

SYO4400 Medical Sociology Spring 2024

Location: Computer Sciences & Engineering E220

Time: MWF Period 7 (1:55 PM - 2:45 PM)

Course website: <https://ufl.instructure.com/courses/505275>

Instructor: Won-tak Joo (3333 Turlington Hall / wjoo@ufl.edu)

Office hours: M 10:00 AM - 12:00 PM

COURSE DESCRIPTION

This course is to introduce you to the field of medical sociology. You are going to 1) learn major sociological theories and analytic tools to understand health and diseases, 2) explain historical and current trends in health in the United States, and 3) discuss why and how these trends occur and will change in the future from the perspective of sociologist and social scientist.

REQUIRED TEXTS

There is no textbook for this class. Two or three required readings will be uploaded to the course website each week.

COMMUNICATION

All inquiries concerning the course should be sent to wjoo@ufl.edu. Emails must include SYO4400 in the subject line. Please allow at least 24 hours during regular business hours (M-F, 9 AM – 5 PM) to respond to your email inquiries.

GRADING POLICY

- **Weekly response to required readings (20%):** (i) Explain key concepts and (ii) respond to key questions based on the weekly readings (concepts & questions will be given in advance) / (iii) ask at least one question about the weekly readings / one page, 12pt, single space / due by *Saturday midnight*
- **In-class group activity (20%):** The class will be divided into eight groups / every student is assigned to new groups once in three weeks / group leaders are responsible for (i) checking the attendance of the group members, (ii) summarizing group discussion, and (iii) submitting it to the course website / the role of the group leader is rotated every lecture among group members
- **Weekly review (20%):** Review your weekly response from the previous week, and (i) elaborate on your answers for the key concepts & questions, and (ii) answer your questions about the past week's readings, based on what you've learned through the lecture and in-class group activity / due by *Saturday midnight*
- **Writing assignment 1 - Critical essay (20%):** Pick one of the health issues you are interested in and explain its social mechanisms through multiple social factors at different levels / three pages (+ one extra page for the reference), 12pt, single space / due by *February 25th midnight*
- **Writing assignment 2 - News article review (20%):** Select one of the news articles about the relationship between health and gender, race, or family and discuss the plausibility of the article based on the lecture materials / three pages (+ one extra page for the reference), 12pt, single space / due by *April 21st midnight*
- UF grading policies are at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

COURSE POLICIES

- Any missed or late assignments will receive a score of 0 (zero) unless discussed in advance with the instructor.
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

EVALUATION POLICY

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register at the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>). The Disability Resource Center will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

GRADING SCALE

A	94-100
A-	90-<94
B+	87-<90
B	84-<87
B-	80-<84
C+	77-<80
C	74-<77
C-	70-<74
D+	67-<70
D	64-<67
D-	61-<64
E	0-<61

TENTATIVE SCHEDULE

WEEK	TOPIC	READING
Week 1 1/8-1/14	Introduction	Diez-Roux, A. V. (1998). Bringing context back into epidemiology: variables and fallacies in multilevel analysis. <i>American journal of public health</i> , 88(2), 216-222.
Week 2 1/15-1/21	Micro-mechanisms of health	Thoits, P. A. (2010). Stress and health: Major findings and policy implications. <i>Journal of health and social behavior</i> , 51(S), S41-S53. Cockerham, W. C. (2013). Bourdieu and an Update of Health Lifestyle Theory. In <i>Medical sociology on the move: New directions in theory</i> (pp. 127-154). Dordrecht: Springer Netherlands.
Week 3 1/22-1/28	Mezzo-mechanisms of health 1	Lin, N., Ensel, W. M., Simeone, R. S., & Kuo, W. (1979). Social support, stressful life events, and illness: A model and an empirical test. <i>Journal of health and Social Behavior</i> , 108-119. Christakis, N. A., & Fowler, J. H. (2007). The spread of obesity in a large social network over 32 years. <i>New England journal of medicine</i> , 357(4), 370-379.
Week 4 1/29-2/4	Mezzo-mechanisms of health 2	Diez Roux, A. V., & Mair, C. (2010). Neighborhoods and health. <i>Annals of the New York academy of sciences</i> , 1186(1), 125-145. Truesdale, B. C., & Jencks, C. (2016). The health effects of income inequality: averages and disparities. <i>Annual Review of Public Health</i> , 37, 413-430.
Week 5 2/5-2/11	Macro-mechanisms of health 1	Conrad, P. (2005). The shifting engines of medicalization. <i>Journal of health and social behavior</i> , 46(1), 3-14. Conrad, P., & Potter, D. (2000). From hyperactive children to ADHD adults: Observations on the expansion of medical categories. <i>Social problems</i> , 47(4), 559-582.
Week 6 2/12-2/18	Macro-mechanisms of health 2	Brubaker, S. J., & Dillaway, H. E. (2009). Medicalization, natural childbirth and birthing experiences. <i>Sociology Compass</i> , 3(1), 31-48. Shaw, J. C. (2013). The medicalization of birth and midwifery as resistance. <i>Health Care for Women International</i> , 34(6), 522-536.
Week 7 2/19-2/25	Population Health 1	Omran, A. R. (2001). The epidemiologic transition: a theory of the epidemiology of population change. <i>Bulletin of the World Health Organization</i> , 79(2), 161-170. McKeown, R. E. (2009). The epidemiologic transition: changing patterns of mortality and population dynamics. <i>American journal of lifestyle medicine</i> , 3(1 suppl), 19S-26S.

Week 8 2/26-3/3	Population Health 2	Case, A., & Deaton, A. (2015). Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century. <i>Proceedings of the National Academy of Sciences</i> , 112(49), 15078-15083. Case, A., & Deaton, A. (2021). Life expectancy in adulthood is falling for those without a BA degree, but as educational gaps have widened, racial gaps have narrowed. <i>Proceedings of the National Academy of Sciences</i> , 118(11), e2024777118.
Week 9 3/4-3/10	Socioeconomic status and Health	Phelan, J. C., & Link, B. G. (2013). Fundamental cause theory. In <i>Medical sociology on the move: New directions in theory</i> (pp. 105-125). Dordrecht: Springer Netherlands. Glied, S., & Lleras-Muney, A. (2008). Technological innovation and inequality in health. <i>Demography</i> , 45, 741-761.
Week 10 3/11-3/17	(Spring break)	
Week 11 3/18-3/24	Socioeconomic status and Health	Mirowsky, J., & Ross, C. E. (2005). Education, learned effectiveness and health. <i>London Review of Education</i> , 3(3), 205-220. Dowd, J. B., & Todd, M. (2011). Does self-reported health bias the measurement of health inequalities in US adults? Evidence using anchoring vignettes from the Health and Retirement Study. <i>Journals of Gerontology Series B: Psychological Sciences and Social Sciences</i> , 66(4), 478-489.
Week 12 3/25-3/31	Race, Ethnicity and Health	Williams, D. R. (2018). Stress and the mental health of populations of color: Advancing our understanding of race-related stressors. <i>Journal of health and social behavior</i> , 59(4), 466-485. Phelan, J. C., & Link, B. G. (2015). Is racism a fundamental cause of inequalities in health? <i>Annual Review of Sociology</i> , 41, 311-330.
Week 13 4/1-4/7	Gender and Health 1	Connell, R. (2012). Gender, health and theory: conceptualizing the issue, in local and world perspective. <i>Social science & medicine</i> , 74(11), 1675-1683. Declercq, E., & Zephyrin, L. (2020). Maternal mortality in the United States: a primer. <i>Commonwealth Fund</i> .
Week 14 4/8-4/14	Gender and Health 2	Pudrovska, T., & Karraker, A. (2014). Gender, job authority, and depression. <i>Journal of health and social behavior</i> , 55(4), 424-441. Cornwell, B. (2013). Switching dynamics and the stress process. <i>Social psychology quarterly</i> , 76(2), 99-124.
Week 15	Family and Health	Musick, K., Meier, A., & Flood, S. (2016). How

4/15-4/21		<p>parents fare: Mothers' and fathers' subjective well-being in time with children. <i>American Sociological Review</i>, 81(5), 1069-1095.</p> <p>Gong, N. (2019). Between tolerant containment and concerted constraint: Managing madness for the city and the privileged family. <i>American Sociological Review</i>, 84(4), 664-689.</p>
Week 16 4/22-4/28	Social Genomics	Harden, K. P., & Koellinger, P. D. (2020). Using genetics for social science. <i>Nature Human Behaviour</i> , 4(6), 567-576.