
FALL 2013
SOC 6720-001: MEDICAL SOCIOLOGY
F 2:00 – 5:00
BEH S 315

CONTACT INFORMATION

Instructor: Terrence D. Hill, PhD
Office Location: BEH S 411
Office Hours: T 1:00 – 1:45 and by appointment
E-mail: terrence.hill@soc.utah.edu
Phone: 801-581-6153
Fax: 801-585-3784

REQUIRED COURSE MATERIALS

Books: Mirowsky, John and Catherine Ross. 2003. *Social Causes of Psychological Distress*. Hawthorne, NY: Aldine de Gruyter/Transaction.

Articles: See course calendar.

Chapters: See course calendar.

COURSE DESCRIPTION

This course introduces students to study of medical sociology. Medical sociology is the scientific study of the social causes and social consequences of health and illness. In accordance with the current focus of the Sociology of Population and Health program (<http://soc.utah.edu/graduate/description.php#SPH>), this course will emphasize the social causes of health and illness (i.e., social epidemiology). Our purpose during the semester will be to examine the link between social position (and socially patterned conditions) and health patterns in the US population. Two central questions will be addressed: **(1) Which groups in society are more or less advantaged in terms of health and longevity? Why are certain groups in society more or less advantaged in terms of health and longevity?** To answer these questions, we will begin with an introduction to medical sociology and social epidemiology, mind-body-society processes, and key health-related concepts and methodologies. The bulk of the semester will be devoted to understanding how social position (and socially patterned conditions) might contribute to health and longevity patterns. Specific topics include socioeconomic status, race, ethnicity, gender, family, religious involvement, and neighborhood context.

COURSE OBJECTIVES

By the end of the course, students will be prepared to describe/explain:

- (1) The fields of medical sociology and social epidemiology
- (2) How sociology contributes to the study of health and longevity
- (3) How health and longevity are measured?
- (4) How health and longevity are distributed in society
- (5) How health and longevity are shaped by social characteristics

COURSE REQUIREMENTS AND GRADING STANDARDS

Quizzes	30%	A = 90% – 100%
Final Exam	70%	B = 80% – 89%
-----		C = 70% – 79%
Total	100%	D = 60% – 69%
		F = 0% – 59%

QUIZZES

Quizzes will be offered periodically throughout the semester, without prior notification. Quizzes cover assigned readings for a given week. You can expect at least one quiz per week. Some weeks could include two quizzes. Quizzes are equally weighted and graded as follows: Satisfactory (2 points), Unsatisfactory (1 point), and No credit (0 points). Please note that arriving late or leaving class early will result in the loss of quiz credit for the day. Make-up quizzes are only offered to students with excused absences.

CUMULATIVE FINAL EXAM

Students are required to complete one cumulative final exam. This exam will cover lecture material and assigned readings. Exam questions may refer to any assigned reading material, regardless of whether the material was presented or discussed in class. The exam is entirely essay based.

GRADES AND EXTRA CREDIT

Final grades are based solely on course requirements. There are no extra credit opportunities in this course. As the instructor of record, it is my responsibility to evaluate your performance. All grades are final. With the exception of mathematical error, grades are not open to debate.

ACADEMIC CONDUCT

Students at the University of Utah are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility. Integrity, autonomy, justice, respect and responsibility represent the basis for student rights and responsibilities. Participation in the University of Utah community obligates each member to follow a code of civilized behavior. In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct misrepresenting one's work, and/or inappropriately collaborating. For more information, see Section V–Student Academic Conduct (<http://regulations.utah.edu/academics/6-400.php>).

ATTENDANCE POLICY

A student who is not officially registered may not attend a university course. The university expects regular attendance at all class meetings. Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. Students are not automatically dropped from class(es) if they do not attend. Students must officially drop their class(es) by the published deadline in the academic calendar to avoid a “W” grade.

EXPECTATIONS FOR BEHAVIOR

Students are expected to attend every class. Students are expected to be on time. Students are expected to be prepared for class, having completed all assigned readings for the week. Students are expected to participate knowledgeably in class discussions. Provided that students attend class, participation is very important. Participation indicates to the instructor that students are actively engaged in the learning process. I strongly encourage questions, comments, and the sharing of ideas as they relate to course material. **Although commonsense knowledge and personal experiences are welcome, it should be emphasized that these are not adequate substitutes for informed discussions.**

Disruptive behavior during lectures and discussions will not be tolerated. All laptops, cell phones, and other potentially disruptive devices should be turned off and packed away when class is in session. No reading newspapers or studying for other courses. No socializing. No sleeping. No leaving early or coming late without prior notification. No disparaging remarks. Please be considerate.

DISABILITY SERVICES

Reasonable accommodation is provided to students with known physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you will need accommodations in the class, please contact the Center for Disability Services (<http://disability.utah.edu/>) - 162 Olpin Union Building, (801) 581-5020.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

COURSE CALENDAR

WEEK	TOPICS AND ASSIGNMENTS
<u>Week 1</u> Aug. 30	<i>Course Overview</i>
<u>Week 2</u> Sep. 6	<i>Introduction to Medical Sociology and Social Epidemiology</i> READ: Weiss (2009, pg. 1–11); SC (pg. 3–7); Freund (2003a, pg. 10–23); Link (2000); Cockerham (2005)
Week 3 Sep. 13	<i>Mind, Body, and Society</i> READ: Pearlin (1989, pg. 241–249); Freund (2003b, pg. 80–97); McEwen (2010); Wiley (2009)
<u>Week 4</u> Sep. 20	<i>Key Concepts and Methodologies</i> READ: SC (pg. 23–71); Crimmins (2001); MacKinnon (2008, pg. 23-45); Aiken (1991, pg. 1-8); Bowling (2005a–c, <u>optional</u>)
<u>Week 5</u> Sep. 27	No Class Independent Study
<u>Week 6</u> Oct. 4	<i>Socioeconomic Status and Health (Part 1)</i> READ: SC (pg. 77–84); Hummer (2011); Krueger (2011)
<u>Week 7</u> Oct. 11	<i>Socioeconomic Status and Health (Part 2)</i> READ: Adler (1999); Ross (2010); Ross (2000)
Week 8 Oct. 18	No Class Fall Break
<u>Week 9</u> Oct. 25	<i>Race, Ethnicity, and Health (Part 1)</i> READ: Williams (2010); Bratter (2005); Williams (1995, pg. 359–381)
<u>Week 10</u> Nov. 1	<i>Race, Ethnicity, and Health (Part 2)</i> READ: Hummer (1996); Franzini (2001); Bamshad (2005)
<u>Week 11</u> Nov. 8	<i>Gender and Health (Part 1)</i> READ: SC (pg. 95–112); Rosenfield (2010); Courtenay (2000a)
<u>Week 12</u> Nov. 15	<i>Gender and Health (Part 2)</i> READ: Verbrugge (1985); Rieker (2010, pg. 52–74); Courtenay (2000b); Hill (2013a)
<u>Week 13</u> Nov. 22	<i>Family Status and Health</i> READ: SC (pg. 84–95); Umberson (1999); Hill (2013b); Ross (1990, pg. 1061–1068); Umberson (1987)
<u>Week 14</u> Nov. 29	No Class Thanksgiving Break
<u>Week 15</u> Dec. 6	<i>Religion Involvement and Health</i> READ: Ellison (1998); George (2002); Magyar-Russell (2006); Hill (2010); Sloan (1999)
<u>Week 16</u> Dec. 13	Neighborhood Context and Health READ: Fitzpatrick (2000, pg. 1–17); SC (pg. 145–156); Hill (2013c); Ross (2001); Robert (1999)
Week 17 Dec. 20	Cumulative Final Exam Friday, 6:00pm – 8:00pm

NOTES: Dates, topics, assignments, and due dates are subject to change. SC = *Social Causes of Psychological Distress*.

ARTICLES AND CHAPTERS

- Adler, Nancy and Joan Ostrove. 1999. "Socioeconomic Status and Health: What We Know and What We Don't." *Annals of the New York Academy of Sciences* 896:3–15.
- Aiken, Leona and Stephen West. 1991. *Multiple Regression: Testing and Interpreting Interactions*. Thousand Oaks: Pine Forge Press.
- Bamshad, Mike. 2005. "Genetic Influences on Health: Does Race Matter?" *Journal of the American Medical Association* 294:937–946.
- Bratter, Jenifer and Karl Eschbach. 2005. "Race/Ethnic Differences in Nonspecific Psychological Distress: Evidence from the National Health Interview Survey." *Social Science Quarterly* 86:620–644.
- Bowling, Ann. 2005. *Measuring Health: A Review of Quality of Life Measurement Scales*, 3rd Edition. Maidenhead, Berkshire: Open University Press.
- Cockerham, William. 2005. "Health Lifestyle Theory and the Convergence of Agency and Structure." *Journal of Health and Social Behavior* 46:51–67.
- Freund, Peter, Meredith McGuire, and Linda Podhurst. 2003. *Health, Illness, and the Social Body: A Critical Sociology*. Upper Saddle River, NJ: Prentice Hall.
- Courtenay, Will. 2000a. "Behavioral Factors Associated with Disease, Injury, and Death among Men: Evidence and Implications for Prevention." *The Journal of Men's Studies* 9:81–142.
- Courtenay, Will. 2000b. "Constructions of Masculinity and their Influence on Men's Well-being: A Theory of Gender and Health." *Social Science & Medicine* 50:1385–1401.
- Crimmins, Eileen and Teresa Seeman. 2001. "Integrating Biology into Demographic Research on Health and Aging (With a Focus on the MacArthur Study of Successful Aging)." Pp. 9–41 in *Cells and Surveys: Should Biological Measures be Included in Social Science Research?*, edited by C. Finch, J. Vaupel, and K. Kinsella. Washington, D.C.: National Academy Press.
- Ellison, Christopher and Jeffrey Levin. 1998. "The Religion-Health Connection: Evidence, Theory, and Future Directions." *Health Education & Behavior* 25:700–720.
- Fitzpatrick, Kevin and Mark LaGory. 2000. *Unhealthy Places: Ecology of Risk in the Urban Landscape*. New York: Routledge.
- Franzini, Luisa, John Ribble, and Arlene Keddie. 2001. "Understanding the Hispanic Paradox." *Ethnicity & Disease* 11:496–518.
- Freund, Peter, Meredith McGuire, and Linda Podhurst. 2003. *Health, Illness, and the Social Body: A Critical Sociology*. Upper Saddle River, NJ: Prentice Hall.
- George, Linda, Christopher Ellison, and David Larson. 2002. "Explaining the Relationships between Religious Involvement and Health." *Psychological Inquiry* 13:190–200.
- Hill, Terrence. "A Biopsychosocial Model of Religious Involvement." Pp. 179–200 in the *Annual Review of Gerontology and Geriatrics*, edited by K. Whitfield. New York: Springer.
- Hill, Terrence and Belinda Needham. 2013a. "Rethinking Gender and Mental Health: A Critical Examination of Three Propositions." *Social Science & Medicine* 92:83–91.
- Hill, Terrence, Reid, Megan, and Corinne Reczek. 2013b. "Marriage and the Mental Health of Low-income Urban Women with Children." *Journal of Family Issues* 34:1238–1261.

- Hill, Terrence and David Maimon. 2013c. "Neighborhood Context and Mental Health." Pp. 479–501 in *Handbook of the Sociology of Mental Health*, edited by C. Aneshensel, A. Bierman, and J. Phelan. New York: Springer.
- Hummer, Robert. 1996. "Black-White Differences in Health and Mortality: A Review and Conceptual Model." *The Sociological Quarterly* 37:105–125.
- Hummer, Robert and Joseph Lariscy. 2011. "Educational Attainment and Adult Mortality." Pp. 241–261 in the *International Handbook of Adult Mortality*, edited by R. Rogers and E. Crimmins. New York: Springer.
- Krueger, Patrick and Sarah Burgard. 2011. "Work, Occupation, Income, and Mortality." Pp. 263–288 in the *International Handbook of Adult Mortality*, edited by R. Rogers and E. Crimmins. New York: Springer.
- Link, Bruce and Jo Phelan. 2000. "Evaluating the Fundamental Cause Explanation for Social Disparities in Health." Pp. 33–46 in *Handbook of Medical Sociology*, 5th Edition, edited by C. Bird, P. Conrad, and A. Fremont. Upper Saddle River, NJ: Prentice-Hall.
- MacKinnon, David. 2008. *Introduction to Statistical Mediation Analysis*. New York: Lawrence Erlbaum Associates/Taylor & Francis Group.
- Magyar-Russell, Gina and Kenneth Pargament. 2006. "The Darker Side of Religion: Risk Factors for Poorer Health and Well-being." Pp. 91–117 in *Where God and Science Meet: How Brain and Evolutionary Studies Alter our Understanding of Religion*, edited by P. McNamara. Westport, CT: Praeger.
- McEwen, Bruce and Peter Gianaros. 2010. "Central Role of the Brain in Stress and Adaptation: Links to Socioeconomic Status, Health, and Disease." *Annals of the New York Academy of Sciences* 1186:190–222.
- Mirowsky, John and Catherine Ross. 2010. "Why Education Is the Key to Socioeconomic Differentials in Health." Pp. 33–51 in *Handbook of Medical Sociology, 6th Edition*, edited by C. Bird, P. Conrad, A. Fremont, and S. Timmermans. Nashville, TN: Vanderbilt University Press.
- Pearlin, Leonard. 1989. "The Sociological Study of Stress." *Journal of Health and Social Behavior* 30:241–256.
- Rieker, Patricia, Chloe Bird, and Martha Lang. 2010. "Understanding Gender and Health: Old Patterns, New Trends, and Future Directions." Pp. 52–74 in *Handbook of Medical Sociology, 6th Edition*, edited by C. Bird, P. Conrad, A. Fremont, and S. Timmermans. Nashville, TN: Vanderbilt University Press.
- Robert, Stephanie. 1999. "Socioeconomic Position and Health: The Independent Contribution of Community Socioeconomic Context." *Annual Review of Sociology* 25:489–516.
- Rosenfield, Sarah and Dena Smith. 2010. "Gender and Mental Health: Do Men and Women Have Different amounts or Types of Problems?" Pp. 256–267 in Teresa Scheid and Tony Brown, eds., *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems, 2nd Edition*. New York, NY: Cambridge University Press.
- Ross, Catherine, John Mirowsky, and Karen Goldsteen. 1990. "The Impact of the Family on Health: The Decade in Review." *Journal of Marriage and the Family* 52:1059–1078.
- Ross, Catherine and John Mirowsky. 2000. "Does Medical Insurance Contribute to Socioeconomic Differentials in Health?" *The Milbank Quarterly* 78:291–321.
- Ross, Catherine and John Mirowsky. 2001. "Neighborhood Disadvantage, Disorder, and Health." *Journal of Health and Social Behavior* 42:258–276.
- Sloan, R., E. Bagiella, and T. Powell. 1999. "Religion, Spirituality, and Medicine." *The Lancet* 353:664–667.
- Umberson, Debra. 1987. "Family Status and Health Behaviors: Social Control as a Dimension of Social Integration." *Journal of Health and Social Behavior* 28:306–319.

Umberson, Debra and Kristi Williams. 1999. "Family Status and Mental Health." Pp. 225–253 in *Handbook of the Sociology of Mental Health*, edited by C. Aneshensel and J. Phelan. New York: Kluwer Academic/Plenum Publishers.

Verbrugge, Lois. 1985. "Gender and Health: An Update on Hypotheses and Evidence." *Journal of Health and Social Behavior* 26:156–182.

Weiss, Gregory and Lynne Lonnquist. 2009. *The Sociology of Health, Healing, and Illness*, 6th Edition. Upper Saddle River, NJ: Pearson Prentice Hall.

Wiley, Andrea and John Allen. 2010. "Stress, Social Inequality, and Race and Ethnicity: Implications for Health Disparities." Pp. 324–356 in *Medical Anthropology: A Biocultural Perspective*. New York: Oxford University Press.

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

Williams, David, Manuela Costa, and Jacinta Leavell. 2010. "Race and Mental Health: Patterns and Challenges." Pp. 268–290 in Teresa Scheid and Tony Brown, eds., *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*, 2nd Edition. New York, NY: Cambridge University Press.