

**HTS 3086 A — SOCIOLOGY OF MEDICINE AND HEALTH  
GEORGIA INSTITUTE OF TECHNOLOGY  
SPRING 2016**

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**Office:** Old Civil Engineering Bldg., G-22

**Meeting Time:** MWF 2:05-2:55pm  
**Room:** Love (MRDC II) Rm. 183  
**Office Hours:** MW 3-4 pm or by appointment.

**How to contact the instructor:** Please contact Professor Singh by using the T-Square 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.

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 (including cultural models) 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 bioethics, which will analyze the professionalization of medicine, doctor/patient relationships and the ethics of biomedical and public health research;
- 4) The social organization of medical care, which will examine 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 and culture affects 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. To demonstrate that they have met the Area E social science learning outcome, students will critically analyze five weekly assigned readings; analyze and write a paper on the social construction of disease; conduct a written sociological analysis of the illness experience; complete three short assignments related to course materials; and take two exams.

## **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 cultural 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 gender, 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, the threats to medical dominance, and the practice of medicine;
6. Identify events that led to institutional bioethical principles used in the conduct of health care and health research;
7. 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;
8. Develop individual critical thinking, analytical, reading and writing skills.

## **REQUIRED TEXTS AND READINGS**

The following books are required for the course. Books are available at the Georgia Tech Bookstore. A copy of these books will also be available on reserve in the library.

Conrad, P and V. Leiter (Eds.) *The Sociology of Health and Illness: Critical Perspectives 9<sup>th</sup> edition*. New York: Worth Publishing ISBN-10: 1-4292-5527-7 or ISBN-13: 978-1-4292-5527-1

\*The following articles and book chapters are also required reading. You must download and print these from T-square\*\* or through the GaTech Library/Web of Science database.

- Brown, P. (1995). Naming and framing: The social construction of diagnosis and illness. *Journal of Health and Social Behavior*, 35(extra issue), 34-52.
- Bird, C.E., and Rieker P.P. (1999). Gender matters: An integrated model for understanding men's and women's health. *Social Science & Medicine*, 48(6), 745-755.
- \*\*Charmaz, K. and Rosenfeld, D. (2010) Chronic Illness. In Cockerham, William C. (Ed). *The New Blackwell Companion to Medical Sociology*. Malden, MA:Wiley-Blackwell Publications Ltd. (pp. 312-333).
- Gamble, V. (1997). Under the shadow of Tuskegee: African Americans and health care. *American Journal of Public Health*, 87, 1773-1778.
- Jones, C. P. (2000) Levels of racism: A theoretical framework and a gardener's tale. *American Journal of Public Health* Vol. 90, 8, 1212 – 1215.
- \*\*Kleinman, A., Eisenberg, L., and Good, B. (1978). Culture, illness and care: Clinical lessons from anthropologic and cross-cultural research. *Annals of Internal Medicine*, 88, 251-258.
- \*\*Kleinman, A. and Benson, P. (2006) Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It. *PLOS Medicine* 3(10) 1673-1676.
- Light, D. (2011) Historical and comparative reflections on the U.S. national health insurance reforms. *Social Science & Medicine*, 72(2), 129-132 (Recommended).
- Light, D. (2011) Historical and comparative reflections on the U.S. national health insurance reforms. *Social Science & Medicine*, 72(2), 129-132.
- ??Lutfey, K., & Freese, J. (2005). Toward some fundamentals of fundamental causality: Socioeconomic status and health in the routine clinic visit for diabetes. *American Journal of Sociology*, 110(5), 1326-1372. doi: 10.1086/428914
- \*\*Phelan, J.C., Link, B.G., and Tehranifar, P. (1995). Social conditions as fundamental causes of Health Inequalities: Theory, Evidence, and Policy Implications. *Journal of Health and Social Behavior*, 51(S) S28-40.
- Rosich and Hankin (2010) Executive summary: What do we know? Key findings from 50 years medical sociology. *Journal of Health and Social Behavior*. Vol. 51 (S), pp. S1-S9.
- 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(12), 2205-2215.
- Shostak, S., Conrad, P., & Horwitz, A. V. (2008). Sequencing and Its Consequences: Path Dependence and the Relationships between Genetics and Medicalization. *American Journal of Sociology*, 114(Suppl.), S287-S316.
- Thomas, S. B., and Quinn, S.C. (1991). Tuskegee syphilis study, 1932 to 1972: Implications for HIV education and AIDS risk education programs in the Black community. *American Journal of Public Health*, 81(11), 1498-1505.
- Quadagno, J. (2010). Institutions, interest groups, and ideology: An agenda for the sociology of health care reform. *Journal of Health and Social Behavior*, 51(2), 125- 136.
- ??Watkins-Hayes, C. (2014). Intersectionality and the Sociology of HIV/AIDS: Past, Present,

and Future Research Directions. *Annual Review of Sociology, Vol 40, 40, 431-457.*

\*\*Weitz, R. (2012). *The Sociology of Health, Illness and Health Care 6<sup>th</sup> Edition.* Boston, MA: Wadsworth Cengage Learning. Various Chapters.

## **COURSE REQUIREMENTS**

### **1. Class Participation, Reading Responses and Attendance (25%)**

Class participation (5%) includes attending class, keeping up on assigned readings, and contributing effectively to seminar discussions. 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.

Reading Responses (20%) Each student is responsible for turning in 5 one to two-page written responses based on selected articles and/or book chapters indicated by a \* in the syllabus. One of your responses must be from the Fadiman book. 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. **All reading responses must be posted by 11am the day of class on T-Square/blogs. In the title of your blog please indicate the author name/year.**

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.

Attendance Policy Attendance will be taken and is part of your final grade. Beginning with the 4<sup>th</sup> absence 1% will be deducted from your final grade. For each successive absence an additional percentage point will be deducted from your final grade. For example, 5 absences would result in a 2% deduction from your final grade; 6 absences would result in a 3% deduction, and so on. Absences as defined by the University Senate (serious illness, illness or death of a family member, university related trips, major religious holidays) will be excused.

### **2. Team Assignment (15%)**

There will be one team assignment. Teams will consist of 4 people and the goal is to pick a disease and develop a 12-minute presentation (or poster) and short written report on the social construction of that disease using concepts, ideas, and theories from class. Details forthcoming.

### **3. Illness Experience Paper (15%)**

This paper will be based on interviews you conduct with someone who is experiencing illness. Specific instructions for this assignment will be passed out in class.

#### 4. Short class assignments (15%):

- 1) Unnatural Causes Assignment
- 2) Medical Bioethics Assignment – Due April 6 – 2pm
- 3) Affordable Care Act Assignment– Due April 20 – 2 pm

All assignments (2, 3, and 4) will be turned in through T-square under specific assignments. Please attach a word document so that I can grade your assignment and provide feedback. **Be sure that you get a confirmation from T-square indicating that your assignment has been accepted.** Late assignments will be deducted 5% each day it is late. If you have a personal or family emergency and are unable to complete an assignment, you must speak with me as soon as possible so we can discuss how and when you will complete the assignment. **Do not assume that you may hand in all of your assignments at the end of the course, or that you will be granted an extension.**

#### 5. Exams (30%)

There will be two exams (midterm and final) that will each cover half of the course materials (e.g., required readings, films, and material from lectures). Exams will be multiple choice and short answer. **PLEASE BRING COMPUTERS ON EXAM DAY.**

#### EXAM DATES

Exam 1: Feb. 23, 2015

Exam 2: April 29, 2015 - 11:30am – 2:20pm

#### COURSE EVALUATION

		<u>Calculate your grade</u>	
Class Participation	5%	(your grade)(.05) = a	
Reading Responses	20%	(your grade)(.20) = b	
Writing Assignments (2)	30%	(your grade)(.30) = c	
Class Assignments (3)	15%	(your grade)(.15) = d	
Exam 1	15%	(your grade)(.15) = e	
Exam 2	15%	(your grade)(.15) = f	
Attendance	(deduct % points based on # of absences)		= g
Total	100 %	(a+b+c+d+e+f) – g = grade	
Course grade:	90-100=A	80-89=B	70-79=C 60-69=D Lower than 60=F

## **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 T-Square/Resources/ASA citation.

**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](http://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**

### **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](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)

### **Mainstream Media Sources**

NPR: Health news

[BBC](http://www.bbc.co.uk/?ok) <http://www.bbc.co.uk/?ok>

[CNN](http://www.cnn.com/) <http://www.cnn.com/>

[Examiner.com](http://examiner.com) <http://examiner.com>

[Guardian](http://www.guardian.co.uk/) <http://www.guardian.co.uk/>

Los Angeles Times <http://www.latimes.com/>  
Newsweek <http://www.newsweek.com/>  
New York Times <http://nytimes.com>  
San Francisco Chronicle <http://www.sfgate.com/>  
The Huffington Post <http://www.huffingtonpost.com/>  
TIME.com <http://time.com>  
Washington Post <http://washingtonpost.com>

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

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

**Georgia Tech Library Resources**

Medical Journal Searches: PubMed  
Media searches: Lexis-Nexus Academic Database  
Social Science Databases: JSTOR and/or Web of Science

## READING AND CLASS SCHEDULE

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

All \*Asterisk can be used for a reading response.

**The instructor reserves the right to make changes as needed.**

Date		Reading Assignment/Topic	Assignments
Jan 11	M	Introduction to course	Read Syllabus/ Buy Books
Jan 13	W	Introduction to the Sociology of Medicine and Health	Pass out Paper/Poster
<b>PART I. THE SOCIAL PRODUCTION AND DISTRIBUTION OF DISEASE AND ILLNESS</b>			
Jan 15	F	<p style="text-align: center;"><b><u>The Social Nature of Disease</u></b></p> Conrad/Leiter – pg. 1-9. Introduction and The Social Nature of Disease <b>LAST DAY TO REGISTER FOR COURSE</b>	
Jan 18	M	<b>NO CLASS</b> <b>Martin Luther King Holiday</b>	
Jan 20	W	*Conrad/Leiter – Ch.1. Medical Measures and the Decline of Mortality McKinlay & McKinlay	
Jan 22	F	<p style="text-align: center;"><b><u>The Unequal Social Distribution of Disease</u></b></p> Conrad/Leiter – pg. 24 – 27. Who Gets Sick? *Conrad/Leiter – Ch. 2 Social Class, Susceptibility, and Sickness Syme and Berkman	
Jan 25	M	*Phelan et al 2013: Social Conditions as Fundamental Causes (T-square/resources) *Lupton and Freese 2005: Toward some fundamentals of fundamental causality	
Jan 27	W	*Conrad/Leiter – Ch. 3. Understanding Racial-ethnic Disparities in Health Williams and Sternthal	
Jan 29	F	*Jones, P. J. Levels of Racism *Takeuchi, Walton, Leung_Race, Social Context, and Health	
Feb 1	M	*Bird and Rieker (1999): Gender Matters	
Feb 3	W	*Conrad/Leiter – Ch. 4. Sex, Gender and Vulnerability Snow	
Feb 5	F	*Watkins-Hayes: Intersectionality and sociology of HIV/AIDS	

Feb 8	M	<b><u>Social and Physical Environments</u></b> Conrad/Leiter - pg. 78-80. Our Sickening Social and Physical Environments * Conrad/Leiter – Ch. 8. Social Relationships and Health_House, Landis and Umberson	
Feb 10	W	* Conrad/Leiter – Ch. 9. Dying Alone_Klinenberg	
Feb 12	F	Movie: <i>Unnatural Causes</i>	<b>Paper 1: Social Nature of Disease</b>
<b>PART 2: THE MEANING AND EXPERIENCE OF ILLNESS</b>			
Feb 15	M	<b><u>The Social Meaning of Illness</u></b> Weitz – Ch. 5: The Social Meaning of Illness (pg. 99-117) (T-square/resources) Conrad/Leiter pg. 123-126. The Social and Cultural Meaning of Illness	
Feb 17	W	* Conrad and Barker: The Social Construction of Illness	
Feb 19	F	*Conrad/Leiter – Ch.11. Mortality and Health_Saguy and Gruys	
Feb 22	M	*Conrad/Leiter – Ch. 13. Whose Death Matters_Armstrong et al.	
Feb 24	W	Conrad/Leiter – pg. 495-496 *Conrad/Leiter_Ch.41_Shifting Engines of Medicalization_Conrad	
Feb 26	F	*Shostak, Conrad & Horwitz: Sequencing and Its Consequences	
Feb 29	M	<b>EXAM 1</b>	<b>EXAM 1</b>
Mar 2	W	<b><u>The Experience of Illness</u></b> *Charmaz and Rosenfeld_Chronic Illness (T-square)	
Mar 4	F	Conrad/Leiter pg. 177-179 * Conrad/Leiter_Chapter 14_Contested Illnesses_Barker	
Mar 7	M	*Conrad/Leiter_Ch. 16: Remission Society_Frank	
Mar 9	W	*Bury or Kleinman - TBD	

Mar 11	F	* Death and end of life - TBD	<b>Paper 2: Social Construction of Disease</b>
<b>PART 3. PROFESSIONALIZATION OF MEDICINE AND BIOETHICS</b>			
Mar 14	M	<b><u>The Profession of Medicine</u></b> Conrad/Leiter – pg. 213-215 *Conrad/Leiter –Ch. 17. Professionalization, Monopoly, and the Structure of Medical Practice_Conrad and Schneider	
Mar 16	W	*Conrad/Leiter –Ch. 19. The End of the Golden Age of Doctoring_McKinlay and Marceau  <b>LAST DAY TO WITHDRAWL FROM CLASS</b>	
Mar 18	F	<b><u>Medicine in Practice</u></b> *Conrad/Leiter – Ch.33. Social death as self-fulfilling prophecy_Timmermans *Conrad/Leiter – Ch. 34. The Language of Case Presentation_Anspach	
Mar 21-25		<b>SPRING BREAK</b>	
Mar 28	M	<b><u>Issues in Bioethics</u></b> Weitz Ch. 13_Issues in Bioethics (T-square/resources)	
Mar 30	W	*Thomas and Quinn 1991_Tuskegee Syphilis Study (T-square/resources) *Gamble, V. (1997) Under the shadow of Tuskegee (T-Square/Resources)	
April 1	F	*Washington_Profitable Wonders (t-square)	<b>Assignment 1 Due</b>
<b>PART 4. THE SOCIAL ORGANIZATION OF MEDICAL CARE</b>			
April 4	M	Weitz – Ch. 8: Health Care in the U.S. (T-square/Resources)	

April 6	W	*Light (2011) Historical and comparative reflections on the U.S. national health insurance reforms *Quadagno (2010) Sociology of Health Care Reform	
April 8	F	ACA Articles - TBD Affordable Care Act: <a href="http://kff.org/health-reform/">http://kff.org/health-reform/</a>	<b>Assignment 2 Due</b>
April 11	M	<b><u>Healthcare around the Globe</u></b> Conrad/Leiter pg. 539-542 Weitz Ch.9 Healthcare around the Globe (t-square/resources)	
April 13	W	*Schoen et al. 2010. How Health Insurance Design Affects Access to Care And Costs, By Income, in Eleven Countries. *Schoen et al 2013. Access, Affordability, and Insurance Complexity	
April 15	F	<b>NO CLASS – WATCH <i>SICK AROUND THE WORLD</i></b>	<b>Assignment 3 Due</b>
April 18	M	Conrad/Leiter – pg. 580-582 – Prevention table *Conrad/Leiter – Ch.47. A Case of Refocusing Upstream: The Political Economy of Illness_McKinlay	
April 20	W	Reading TBD	
April 22	F	*Rosich and Hankin (2010) Executive summary: What do we know? Key findings from 50 years medical sociology	
April 25	M	Course wrap up, Exam review and Evaluations – Please bring computers to class.	
May 4	W	<b>EXAM 2 – 11:30am – 2:20pm</b>	