

**HTS 3086 A — SOCIOLOGY OF MEDICINE AND HEALTH
GEORGIA INSTITUTE OF TECHNOLOGY
SPRING 2019**

Instructor: Jennifer Singh, MPH, Ph.D.
Phone: 404-894-7445
E-mail: jennifer.singh@hts.gatech.edu
Please contact instructor through T-Square
Office: Old Civil Engineering Bldg., G-22

Meeting Time: T/TH 12:00 – 1:15pm
Room: Architecture West 258
Office Hours: Tuesday 1:30-3pm;
Thursday 9 - 11 am or by appointment.

How to contact the instructor: Please contact Professor Singh by using the Canvas site dedicated to the course. I will respond to your e-mails within 36 hours.

COURSE DESCRIPTION

This course will introduce the sociology of medicine and health (also known as medical sociology or sociology of health and illness), which is a broad field examining the social production of health, wellness, illness and mortality. Students will be able to describe the social, political and economic forces that influence how we experience health, illness, and disease and shape the production and understanding of medical knowledge. The course is designed and will be instructed based on student community engagement with local non-profit organizations that serve social needs related to health. Service-learning is an educational approach that provides students with structured opportunities to learn, develop, and reflect through active participation in thoughtful, organized community engagement.

This course will explore health, illness, and health care from a sociological perspective by surveying the central topics in the field with an emphasis on the following themes:

- 1) The social production and distribution of disease and illness, which will focus on how social structure influences the occurrence of illness and why some social groups suffer more sickness and disease than others;
- 2) The meaning and experience of illness, which will explore different models of illness and how people decide when they are sick, respond and cope with the symptoms of various diseases, and make decisions about when and from whom to seek help;
- 3) The profession of medicine and social organization of medical care, which will analyze the professionalization of medicine and identify the challenges facing the US health care system, health care reform, and alternative global systems.

In sum, this course will explore each of these issues and help improve your understanding of the many ways that society, politics, and economics affect health and illness.

AREA E APPROVED LEARNING OUTCOME:

Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior. Upon completion of this course, students will demonstrate that they have met the Area E social science learning outcome by writing five critical analyses based on weekly assigned readings; taking two exams; completing 10 hours of community service and individual paper, participating in group project to create a podcast, presentation and paper; and

writing critical reflections of service-learning experiences.

COURSE LEARNING OUTCOMES

As a result of taking this course, students will be able to:

1. Identify sociological dimension of health and illness-related phenomena in society;
2. Compare and contrast the sociological perspective from biomedical models of disease and understand how social and structural factors together affect who gets sick and who stays healthy;
3. Explain major concepts, methods, and theories medical sociologists use to understand the distribution of health and illness in society;
4. Describe how race, ethnicity, social class, and other social factors influence the likelihood a person will become ill and how individuals manage their health and respond to illnesses;
5. Recognize the processes that shaped the rise of the professionalization of medicine and the threats to medical dominance;
6. Compare and contrast the social organization of the US health care system with other models across the globe, including how it developed and operates, the roles of major stakeholders in the system, and the health care related challenges we face as a society, including health care reform and the Affordable Care Act;
7. Develop individual critical thinking, analytical, reading and writing skills.

SERVE-LEARN-SUSTAIN

This course is part of Georgia Tech's Serve-Learn-Sustain (SLS) initiative, uniting classroom learning with community action. SLS works with all six colleges to offer courses and programs connecting sustainability and community engagement with real-world partners and projects, allowing students to use their disciplinary expertise related to science and technology to help "create sustainable communities" where humans and nature flourish, now and in the future, in Georgia, the U.S., and around the globe. More information about SLS can be found at www.serve-learn-sustain.gatech.edu. Visit the website to sign up for the [SLS Email List](#), view the full list of [affiliated courses](#), and find links to Facebook, Instagram and Twitter.

SERVE-LEARN-SUSTAIN OBJECTIVES

Develop Skills & Knowledge

1. Identify relationships among ecological, social, and economic systems
2. Describe how actions affect community sustainability
3. Work effectively in different communities
4. Analyze the impact of decisions on community sustainability\

Connect to Professional Practice

5. Relate discipline to community sustainability

Work in Diverse Contexts

6. Create and evaluate approaches to addressing community sustainability
7. Communicate with the public about sustainable communities

Build Long-Lasting Values and Beliefs

8. Manifest personal values and beliefs demonstrating responsible community membership

REQUIRED TEXTS AND READINGS

There is no assigned book for this course. It is composed of articles and book chapters, which are assigned each week. Most are available through the GaTech Library/Web of Science Database

COURSE REQUIREMENTS

1. Class Participation, Reading Responses and Attendance (15%)

Class participation (5%) includes attending class, keeping up on assigned readings, and contributing effectively to class discussions, activities, and blogs. Students are expected to do all the assigned reading thoroughly before coming to class and be prepared to participate actively in class discussions. Most class meetings will involve some group discussion of the readings and/or activity.

Reading Responses (10%) Each student is responsible for turning in 5 one-page written responses based on selected articles and/or book chapters indicated by a * in the syllabus (**indicates required response). Responses should include: 1) citation of the assigned reading; 2) major concepts and/or theories addressed; 3) a brief summary; 4) a critique of the reading (do you agree or disagree with approach, what is stated, methods, conclusions, etc.? What comparisons can you draw from previous readings? What are the strengths and weakness? What questions were left unanswered? What did not make sense to you?); and 5) two thoughtful questions for the class – these will be the basis of our class discussion. **If applicable, you should also relate the readings to your SLS experiences.** All reading responses must be posted by **6pm the day before class on Canvas.**

No credit will be given to responses turned in late or that do not meet the above criteria. Only excellent responses will receive complete credit. You may not make up responses at the end of the semester.

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.

2. SLS: SLS Events and Community Service (35%)

A. SLS Events

Each student must attend:

SLS Orientation, Jan 31, 2019 – 11-12:00PM - Clough Lounge

Assignment: SLS and Sustainable Communities (5%) – Due Tues, Jan 22 noon

Service Learning and Community Health – (either date) – Clough Lounge

Tuesday, Jan. 29, 2019, 5-7pm

Thursday, Jan. 31, 2019, 5-7pm

Mini-Symposium, Feb. 11-15th (Community Linked Course) – Free Lunch

MWF – 1-2pm – 500 Tenth Street – Institute of Paper Science, Room 109

T/TH – 11-12pm - 500 Tenth Street – Institute of Paper Science, Room 109

Extra Credit – Students can earn up to 5 points toward each exam by attending 2 recommended SLS events. In addition to attending a SLS event, you must provide proof of attendance (selfie in front of speaker) and a 2-page reflection (Due 48 hours after event). See instructions below for writing reflections.

RECOMMENDED SLS EVENTS: REDESIGNING CITIES: EPISODE 2 – 6. VARIOUS DATES, JAN. 9, JAN. 30, FEB. 20, MARCH 27, APRIL 24. SEE:

https://arch.gatech.edu/redesigning-cities-speedwell-foundation-talks-georgia-tech-0?utm_source=Arch++Media+Contacts+and+Friends&utm_campaign=6c7e823ad3-EMAIL_CAMPAIGN_2018_11_01_05_29_COPY_01&utm_medium=email&utm_term=0_bac423458c-6c7e823ad3-29566469&mc_cid=6c7e823ad3&mc_cid=c387f8758d

RECOMMENDED SLS EVENT: JAN. 14, 2019. CAROL ANDERSON, ONE PERSON, ONE VOTE: HOW VOTER SUPPRESSION IS DESTROYING OUR DEMOCRACY. 4-5:30PM IN STEPHEN HALL BUILDING, ROOM 102.

RECOMMENDED SLS EVENT: FEB. 21, 2019. BLACK HISTORY MONTH GUEST SPEAKER

Danielle McGuire, Ph.D.

Distinguished Lecturer, Organization of American Historians

"Rey Taylor, Rosa Parks, and the Radical Roots of the #MeToo Movement"

TIME: 4:30 – 6:00 PM

LOCATION: Clary Theater, Bill Moore Student Success Center

RECOMMENDED SLS EVENT: TUESDAY, MARCH 5, 2019 – 5:00PM – 8:00PM STUDENT CENTER THEATER - FILM SCREAMING: LANDFILL HARMONIC – STORY ABOUT RECYCLED ORCHESTRA OF CATEURA, A PARAGUAYAN MUSICAL GROUP THAT PLAYS INSTRUMENTS MADE ENTIRELY OUT OF GARBAGE.

RECOMMENDED SLS EVENT – THURSDAY, APRIL 25, 2019 – 4:00 PM – SATURDAY, APRIL 27, 2019 – 3:00 PM. ATLANTA ANNUAL GLOBAL STUDIES SYMPOSIUM, BILL MOORE STUDENT SUCCESS CENTER. REGISTRATION REQUIRED.

<https://agsc.iac.gatech.edu/atlanta-global-studies-symposium>

POLICIES FOR WRITTEN WORK

All assignments are to be typed, double-spaced, using 12-pt. Time New Roman font, and must include page numbers and proper use of citations. Please use ASA citation style. I have posted a quick guide to ASA citation style on Canvas.

Guidelines for Student Reflections on SLS events and/or volunteer work.

Please clearly divide each reflection into the following categories

1. Date, time, and place of activity (SLS event or volunteer work)
2. Objective/Description of your experiences: *What happened? Write a factual account of what you did, the social interactions you observed that does not include your opinion. Write at least 100 words.*
3. Interpretation/Explanation: *Now try to understand the social interactions you described above in #2. Use principles and concepts from the course reading material and lectures in making your interpretations.*

4. Personal Opinions/Feelings and Learning: *Thoughts/opinions. Interpret what you saw and heard today. What does it mean to you? Use emotion words (i.e., happy, surprised, frustrated) to describe your feelings. What knowledge and/or skills did you acquire today? What did you learn about yourself? What did you learn about others around you?*

Research/Writing Resources at Georgia Tech: <http://libguides.gatech.edu/research>: This guide will help you learn how to conduct research, how to write well, and how to avoid plagiarism by citing your sources.

The Communication Center at Clough Commons also provides tutoring in communication-related assignments or projects regardless of discipline. The **CommLab** is located on the 4th floor of the Clough Commons:

<http://www.communicationcenter.gatech.edu/>

For international students, there is a writing center that will help you with your written reports. Please see the Language Institute about writing services:

<http://www.esl.gatech.edu/esl/communication-center>

ACADEMIC HONOR CODE

Academic Integrity Statement: Students are expected to act according to the highest ethical standards. The immediate objective of an Academic Honor Code is to prevent any Students from gaining an unfair advantage over other Students through academic misconduct. The following clarification of academic misconduct is taken from Section XIX Student Code of Conduct, of the Rules and Regulations section of the Georgia Institute of Technology General Catalog:

Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records. Such acts include but need not be limited to the following:

Plagiarism: Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." I will check all papers for plagiarism and your papers will be considered as "plagiarized" in part or entirely if you do any of the following:

- Submit a paper that was written by someone other than you.
- Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references.
- Submit a paper in which you "cut and paste" or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.

If caught plagiarizing, you will not receive credit for the assignment and you will be dealt with according to the GT Academic Honor Code.

Working with other students: Unless specifically identified as group work, all assignments are to be completed alone.

Cheating: Cheating off of another person's test or quiz is unethical and unacceptable. Cheating off of anyone else's work is a direct violation of the GT Academic Honor Code, and will be dealt with accordingly.

Unauthorized use of any previous semester course materials, such as tests, quizzes, homework, projects, and any other coursework, is prohibited in this course. Using these materials will be considered a direct violation of academic policy and will be dealt with according to the GT Academic Honor Code.

For any questions involving these or any other Academic Honor Code issues, please consult me, my teaching assistants, or visit www.honor.gatech.edu

CLASSROOM CONDUCT

- Do not talk during lecture, while other students are asking questions, or during movie/video presentations.
- Please **silence** cell phones, and **turn off** iPods, or other electronics during class.
- Computers are allowed in class to take notes only. Please refrain from using e-mail, Facebook, You-Tube, or any other non-related electronic material. It disrupts not only your learning but also the learning of those around you. If it becomes apparent that you are using your computer in class to surf the web and are disengaged in class, I will ask you to close your computer and you will no longer be able to bring it to class.
- Late arrivals & early departures disrupt not only me, but also other students; therefore, if you know you will be late or need to leave early—please talk to me *before* class (or email me).
- Since this course discusses controversial issues, I expect you to respect and listen to everybody's opinions and perspectives. I value and respect your contributions. Please do the same for others in the class. Our class is a space free of sexist, racist or other offensive comments.

ACCOMMODATIONS

Students with disabilities needing reasonable accommodations are encouraged to contact the instructor. The Office of the Dean of Students, ADAPTS Disability Services Program is available to assist us with the reasonable accommodations process. More information at: <http://www.adapts.gatech.edu/index.php>.

ADDITIONAL RESOURCES

Georgia Tech Library Resources

Medical Journal Searches: [PubMed](#)

Media searches: [Lexis-Nexus Academic Database](#)

Social Science Databases: [JSTOR](#) and/or [Web of Science](#)

Medical Sociology Resources:

Somatosphere, Science, Medicine and Anthropology: A collaborative weblog covering the intersections of medical anthropology, science and technology studies, cultural psychiatry and bioethics. <http://www.somatosphere.net/2010/12/50-years-of-medical-sociology.html>

Sociology of Health and Illness: Podcasts Key Thinkers and Debates:
http://www.blackwellpublishing.com/shil_enhanced/podcasts.asp#podcast2

Sociology Subject Guide: This guide highlights health data available at the state, federal and international level in several areas of health care and health administration. Primary sources are the Federal Government and international agencies:
<http://resources.library.lemoyne.edu/content.php?pid=88173&sid=1521742>

General Sociology Resources:

Socio-Web: The SocioWeb is an independent guide to the sociological resources available on the Internet and is founded in the belief that the Internet can help to unite the sociological community in powerful ways. <http://www.socioweb.com/>

Sociological Images: Sociological Images encourages people to exercise and develop their sociological imaginations with discussions of compelling visuals that span the breadth of sociological inquiry. <http://thesocietypages.org/socimages/>

Sociology Journals that focus on Medicine and Health

Sociology of Health & Illness
Social Science & Medicine
Journal of Health and Social Behavior
Biosocieties
Disability and Society
Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine
Health, Risk, and Society
Qualitative Health Research
New Genetics and Society
Media, Culture, and Society

Mainstream Medical Journals:

Lancet , Journal of the American Medical Association (JAMA) , New England Journal of Medicine (NEJM)

Web Sites (there are hundreds of good websites on health):

US Food and Drug Administration www.fda.gov
Institute of Medicine www.iom.edu
National Institutes of Health www.nig.gov
National Library of Medicine www.nlm.nih.gov
National Women's Health Network www.womenshealthnetwork.org
Center for Genetics and Society www.genetics-and-society.org
American Cancer Society www.cancer.org
American Heart Association www.americanheart.org
American Lung Association www.lungusa.org
Center for Disease Control and Prevention www.cdc.gov

Health Disparities

Kaiser Family Foundation Disparities Policy Page: <http://kff.org/disparities-policy/>

National Healthcare Disparities Report:

<http://www.ahrq.gov/research/findings/nhqrdr/nhdr13/index.html>

Minority Women's Health: <http://www.womenshealth.gov/minority-health/>

CDC Health Disparities and Inequalities Report

<http://www.cdc.gov/mmwr/pdf/other/su6203.pdf>

Other Resources on Social Determinants of Health

CDC Community Health Improvement Navigator: <http://wwwn.cdc.gov/chidatabase>

HealthyPeople 2020 – Resources Related to Social Determinants of Health:

<http://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/addressing-determinants>

Community Health Status Indicator (CHSI) is an online web application that produces health status profiles for each of the 3,143 counties in the United States and the District of Columbia.

See: <http://wwwn.cdc.gov/CommunityHealth/info/AboutData/>

The County Health Rankings and Roadmaps: Interactive website that offers many vital health factors in nearly every county in America. <http://www.countyhealthrankings.org/>

Health indicators Warehouse - A single, user-friendly, source for national, state, and community health indicators, and maintained by the CDC's National Center for Health Statistics:

<http://www.healthindicators.gov/>

US Census Data by state, county, town, city, zip code:

http://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml#

State Health Facts from Kaiser Family Foundation: <http://kff.org/statedata/>

For national data that measures how the **transportation** environment affects health issues see:

<https://www.transportation.gov/transportation-health-tool/indicators>

For national, state, county data on **fast-food restaurants**: <http://ers.usda.gov/data-products/food-environment-atlas/go-to-the-atlas.aspx>

This interactive cite documents the use of **Medicare data** – National, region, local – as well as hospitals and their affiliated physicians. <http://www.dartmouthatlas.org/data/region/>

Disease-specific resources:

[Interactive Atlas for Heart Disease and Stroke](#) Web-based interface that allows users to view county-level maps of heart disease and stroke by racial/ethnic group, along with maps of social environmental conditions and health services for the entire United States or for a chosen state or territory.

[National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention \(NCHHSTP\)](#)

[Atlas](#) The NCHHSTP Atlas provides an interactive platform for accessing HIV/AIDS, viral hepatitis, sexually transmitted disease, and tuberculosis data. Currently, the atlas provides interactive maps, graphs, tables, and figures showing geographic patterns and time trends of HIV, AIDS, chlamydia, gonorrhea, and primary and secondary syphilis surveillance data.

[National Diabetes Surveillance System \(NDSS\)](#) The National Diabetes Surveillance System is a state data application with county estimates of diabetes, physical inactivity, and obesity (using Instant Atlases). NDSS provides resources documenting the public health burden of diabetes and its complications in the US.

[National Environmental Public Health Tracking Network \(NEPHTN\)](#) Environmental public health tracking is the ongoing collection, integration, analysis, and interpretation of data about environmental hazards, exposure to environmental hazards, and health effects potentially related to exposure to environmental hazards.

For a complete list of all resources mentioned and others, see:

<http://wwwn.cdc.gov/CommunityHealth/info/Resource>

READING AND CLASS SCHEDULE

Read all assigned material before coming to class and be ready to discuss.

The instructor reserves the right to make changes as needed.

WEEK 1: COURSE INTRODUCTION

Tuesday, January 8:

Course introduction: What is the Sociology of Medicine and Health?

Homework: Read syllabus, download course readings from GaTech Library (Web of Science) or Canvas.

Thursday, January 10:

Reading Assignment (to be read before class): Germov, J. 2014. Ch. 1. Imagining Health Problems as Social Problems. *Second Opinion: An Introduction to Health Sociology*. Available on Canvas.

Assignment: Sociological Imagination (counts toward participation) - Due, Jan 15th at noon– Answer the questions in the Sociological Reflection using the sociological template to explain the person you have become as it relates to health. Post on Canvas (Assignment 1: Sociological Imagination) and bring a copy of your responses to class to discuss and share. Be as thorough as possible (2- page minimum).

PART I. THE SOCIAL PRODUCTION AND DISTRIBUTION OF DISEASE AND ILLNESS

WEEK 2: THE SOCIAL NATURE OF DISEASE AND FUNDAMENTAL CAUSES

RECOMMENDED SLS EVENT: CAROL ANDERSON, ONE PERSON, ONE VOTE: HOW VOTER SUPPRESSION IS DESTROYING OUR DEMOCRACY. 4-5:30PM IN STEPHEN HALL BUILDING, ROOM 102.

Tuesday, Jan 15

Be prepared to discuss your writing assignment with class (bring copy/electronic copy)

**Must provide a reading response.

** Reading Assignment (to be read before class): Phelan, J.C., Link, B.G, and Tehranifar, P. 2011. “Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications.” *Journal of Health and Social Behavior* 51(S): S28-40.

Thursday, Jan 17: Introduction to SLS and Sustainable Communities

SLS Guest Speaker – Dr. Ruth Yow

Review the SLS website: <https://serve-learn-sustain.gatech.edu/home>

Review “Big Ideas”: <http://serve-learn-sustain.gatech.edu/big-ideas>

Review pictures from SLS at Georgia Tech:

<https://www.flickr.com/photos/146846241@N07/albums/with/72157679205066986>

Assignment: SLS and Sustainable Communities, Due Tuesday, Jan 22 at noon: Review volunteer opportunities below and write a 3-page paper about one organization you would like to volunteer. Include information about the organization, what you would like to do, and how this relates to health AND sustainable communities.

WEEK 3: RACE AND HEALTH

VOLUNTEER OPPORTUNITY: MONDAY, JANUARY 21, 2019 – 7:30 AM TO 12:30 PM – MLK DAY OF SERVICE

WEST ATLANTA WATERSHED ALLIANCE – REGISTRATION REQUIRED

<https://serve-learn-sustain.gatech.edu/important-dates>

Tuesday, Jan. 22: Race, Racism, and Health

* Jones, C. P. 2000. “Levels of Racism: A Theoretic Framework and a Gardener’s Tale.” *American Journal of Public Health* 90(8):1212 – 15

* Williams, D.R. 2018. “Stress and the Mental Health of Populations of Color: Advancing Our Understanding of Race-related Stressor.” *Journal of Health and Social Behavior* 59(4):466-85. Available on Canvas.

Thursday, Jan 24: History of Medical Exploitation

*Gamble, V. N. 1997. “Under the Shadow of Tuskegee: African Americans and Health Care.” *American Journal of Public Health* 87:1773-78.

*Washington, H. 2006. “Chapter 2: Profitable Wonders: Antebellum Medical Experimentation with Slaves and Freedom.” Pp.54-74 in *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to Present*. New York: Random House, Inc. Available on Canvas.

Visit Georgia State Exhibit: Health as a Human Right: Race and Place in America.

Meet at:

College of Law

Research Centers and Institutes 4th Floor

85 Park Place, Atlanta, GA 30303

<https://publichealth.gsu.edu/about/lectures-exhibits/health-exhibit/>

WEEK 4:

Tuesday, Jan. 29:

**** Required Reading Response (Answer questions posted in Canvas/Files/Week 4/1995 Chicago Heat Wave) -** Klinenberg, E. 2001. "Dying Along: The social production of urban isolation." *Ethnography* 2(4):501-31. Available on Canvas

INTRODUCTION TO COMMUNITY HEALTH (STUDENTS MUST ATTEND ONE SESSION)

TUESDAY, JANUARY 29, 2019 - 5-7 PM CLOUGH LOUNGE

Thursday, Jan. 31

There will be no class meeting today but everyone is required to attend:

MANDATORY SLS EVENT: 11:00AM – 12:00 PM – SERVICE LEARNING AND COMMUNITY ENGAGEMENT ORIENTATION – LOCATION – CLOUGH LOUNGE 205

INTRODUCTION TO COMMUNITY HEALTH (STUDENTS MUST ATTEND ONE SESSION) - THURSDAY, JANUARY 31, 5-7PM, CLOUGH LOUNGE

WEEK 5: COMMUNITY HEALTH AND FOOD SECURITY

Tuesday, Feb 5

****["Shifting Access to Food: Food Deserts in Atlanta, 1980-2010"](#) by Gloria Ross and Bill Winders (Available in Canvas/Files/Week 5)**

****["Helping Our Own: Addressing Food Insecurity at the Georgia Institute of Technology"](#) by Parth Viswanathan, Suraj Sehgal, Jiali Zhao, and Tanvi Suresh (Available in Canvas/Files/Week 5)**

Thursday, Feb 7:

Guest Speaker from Atlanta Community Food Bank

CLASS WILL MEET IN PEACHTREE ROOM IN THE STUDENT CENTER

Walker, R.E., Keane, C.R., and Burke, J.G. 2010. "Disparities and access to healthy food in the United States: A review of food deserts literature." *Health and Place* 15 (5):876-84.

Wright, J.D., Donley, A.M., Gualtieri, M.C., and Strickhouser, S.M. 2016. "Food Deserts: What is the Problem? What is the Solution?" *Society* 53:171-181.

Assignment: Community Health and Food Security – Due Tuesday, Feb. 19 at noon.

Write a 3-page paper reflecting on your experience with the ACFB workshop and mini-symposium and how this relates to ideas about community health. Be sure to connect it to week 5 course materials, the lecture on community health, and at least one article/book chapter from Week 2-4. Cite and reference all course material.

Week 6: Mini-Symposium Week – Community Health Linked Courses (Lunch Provided) – Location: 500 Tenth Street – Institute of Paper Science, Room 109

Monday – 1-2pm – Guest Speaker – Julia Turshen

<http://www.juliaturshen.com/>

<https://www.chroniclebooks.com/titles/feed-the-resistance.html>

Tuesday – 11-12pm – Guest Speaker – Akila McConnel

<https://arival.travel/supplier-story-atlanta-food-walks/>

Wednesday – 1-2pm – Guest Speaker – John Lang, Author of GMO's, Food and Society <http://www.food-culture.org/john-lang/>

Thursday – 11-12pm – Guest Speaker – Mario Cambardella <https://www.aglanta.org/>

Friday – 1-2pm – Unnatural Causes Film

Tuesday, Feb 12 (Class will start at 12:15pm)

Reading TBD

Thursday, Feb 14 (Class will start at 12:15pm)

Visit from Charles Bennett on how to make a podcast.

Review the following Podcast Resources:

1) How Sound, the Backstory to Great Radio Storytelling. This podcast is a direct communication to the listener from the host, Rob Rosenthal, with very little distance. The podcast is usually structured like an essay, with points, citations supporting those points, and reflection. This episode is a great reminder of the difference between writing for audio and writing for the page.

<http://transom.org/2015/radio-writing-with-alex-chadwick/>

2) Song Exploder. This podcast is a demonstration and deconstruction podcast, built from multiple clips with almost no host presence. Super cool and this episode features tUnE-yArDs' shockingly good song, Water Fountain.

<http://songexploder.net/tune-yards>

3) 99 Percent Invisible is "richly produced" journalism -- that is, reportage as art. The aesthetic joy of the show is as important as the information being imparted, and there are multiple distances between the producers, host, subject, and listener.

<http://99percentinvisible.org/episode/tube-benders/>

4) Reply All, a podcast about the Internet. Sort of. Gimlet is making podcasts like they were NPR, with the freedom to do what they damn well please, as this episode proves. Act breaks, advertisements, first-person narration, field recording -- it's all here. And there are drugs.

<https://gimletmedia.com/episode/44-shine-on-you-crazy-goldman/>

5) Lost in the Stacks, the original research-library rock'n'roll radio show. When each LITS episode becomes a podcast episode, I tweak it a little to really highlight the "come into our world" aspect of a completely indie and ridiculous show. This Steve Albini episode is, to me, the perfect rendition of what I want the show to be, from the non-sequitur in-jokes to the overlap of interview and music at the end, to the mix of screaming rock'n'roll and highly technical nerdy talk about recording archives. (Looks like we need to learn how to make a link-highlight pop up when you put a link to our podcast in an email.)

<http://libraryradio.tumblr.com/post/140049171469/episode-293-citizen-archiving-iii-the-master>

PART 2: THE EXPERIENCE AND MEANING OF ILLNESS

WEEK 7: ILLNESS EXPERIENCE

Tuesday, Feb 19

*Charmaz and Rosenfeld (2010). Ch. 14. Chronic Illness. In the New Blackwell Companion to Medical Sociology. Edited by William Cockerham. Wiley-Blackwell: Malden, MA and Oxford, UK. (Available in Canvas)

*Frank, Arthur. When Bodies Need Voices (selected pages from *The Wounded Storyteller: Body, Illness and Ethics*, Chicago, University of Chicago Press (1997). (Available in Canvas)

Thursday, Feb 21

Kleinman, Arthur. *The Illness Narratives: Suffering, Healing, and the Human Condition*. 1988. Basic Books, Ch. 1, 2 and explanatory model approach. (Available in Canvas)

RECOMMENDED SLS EVENT: BLACK HISTORY MONTH GUEST SPEAKER

Danielle McGuire, Ph.D.

Distinguished Lecturer, Organization of American Historians

"Rey Taylor, Rosa Parks, and the Radical Roots of the #MeToo Movement"

TIME: 4:30 – 6:00 PM

LOCATION: Clary Theater, Bill Moore Student Success Center

WEEK 8: MEDICALIZATION AND SOCIAL CONSTRUCTION OF ILLNESS

Tuesday, Feb. 26

*Zola, I. 1972. Medicine as an Institution of Social Control. *The Sociological Review*, Number 1.

*Conrad, P. 2005. Shifting Engines of Medicalization. *Journal of Health and Social Behavior*, Vol. 46., No.1, pp. 3-14.

Thursday, Feb. 28

*Barker, K. K. 2008. Electronic support groups, patient-consumers, and medicalization: The Case of contested illness. *Journal of Health and Social Behavior*, Volume 49, Issue: 1, page. 20-36.

*Conrad, P. and K. Barker. 2010. "The Social Construction of Illness: Key Insights and Policy Implications." *Journal of Health and Social Behavior*, 51(S):S67-79.

WEEK 9: EXAM 1 AND SERVICE LEARNING

Tuesday, Mar. 5 – EXAM 1 – PLEASE BRING COMPUTERS TO CLASS

RECOMMENDED SLS EVENT: TUESDAY, MARCH 5, 2019 – 5:00PM – 8:00PM
STUDENT CENTER THEATER - FILM SCREAMING: LANDFILL HARMONIC –
STORY ABOUT RECYCLED ORCHESTRA OF CATEURA, A PARAGUAYAN
MUSICAL GROUP THAT PLAYS INSTRUMENTS MADE ENTIRELY OUT OF
GARBAGE.

Thursday, Mar. 7. WORK ON PODCASTS ILLNESS NARRATIVES

Listen to some patient voices

https://archive.nytimes.com/www.nytimes.com/interactive/2009/09/10/health/Patient_Voices.html?ref=healthguide

Find a podcast of an illness narrative and prepare to share with your group to generate ideas. Please post the link to the podcast you found on Canvas.

Holloway, Ch. 6. Interviewing – practical advice on how to conduct illness/disease -based interviews. (Available in Canvas)

PART 3. PROFESSIONALIZATION OF MEDICINE AND SOCIAL ORGANIZATION OF MEDICAL CARE

WEEK 10: THE PROFESSION OF MEDICINE

Tuesday, Mar. 12

Conrad/Leiter – pg. 213-215

*Conrad/Leiter – Ch. 17. Professionalization, Monopoly, and the Structure of Medical Practice_Conrad and Schneider. (Available in Canvas)

* McKinlay and Marceau (2002). The End of the Golden Age of Doctoring. *International Journal of Health Services*, Volume 32(2): 379-416.

Wednesday, Mar 13 – LAST DAY TO WITHDRAW FROM CLASS

Thursday, Mar 14

MANDATORY SLS EVENT – TUESDAY, MARCH 14, 2018

LIAM’S LEGACY SYMPOSIUM: COMMUNITY HEALTH PART II “POWER, TECHNOLOGY, AND HEALTH” 11:00AM – 1:45PM – ALL STUDENTS MUST ATTEND DURING CLASS MEETING HOURS. RSVP REQUIRED AND LUNCH FROM 12-12:30PM.

WEEK 11: SPRING BREAK

Tuesday, Mar 19

Thursday, Mar 21

WEEK 12 AND 13: U.S. HEALTH CARE SYSTEM AND HEALTH CARE REFORM

Tuesday, Mar 26

Weitz, Rose. 2011. *The Sociology of Health, Illness, and Health Care: A Critical Approach*, 6th ed. Boston: Wadsworth. Pp. 176-204 (Chapter 8: “Health Care in the United States”). (Available in Canvas)

Browse and bring one interesting finding to class to share: <http://kff.org/>

In-class assignment

Thursday, Mar 28:

* Light, D. 2011. “Historical and comparative reflections on the U.S. national health insurance reforms.” *Social Science & Medicine*, 72(2), 129-132.

Marmor, Theodore, and Jonathan Oberlander. 2011. "The Patchwork: Health Reform, American Style." *Social Science & Medicine* 72: 125-128.

Tuesday, April 2

Connors, Elenora E., and Lawrence O. Gostin. 2010. "Health Care Reform—A Historic Moment in US Social Policy." *JAMA* 303, no. 24 (23 June): 2521-2522.

*Quadagno, Jill. 2014. "Right-Wing Conspiracy? Socialist Plot? The Origins of the Patient Protection and Affordable Care Act." *Journal of Health Politics, Policy and Law* 39(1): 35-56.

Willison, C.E., and Singer, P.M. 2017. Repealing the Affordable Care Act Essential Health Benefits: Threats and Obstacles. *American Journal of Public Health*, 107(8), 1225-1226.

Thursday, April 4: WORK ON PODCASTS, PAPERS, PRESENTATIONS

WEEK 14: COMPARING HEALTH CARE SYSTEMS

Tuesday, April 9

Movie: "Sick Around the World" (Frontline, 2008; 51min)

<https://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/>

Weitz, Rose. 2011. *The Sociology of Health, Illness, and Health Care: A Critical Approach*, 6th ed. Boston: Wadsworth. Pp. 205-231 (Chapter 9: "Health Care Around the Globe"). (Available in Canvas)

Assignment: Volunteer Paper – Due Tuesday, April 9th at 11:55 pm

Thursday, April 11

*Schoen, C., Osborn, R., Squires, D., Doty, M., Pierson, R. and Applebaum, S. 2010. "How health insurance design affects access to care and costs, by income, in eleven countries." *Health Affairs*, 29(12), 2323-2334.

*Schoen, C., Osborn, R., Squires, D. and Doty, M.M. 2013. "Access, Affordability, And Insurance Complexity Are Often Worse in the United states Compared to Ten Other Countries." *Health Affairs*, 32, No. 12: 2205-2215.

Assignment: Podcast Audio, Due Friday, April 12th at 11:55pm – upload final podcast to Canvas

WEEK 15: PRESENTATIONS AND PAPERS

Tuesday, April 16 - Short (15 minute) group presentation about podcast.

Thursday, April 18 – Short (15 minute) group presentation about podcast.

Assignment: Podcast Paper, Due Friday, April 19 at 11:55pm – 6 page paper on illness podcast (Details distributed in class).

WEEK 16: COURSE WRAP UP

Tuesday, April 23 – LAST CLASS MEETING

Rosich and Hankin (2010) Executive summary: What do we know? Key findings from 50 years medical sociology

*McKinlay, J. – A Case for Refocusing Upstream: The Political Economy of Illness (available in Canvas).

RECOMMENDED SLS EVENT – THURSDAY, APRIL 25, 2019 – 4:00 PM – SATURDAY, APRIL 27, 2019 – 3:00 PM. ATLANTA ANNUAL GLOBAL STUDIES SYMPOSIUM, BILL MOORE STUDENT SUCCESS CENTER. REGISTRATION REQUIRED. <https://agsc.iac.gatech.edu/atlanta-global-studies-symposium>

WEEK 16: FINAL EXAM: Thursday, May 2 – EXAM 2 – 11:20 AM – 2:10 PM

VOLUNTEER WITH COMMUNITY ORGANIZATION

You must volunteer for at **least 10 hours** this semester and write a 5 - page reflection based on your experience in connection to the course materials. Here is a list of preferred partners that address issues of community health and food:

1. JANUARY 21, 2019 – 7:30 AM TO 12:30 PM – MLK DAY OF SERVICE
WEST ATLANTA WATERSHED ALLIANCE <http://wawa-online.org/>
– REGISTRATION REQUIRED
<https://serve-learn-sustain.gatech.edu/important-dates>
2. Feb. 16, 2019 - 9-2pm - Global Growers <https://www.globalgrowers.org/> More information forthcoming: <https://communitybucket.com/event/love-your-city-2019/>
3. Healthy Heart Coalition – If you are interested in working with children (in schools/afterschool programs, Saturday sessions) there is also a wonderful opportunity with HHC in collaboration with 4-H that requires a Saturday training on Feb. 2 and application/background check. Please let me know ASAP if this is something you are interested. Information, forms, etc. on Canvas.
4. Georgia Organics: Farm Volunteering: <https://georgiaorganics.org/advocacy/volunteer-opportunities/>
5. Trees Atlanta: <https://treesatlanta.org/volunteer/>
6. Groundwork Atlanta: <http://www.groundworkatlanta.org/getinvolved/>
7. CARE: <https://www.care.org/get-involved/volunteer>
8. Georgia WAND. https://docs.google.com/forms/d/1JNO5H-M8cZZi2ti7A1Z4-cplcZKOzDCuUrDECzq8icU/viewform?edit_requested=true
9. Atlanta Community Food Bank: <https://acfb.org/volunteer>