number of points you earn by 100. The point breakdown is as follows:

- **Research Paper:** **50 points (50%)**
- **Final Exam:** **25 points (25%)**
- **Class Attendance and Participation:** **15 points (15%)**
- **Healthcare System Proposal:** **10 points (10%)**

### **Research Paper (50 Points Total):**

In this semester-long assignment, each student will complete a research paper concerning a topic in medical sociology. This paper must include a literature review, an application of the sociological perspective or concept, and the policy implications based upon this review of the literature. The final paper is a minimum of eight pages in length.\* Students must also submit their topic selection, an annotated bibliography and two rough drafts to receive full credit for the assignment. Further instructions for this assignment are posted to the Moodle page.

\*For students enrolled in ST: SOCI 595, the required (minimum) length is 15 pages.

### **Final Exam (25 Points Total):**

The final exam is cumulative, covering all course materials (assigned readings, videos, lectures, etc.). The exam will include both close-ended (true/false, multiple-choice, etc.) and open-ended questions (i.e., short essays).

**Class Attendance and Participation (15 Points Total):**

As a seminar, students are expected to attend class and discuss the materials for each week. Missing class contributes to point deductions. For full credit, students must also participate in class discussions as well as completing in-class activities and assignments.

**Healthcare System Proposal (10 Points Total):**

In this group assignment, you will propose a new healthcare system. As a group, you will present your plan to the class. Further instructions are posted to the Moodle page.

**A Note on Late Submissions or Incomplete Assignments:**

If a student misses an assignment and does not present the appropriate paperwork for the absence to be excused, he or she receives a '0' for the assignment. Late work is accepted at the discretion of the instructor.

**University Policies**

**Excused Absence Policy:**

Under some circumstances, students will be excused from missing class and assignments. When a student is absent from class and/or misses an assignment due to an excused absence, it does not count against the student's grade. Missed assignments due to an excused absence are granted an extension (at the discretion of the instructor).

Students requesting an excused absence need to inform the instructor as soon as possible, preferably before the class that is missed. Excused absences include illness, injury, family emergency, religious observance, cultural/ceremonial events, participation in a University sponsored activity, military service, or mandatory public service. Students must gain clearance from the instructor before the class that is missed or provide documentation after missing class. More about the University Policy on class attendance and absences can be found here: <https://catalog.umt.edu/academics/policies-procedures/>

**University of Montana's Cultural Leave Policy:**

“Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”

### **Accessibility Services for Students:**

“The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.”

### **Food Pantry Program**

“UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 12 to 5 PM and Fridays from 10 AM to 5 PM. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email [umpantry@mso.umt.edu](mailto:umpantry@mso.umt.edu), visit the UM Food Pantry Website ([www.umt.edu/pantry](http://www.umt.edu/pantry)) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um\_pantry on Instagram).”

### **ASUM Renter Center**

“The Renter Center has compiled a list of resources (<https://medium.com/griz-renter-blog>) for UM students at risk of homelessness or food insecurity. Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.”

### **TRiO Student Support Services**

“TRiO serves UM students who are low-income, first-generation college students or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.

Students can check their eligibility ([www.umt.edu/trioss/apply.php](http://www.umt.edu/trioss/apply.php)) for TRiO services online. If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.”

### **Academic Dishonesty**

Academic dishonesty is not tolerated in this class. By submitting an assignment in this course, students are acknowledging that the work that they have submitted is their own work and that they have neither given nor received any unauthorized assistance in completing the assignment. Plagiarism is not accepted and will be punished by failure in the course and possible suspension or expulsion. Please review the ‘Student Conduct Code’

(<http://www.umt.edu/student-affairs/community-standards/default.php>) for further information on student responsibilities in maintaining academic honesty.

## Course Schedule

Please note that the assigned readings and the dates of assignments are subject to change. I reserve the right to make changes to course materials and class activities as the instructors see fit to facilitate achievement of the course objectives. The assigned materials are to be read at the beginning of the week that they appear on the schedule.\*

\*Note that “suggested readings” are required for students enrolled in ST:SOCI 595

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### Week 1: Introduction to the Sociology of Medicine (January 18-21)

#### *Assigned Reading:*

- Course Syllabus

#### *Class Activity:*

January 19: Course Syllabus and Introduction to Course

January 21: Healthcare as a System

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### Week 2: The American Healthcare System (January 24-28)

#### *Assigned Readings:*

- “How an Industry Shifted from Protecting Patients to Seeking Profit” by Elisabeth Rosenthal
- “Transformation of the US Healthcare System: Why is Change so Difficult?” by Robert Blank

#### *Class Activity:*

January 24: Healthcare as a Market Failure

January 26: A Fragmented System and Costly System

January 28: Attempts to Reform the System

#### *Assignment:*

January 28 – Topic Selection for Research Paper

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### Week 3: Healthcare Systems Around the World (January 31-February 4)

#### *Assigned Reading:*

- Achieving a High-Performance Health Care System with Universal Access: What the United States can Learn from Other Countries” by the American College of Physicians (*read only pages 65-73*)

#### *Suggested Reading:*

- “Five Types of OECD Healthcare Systems: Empirical Results of a Deductive Classification” by Böhm et al.

#### *Class Activity:*

January 31: The Politics of Healthcare

February 2: *Sick Around the World*

February 4: Healthcare Systems Around the World

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**Week 4: Working in the Healthcare System (February 7-11)**

***Assigned Reading Materials:***

- “The End of the Golden Age of Doctoring” by John B. McKinlay and Lisa D. Marceau

***Suggested Reading:***

- “Conforming to and Resisting Dominant Gender Norms: How Male and Female Nursing Students Do and Undo Gender” by James McDonald

***Class Activity:***

February 7: **Presentations - Proposing a New Healthcare System**

February 9: Changes in the Medical Profession

February 11: Alternative Conceptualizations of “Doctoring”

***Class Assignments:***

February 7 – Healthcare System Proposal Presentation

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**Week 5: The End of Public Health? (February 14-18)**

***Assigned Readings:***

- “Ten Great Public Health Achievements – United States, 1900-1999” CDC
- “‘I Hope You Die’: How the COVID Pandemic Unleashed Attacks on Scientists” by Bianca Nogrady

***Class Activity:***

February 14: Medicine and Public Health

February 16: The End of Public Health?

February 18: *The Vaccine War*

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**Week 6: The Social Determinants of Health (February 21-25)**

***Assigned Readings:***

- “A Case for Refocusing Upstream: The Political Economy of Illness” by John B. McKinlay
- “The Social Determinants of Health: Coming of Age” by Paula Braveman, Susan Egerter, and David Williams (*read only pages 381-389, stopping at “Addressing Knowledge Gaps”*)

***Suggested Reading:***

- “Disparities and Access to Healthy Food in the United States: A Review of the Food Deserts Literature” by Renee Walker, Christopher Keane, and Jessica Burke

***Class Activity:***

February 21: **NO CLASS**

February 23: Refocusing Upstream

February 25: The Social Determinants of Health

***Class Assignments:***

February 25 – Annotated Bibliography

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**Week 7: Economic Inequality and Health (February 28-March 4)**

***Assigned Reading:***

- “Some Are More Equal than Others” by Michael Marmot

***Class Activity:***

February 28: **Research Paper Workshop**

March 2: Economic Inequality and Health

March 4: *Unnatural Causes*

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**Week 8: The Epidemiological Transition (March 7-11)**

***Assigned Reading:***

- “The Epidemiologic Transition: A Theory of Epidemiology and Population Change” by Abdel Omran

***Suggested Reading:***

- “Resistance to Antibiotics: Are We in the Post-Antibiotic Era?” by Alfonso J. Alanis

***Class Activity:***

March 7: The Epidemiological Transition

March 9: Emerging Health Conditions

March 11: The Future of Health?

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**Week 9: Mental Illness the Rise of ‘Deaths of Despair’ (March 14-18)**

***Assigned Reading:***

- “Deaths of Despair: Will America’s Mortality Crisis Spread to the Rest of the World?” by Anne Case and Angus Deaton

***Suggested Reading:***

- “Depression as a Disease of Modernity: Explanations for Increasing Prevalence” by Brandon Hidaka

***Class Activity:***

March 14: Mental Illness and Modern Society

March 16: Deaths of Despair

March 18: **Research Paper Workshop**

***Class Assignments:***

March 18 – Rough Draft of Literature Review

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**Week 10: SPRING BREAK (March 21-25)**

- No Classes
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**Week 11: Social Isolation and Social Support (March 28-April 1)**

***Assigned Readings:***

- “The Roseto Effect: A 50-Year Comparison of Mortality Rates” by Egolf et al.
- “Dying Alone: The Social Production of Urban Isolation” by Eric Klinenberg

***Class Activity:***

March 28: Supportive Communities

March 30: Social Support

April 1: Social Isolation

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**Week 12: Medicalization (April 4-8)**

***Assigned Readings:***

- “Disease, Illness, Sickness, Health, Healing, and Wholeness: Exploring Some Elusive Concepts” by Kenneth M. Boyd\*(Read pages 9-14, stopping at “The Scientific Picture”)
- “The Shifting Engines of Medicalization” by Peter Conrad

***Suggested Reading:***

- “The Myth of Mental Illness” by Thomas Szasz

***Class Activity:***

April 4: The Social Construction of Reality

April 6: The Social Construction of Disease

April 8: **Research Paper Workshop**

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**Week 13: Alternative Medicine and the Experience of Illness (April 11-15)**

***Assigned Reading:***

- “The Triumph of New-Age Medicine” by David H. Freedman

***Suggested Reading:***

- “The Body, Identity, and Self: Adapting to Impairment” by Kathy Carmaz

***Class Activity:***

April 11: “Alternative” Medicine

April 13: The Experience of Illness

April 15: Rare Medical Conditions

***Class Assignments:***

April 15 – Rough Draft of Research Paper

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**Week 14: Race and Health (April 18-22)**

***Assigned Reading:***

- “Race, Race-Based Discrimination, and Health Outcomes Among African Americans” by Mays et al.

***Class Activity:***

April 18: Racial Inequality  
April 20: Race and Health  
April 22: Race and Health, cont.

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**Week 15: Gender and Health (April 25-29)**

***Assigned Reading:***

- “How Doctors Take Women’s Pain Less Seriously” by Joe Fassler

***Class Activity:***

April 25: Gender Inequality  
April 27: Gender and Health  
April 29: Gender and Health, cont.

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**Week 16: Course Conclusions (May 2-6)**

***Assigned Reading:***

- None

***Class Activity:***

May 2: Course Conclusions  
May 4: Final Exam Prep  
May 6: Paper Discussion

***Class Assignments:***

May 6 – Final Research Paper

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**Final Exam (May 9-13)**

Thursday, May 12: 3:20-5:20 p.m.