

**HTS 3086 A — SOCIOLOGY OF MEDICINE AND HEALTH
GEORGIA INSTITUTE OF TECHNOLOGY
SPRING 2014**

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 9:35 – 10:55
Room: DM Smith Room 207
Office Hours: T-Th 3:05 – 4:35 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. This sub-discipline of sociology starts from the assumption that we cannot understand the topics of health and illness simply by looking at biological phenomena and medical knowledge. Thus, a main objective of this course is to enable students to describe the social, political, economic, and cultural forces that influence social behavior by exploring health, illness, and health care from a sociological perspective. 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 midterm exams that assess key sociological theories and concepts learned in the course; and completing three written homework assignments addressing specific health and health care issues. The students will also conduct two written research reports to investigate and understand how macro and micro sociological factors shape health, illness, and health care.

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 social organization of medical care, which will examine the challenges facing the US health care system, health care reform, and alternative global systems;
- 4) 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.

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.

COURSE LEARNING OBJECTIVES

In addition to Area E social science learning objective described above, because of taking this course, students will:

1. Be able to identify the sociological dimension of health and illness-related phenomena in society;
2. Be able to distinguish 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. Become familiar with the major concepts, methods, and theories medical sociologists use to understand the distribution of health and illness in society;
4. Be able to 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. Have a basic familiarity with the social organization of the US health care system and 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;
6. Gain an understanding of the rise of the professionalization of medicine, the threats to medical dominance, and the practice of medicine;
7. Be able to identify historical events that led to institutional bioethical principles used in the conduct of health care and health research;
8. Challenge your individual critical thinking, analytical, reading and writing skills.

REQUIRED TEXTS AND READINGS

The following books are required for the course. Conrad's book is 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 9th edition*. New York: Worth Publishing ISBN-10: 1-4292-5527-7 or ISBN-13: 978-1-4292-5527-1

Fadiman, A. (1997). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux.

*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.

- **Ario, J. and L.R. Jacobs (2012). In the Wake of the Supreme Court Decision, Many Stakeholders Still Support The Affordable Care Act. *Health Affairs*, no. 8, 1-11.
- 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.
- **Bury, M. (1991) The sociology of chronic illness: a review of research and prospects. *Sociology of Health and Illness*, 13(4), pp. 451-468.
- **Charmaz, Kathy (2000) Experiencing chronic illness. In Albrecht, Gary L. (Ed); Fitzpatrick, Ray (Ed); Scrimshaw, Susan C. (Ed), (2000). *The Handbook of Social Studies in Health and Medicine* Thousand Oaks, CA: Sage Publications Ltd. (pp. 277-292).
- **DeVries, R. and Conrad, P. (1998) Ch. 12. Why Bioethics Needs Sociology. In DeVries, R and J. Subedi (Eds.) *Bioethics and Society: Constructing the Ethical Enterprise*. Upper Saddle River, NJ: Prentice Hall.
- 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.
- Light, D. (2011) Historical and comparative reflections on the U.S. national health insurance reforms. *Social Science & Medicine*, 72(2), 129-132.
- Link, B. G. and Phelan, J.C. (1995). Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior*, 35(Extra Issue), 80-94.
- 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.
- 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.
- **Quadagno, J. (2011). Interest-Group Influence on the Patient Protection and Affordability Act of 2010: Winners and Losers in the Health Care Reform Debate. *Journal of Health Politics, Policy and Law*, Vol. 36, No. 3, 449-453.
- **Weitz, R. (2012). *The Sociology of Health, Illness and Health Care 6th Edition*. Boston, MA: Wadsworth Cengage Learning. Chapters 5 and 8.

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 6 pm the day before 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 3th 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, 4 absences would result in a 2% deduction from your final grade; 5 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. Writing Assignment (30%)

There will be two writing assignment based course material. The first will be an analysis of how a disease of your choice is socially constructed in the media. This will involve a short paper and a poster that you will share in class. The second paper will be based on interviews you conduct with someone who is experiencing illness. Specific instructions for these assignments will be passed out in class.

Writing Assignment 1: Social Construction of Disease – Due Feb. 13, 2014

Writing Assignment 2: Interview: Experience of Illness – Due March 15, 2014

3. Class assignments (15%):

- 1) Questions to Affordable Care Act – Due April 1
- 2) Write 1-2 page proposal on how to reform healthcare – Due April 8
- 3) Deadly Deception Documentary questions – Due April 17

All assignments (Class and Writing) 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.**

4. 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.

EXAM DATES

Exam 1: Feb. 18, 2014

Exam 2: May 1, 2014 – 8:00 am – 10:50 am.

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 grade	100 %	(a+b+c+d+e+f) – g = your

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. Use your favorite 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

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

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/>

Mainstream Medical Journals:

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

Mainstream Media Sources

BBC <http://www.bbc.co.uk/?ok>
CNN <http://www.cnn.com/>
Examiner.com <http://examiner.com>
Guardian <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
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

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	Assignments
Jan 7	T	Introduction to course	Read Syllabus
PART I. THE SOCIAL PRODUCTION AND DISTRIBUTION OF DISEASE AND ILLNESS			
Jan 9	TH	<p style="text-align: center;"><u>The Social Nature of Disease</u></p> Conrad/Leiter – pg. 1-9. Introduction and The Social Nature of Disease *Conrad/Leiter – Ch.1. Medical Measures and the Decline of Mortality_McKinlay & McKinlay Review medical vs. Sociological model of disease	Pass out Paper assignment 1
Jan 14	T	Conrad/Leiter – pg. 580-582 – Prevention table *Conrad/Leiter – Ch.47. A Case of Refocusing Upstream: The Political Economy of Illness_McKinlay	
Jan 16	TH	<p style="text-align: center;"><u>The Unequal Social Distribution of Disease</u></p> Conrad/Leiter – pg. 24 – 27. Who Gets Sick? *Conrad/Leiter – Ch. 2 Social Class, Susceptibility, and sickness_Syme and Berkman *Link and Phelan: Fundamental Causes	
Jan 21	T	*Conrad/Leiter – Ch. 3. Understanding Racial-ethnic Disparities in Health_Williams and Sternthal *Jones, P. J. Levels of Racism	
Jan 23	TH	*Bird and Rieker (1999): Gender Matters *Conrad/Leiter – Ch. 4. Sex, Gender and Vulnerability_Snow	
Jan 28	T	<p style="text-align: center;"><u>Social and Physical Environments</u></p> Conrad/Leiter - pg. 78-80. Our Sickening Social and Physical Environments * Conrad/Leiter – Ch. 8. Social Relationships and Health_House, Landis and Umberson * Conrad/Leiter – Ch. 9. Dying Alone_Klinenberg	
PART 2: THE MEANING AND EXPERIENCE OF ILLNESS			
Jan 30	TH	<p style="text-align: center;"><u>The Social Meaning of Illness</u></p> Weitz – Ch. 5: The Social Meaning of Illness (p. 99-117) (T-square/resources)	
Feb 4	T	Conrad/Leiter pg. 123-126. The Social and Cultural Meaning of Illness *Conrad/Leiter – Ch.11. Mortality and Health_Saguy and Gruys.	

Feb 6	TH	Conrad/Leiter – pg. 495-496 * Conrad/Leiter Shifting Engines of Medicalization (pg. 507-518)	
Feb 11	T	*Brown: Naming and Framing, the Social Construction of Diagnosis and Illness	
Feb 13	TH	Poster Session – Share with class a social or cultural representation of disease.	Written assignment 1 Due and Poster
Feb 18	T	Exam 1 (all required reading)	
Feb 20	TH	<u>The Experience of Illness</u> *Charmaz Experiencing Chronic Illness (T-square) *Bury (1991) The Sociology of Chronic Illness (T-square/Resources)	
Feb 25	T	*Kleinman et al. (1978) Culture, Illness and Care (T-square/Resources) *Fadiman Ch. 1, Ch. 3, 4	Pass out 2nd writing assignment
Feb 27	TH	*Fadiman Ch. 5-8	
FEB 28	F	LAST DAY TO DROP COURSE WITH A “W”	
Mar 4	T	*Fadiman Ch. 9, 11, 13	
Mar 6	TH	*Fadiman Ch. 15, 17 and 18	
Mar 11	T	Video: Living in Two Worlds	
Mar 13	W	LAST DAY TO WITHDRAW FROM COURSE – CHECK THESE DATES	
Mar 15	TH	Peer review each other’s paper and class discussion	Writing Assignment 2 due
Mar 18	T	SPRING BREAK	
Mar 20	TH	SPRING BREAK	
PART 3. THE SOCIAL ORGANIZATION OF MEDICAL CARE			
Mar 25	T	Weitz – Ch. 8: Health Care in the U.S. (T-square/Resources)	
Mar 27	TH	*Light (2011) Historical and comparative reflections on the U.S. national health insurance	

		reforms *Quadagno (2010) Sociology of Health Care Reform (Web of Science) Affordable Care Act: http://www.kff.org/healthreform/8061.cfm	
April 1	T	*Ario and Jacobs: Support for the ACA (T-square/Resources) *Quadagno (2011): Winners and Losers of ACA Video clip of ACA deliberations (T-square/Resources)	Assignment 1 Due: Questions from ACA website
April 3	TH	*Schoen et al. 2010. How Health Insurance Design Affects Access to Care And Costs, By Income, in Eleven Countries. Movie: <i>Sick Around the World</i>	
PART 4. PROFESSIONALIZATION OF MEDICINE AND BIOETHICS			
April 8	T	<u>The Profession of Medicine</u> Conrad/Leiter – pg. 213-215 *Conrad/Leiter –Ch. 17. Professionalization, Monopoly, and the Structure of Medical Practice_Conrad and Schneider *Conrad/Leiter –Ch. 19. The End of the Golden Age of Doctoring_McKinlay and Marceau	Assignment 2 Due – Proposal for healthcare reform.
April 10	TH	<u>Medicine in Practice</u> *Conrad/Leiter – Ch.33. Social death as self-fulfilling prophecy_Timmermans *Conrad/Leiter – Ch. 34. The Language of Case Presentation_Anspach	
April 15	T	<u>Issues in Bioethics</u> *DeVries and Conrad (1998) Why Bioethics Needs Sociology (T-square/Resources)	
April 17	TH	*Gamble, V. (1997) Under the shadow of Tuskegee (T-Square/Resources) *Stephen and Quinn 1991 Movie: <i>Deadly Deception</i>	Assignment 3 Due Friday April 18 by midnight: Questions to <i>Deadly Deception</i>
April 22	T	*Rosich and Hankin (2010) Executive summary: What do we know? Key findings from 50 years medical sociology	
April 24	TH	Course wrap up and Evaluations – Please bring computers to class.	
May 1	TH	Exam 2 (required readings, including Fadiman, movies) TIME of EXAM: 8:00 am – 10:50 am	

HTS 3086: Sociology of Medicine and Health

Instructions for Writing Assignment 1 (5-6 pages plus poster): ‘Framing Health’

The best way to understand how the social world shapes health and disease in society is to observe how health and illness issues are framed, record observations, and theorize about them, i.e., explaining how they may relate, if at all, to social contexts. The goal of this assignment is to exercise your sociological imagination by thinking about the social construction and production of illness. By social construction I mean, “how social forces shape our understanding of and actions toward health, illness and healing” (Brown, 1995:34).

Directions for Assignment

1) Topic of Paper (1-2 pages).

Each student will have to pick a disease, disability or health condition to research for the semester. Make sure to choose a health condition for which you can find articles in medical journals and popular media accounts. To pick a topic, a good place to start is at the following CDC website, which provides a list of diseases:

<http://www.cdc.gov/DiseasesConditions/> or the Mayo Clinic, which has an extensive list of diseases and conditions:

<http://www.mayoclinic.com/health/DiseasesIndex/DiseasesIndex>

Other sites:

www.healthfinder.gov

www.nlm.nih.gov

www.gapminder.org

www.who.int

Hippo.findlaw.com

Scholar.google.com

Your paper topic should include the following:

- a. Name of disease or condition
- b. Incidence or prevalence of disease
- c. Major symptoms – keep this brief
- d. Who it affects (men, women, children, etc.)
- e. Type of treatment available – keep this brief
- f. Major causes of disease – keep this brief

2) Section 2: Popular Culture Paper (2-3 pages).

Obtain 2-3 sources of mass media (e.g., broadcast/advertisement media: TV, radio, film and/or print media: newspaper, magazines, brochures, newsletters, advertisements) and discuss how the disease, disability, or health condition is portrayed. As you write up your findings, choose at least 2 concepts or theories of health and illness we have studied and include them in your analysis (Brown’s typology, medicalization, geneticization, sick role, etc.). Summarize their main ideas and suggest how the theories and/or concepts might explain your observations – be sure to draw on specific examples. Pay particular attention to how social or institutional location of the producer of the material, the social location of the intended audience, or the time of publication or production may be influencing how these different sources describe or explain health and disease. Whose

social views and values about medicine, society or the body are reflected? What kinds of power do these different perspectives have? Whose interests are served? Whose interests might be harmed? Make an attempt to understand how your own social location may be influencing what you examine or how you interpret your observations. In your analysis also describe what social and cultural factors the media accounts failed to see, note or understand and why this might be a problem. This means you must explain to your reader how silences about socially relevant factors may obscure our understanding of health and disease and conversely, how the use of the sociological imaginations would enrich it.

****Attach copies of the media sources that you cite as an appendix to your paper****

The paper should have an introduction, middle (media analysis) and conclusion.

- 1. Introduction** – The introduction should introduce the reader to the disease you chose and the information you provided for the topic of your paper (a-f). Your introduction should also state the purpose of your paper: “The purpose of this paper is to analyze how disease X is framed in popular media.....Drawing on sociological concepts X, Y and Z, , I argue that these media example construct disease X as..... These media accounts do (or do not consider) social and cultural factors of disease such as a, b, and c.
- 2. Popular Culture** – instructions above.
- 3. Conclusion** Be sure to include a conclusion summarizing your findings and your central argument. This should be consistent with what you stated in the introduction. You must also have a statement about how you can enhance this analysis through the perspectives of individuals (or care givers) experiencing the disease, disability or health condition you investigated. What types of questions would you ask and based on what you learned in the course how would this perspective add to the understanding of this disease?

The final draft must be typed and double spaced, numbered and with your name on each page. The font must be no smaller than 12 points. You must site all your references for each section of the paper and use ASA citation style - resources in T-Square/resources. Also, good titles usually enhance the reader’s experience, so make an effort to find one - a good title will probably come to mind as you type up your paper.

Poster – In addition to your paper, please place final poster (pdf) in with your assignment. You could also place it in your drop box in T-square.

The Poster Session – Feb. 13

Create and print a poster to share with the class. Your poster should include the following:

- 1) A brief introduction that covers the information in section 1 of your paper (name of disease, prevalence, etc.).
- 2) A description of your data – what kind of popular culture did you use for your

analysis?

3) A visual representation of your data – pictures, quotes from a story/news, images, screen shot. If you are using a video, feel free to bring your computer/ipad/phone to show the video while you are presenting your poster. The same is true if it is music.

4) Sociological Analysis – A summary of section 2 of your paper. There should be at least 2 sociological concepts in your analysis. Highlight the most relevant sociological issues that you found important in your analysis (based on questions above). Be sure to include the social forces that are shaping how this particular disease is being constructed.

5) List of all references, including sociological sources and data used for analysis.

The posters should be SMALL TO MEDIUM in size to accommodate 15+ posters in the class at one time. Make sure the font is big enough for people to read. **Get creative** and do not make your poster too wordy. Keep it simple and to the point.

Here are places you can print poster at GaTech (The GaTech Library is inexpensive):

<http://www.undergradresearch.gatech.edu/students/poster-printing-resources>

Here is a list of tips on making a poster and powerpoint templates:

<http://www.undergradresearch.gatech.edu/students/presentation-tips>

HTS 3086 - Framing Health Paper/Poster Grading Rubric

_____ (10 pts.) **Introduction**

Is purpose of paper stated?

Is there a summary of sociological concepts and factors that will be discussed in the paper?

_____ (15 pts.) **Topic of Paper**

Are all the components of topic of paper provided?

- Incidence or prevalence of disease
- Major symptoms – keep this brief
- Who it affects (men, women, children, etc.)
- Type of treatment available – keep this brief
- Major causes of disease – keep this brief

_____ (15 pts.) **Popular Culture**

Is there a description of 2-3 sources of mass media (e.g., broadcast/advertisement media: TV, radio, film and/or print media: newspaper, magazines, brochures, newsletters, advertisements) and discussion of how the disease, disability, or health condition is portrayed?

_____ (20 pts.) **Sociological Analysis**

Are at least 2 concepts or theories of health and illness we have studied and include them in your analysis? See instructions for additional questions.

- o Summarize their main ideas and suggest how the theories and/or concepts might explain your observations. Be sure to draw on specific examples.
- o Description of social and cultural factors the media accounts failed to see, note or understand and why this might be a problem.
- o Copy of media sources attached or cited with screen shot if URLs?

_____ (5 pts.) **Conclusion**

- Is there a summary of findings and statement of central argument that matches the introduction?
- Is there a statement about how you can enhance this analysis through the perspectives of individuals (or care givers) experiencing the disease, disability or health condition you investigated?

_____ (10 pts.) **Overall quality of paper**

Is paper free of grammar and spelling errors, proper citation and referencing, etc.?

_____ (25 pts.) **Poster**

_____ (6) A brief introduction that covers the information in section 1 of your paper (name of disease, prevalence, etc.).

_____ (7) A description of your data – what kind of popular culture did you use for your analysis? A visual representation of your data – pictures, quotes from a story/news, images, screen shot.

_____ (7) Sociological Analysis – A summary of section 2 of your paper. There should be at least 2 sociological concepts in your analysis.

_____ (2) List of all references, including sociological sources and data used for analysis.

_____ (3) Overall appearance/presentation of the poster.

Assignment 2: Interviews and Writing Assignment **Meanings of Illness**

The purpose of this assignment is to interview at least 2 people (or more) with a chronic illness that they or someone very close to them is experiencing and compare and contrast the meaning of illness. Pick a disease or diseases represented in the NY Times link: http://www.nytimes.com/interactive/2009/09/10/health/Patient_Voices.html?ref=healthguide

DATA AND FIELD NOTES

Interviews

Interviews should be conducted in person. Not by email. Only conduct interviews over the telephone as a last resort. As you interview each person, write down answers or you are welcome to record the interview (I have recorders that can be checked out). These are your field notes and must be attached to your paper. See Interview Script at end.

These questions were developed by Arthur Kleinman (Kleinman, 1978) and are listed on pages 260-261 of Fadiman's *The Spirit Catches You and You Fall Down*:

NY Times Narratives

In addition to interviews, I want you to supplement your interviews with the brief narratives available at:

http://www.nytimes.com/interactive/2009/09/10/health/Patient_Voices.html?ref=healthguide. Use at least 2 different voices (or more) to add to your data collection that address any of the key eight questions.

These are your data and field notes, which should be attached to your final paper.

ANALYSIS

1. **Summary:** Summarize each person you interview and people from the NYT narratives that you chose. The key word here is summarize. Do not provide nitty-gritty details of your interviews. This will be in your field notes. Provide pseudo names for each person (DO NOT USE REAL NAMES) and describe them sociologically (gender, age, race/ethnicity, nationality, occupation, social class, etc. – these questions asked at the beginning of the interview).
2. **Analysis:** Analyze data (interviews and people from NYT voices). Be sure to focus on your analysis not the description – this will be in your field notes, which you will attach to the paper.
 - a. What were the key themes in the answers? There could be several predominant themes.
 - b. What were similarities between the people's answers/themes?
 - c. What were the differences?
 - d. What might account for these similar or different perspectives/themes? In other words, describe how these similarities or differences are related to other aspects of your data or other themes such as severity of illness, acute vs. chronic, treatability, level of education, the level of concern for future, stigma, ways it changes their everyday life, etc. Did their culture, age, gender, social class play a part?

- e. Were other things important?
- f. What did you learn from conducting this analysis?
- g. You must integrate at least 2 sociological concepts into your analysis that we have learned in class. Any concepts can be used that are relevant to your analysis. Be sure to define the concept and cite.

Remember to use only pseudo names. In other words, keep it as confidential as possible. Length: 5 pages minimum, double-spaced, Times New Roman 12 point font. The 5 pages do not include the field notes.

GRADING

Introduction (10) The introduction should state the purpose of the paper: “The purpose of this paper is to analyze the meaning of illness for people experiencing disease (or diseases) X, Y and Z based on 2 interviews using Kleinman’s questions (cite) and supplemented with patient voices from NYTimes (cite). Drawing on sociological concepts A, B, and C, I argue that 1,2,3 are major themes addressing the meaning of illness of Disease X, while in Disease Y, it is 4 and 5. Social and cultural factors that may account for similarities or differences are a, b and c. NOTE: It is not necessary to go in full detail about the disease/or diseases you are focusing on in the paper. Some of these facts (prevalence, treatment, symptoms, etc.) can be used to support your analysis. Just be sure to cite your sources. So for example, if a major theme is difficulty of treatment regimen, you may want to provide a sentence or two about the treatment or treatment options available for that disease.

Summary (20) – See instructions above

Analysis (35) – See instructions above

Conclusion (10) - Be sure to include a conclusion summarizing your results. This should be consistent with what you stated in the introduction. You must also write a paragraph about how your own social location may be influencing what you examine or how you interpret your observations. In this self-reflexive paragraph, also describe what was most challenging about this experience and what you learned most from the process.

Field notes (15) – Attach all notes (or recorded interviews) to the paper.

Quality of paper (10) – Organization, grammar, spelling, proper citation, etc.

INTERVIEW SCRIPT:

Welcome & Introduction to Study

Thank you for taking time today to talk to me about (Chronic Disease X). Before we start, I would like to tell what I am doing and what your participation consists of. The purpose of this interview is to gain a better understanding of (Chronic Disease X) based on your experiences. I am conducting this interview as part of my educational training in a course on the Sociology of Medicine and Health at Georgia Tech. Your participation is voluntary and you may stop the interview at any time.

(If conducting an audio recording) With your permission, I will make an audio recording during the interview, which I will use as data for my final paper.

The interviews I conduct will be shared with the professor, Dr. Jennifer Singh. All your personal information will be removed from the interview and a pseudonym will be used in my paper. If you have additional questions about what I am doing or wish to have your interview no longer be used for my paper, please contact me at: (provide your contact information) or Dr. Jennifer Singh at Jennifer.singh@hts.gatech.edu.

The interview will take about 30 minutes. Do you have any questions before we start?

To start off, I would like to ask you for some demographic information:

What is your age?

What is your Gender?

What is your Race/ethnicity?

What is your family income (High, Medium, Low)?

What was the last grade you completed in school?

Do you have a college degree (or are you in college)? If so, what was/is your major?

What is your current occupation?

Do you have health insurance? If so, is it public or private? If not, when did you last have insurance?

When was the last time you saw a doctor about (Disease X)?

When were you first diagnosed with Disease X?

Ask the following questions in terms of the illness or health problem.

1. What do you call the problem?
2. What do you think caused the problem?
3. Why do you think it started when it did?
4. What do you think the sickness does? How does it work?
5. How severe is the sickness? Will it have a short or a long course?
6. What kind of treatment do you think a person with this condition should receive? What are the most important results you hope to receive from this treatment?
7. What are the chief problems the sickness has caused?
8. What do you fear most about the sickness?

You may also ask the participant if there is anything else that they think you should know about disease X based on their understanding and experiences.

Verbal debriefing & thank participant for their time.

Thank you again for your time. As a reminder, the purpose of this study is to gain a better understanding of Chronic Disease X based on your perspective. I will be analyzing the data that you have given me to write a paper on the experience of living with Chronic Disease X. Thanks for your time!