

# Sociology 2280: Medical Sociology

Mondays and Wednesdays, 3:00PM-3:50PM

<b>Instructor</b>	Prof. Natalie Aviles (ah-VEE-less)	<b>E-mail</b>	<a href="mailto:na6nf@virginia.edu">na6nf@virginia.edu</a>
<b>Office</b>	214 Randall Hall/ <a href="#">Zoom Meeting Room</a>	<b>Office Hours</b>	Thursdays, 12:30PM-2:30PM (use Collab Sign Up)
<b>TA</b>	Patrice Wright	<b>E-mail</b>	<a href="mailto:pw5mv@virginia.edu">pw5mv@virginia.edu</a>
<b>Office</b>	<a href="#">Zoom Meeting Room</a>	<b>Office Hours</b>	Wednesdays, 1:00PM-3:00PM (use Collab Sign Up)

## Course Description

This course examines how the medical system is shaped by cultural and societal forces, analyzing unique dimensions of medicine from varying perspectives prominent in Sociology and affiliated disciplines. Topics will focus upon the interaction of social categories (e.g., income, race/ethnicity, gender) upon the distribution of diseases, the allocation of health care resources, and relationships between patients and medical professionals. We will pay special attention to the political economy of health care—that is, the dynamics of governments and markets that influence how medical services are distributed among populations within and across countries.

## Required Texts

1. Tania Jenkins. 2020. *Doctors' Orders: The Making of Status Hierarchies in an Elite Profession*. (Columbia University Press).
2. David Ansell. 2017. *The Death Gap: How Inequality Kills*. (University of Chicago Press).
3. Elisabeth Rosenthal. 2017. *An American Sickness: How Healthcare Became Big Business and How You Can Take It Back*. (Penguin).
4. (\*) Articles and chapters available in the "Resources" tab on Collab.

## Evaluation

Your final grade in this course will reflect your independent efforts in completing the following assignments:

Midterm 1 (multiple choice, short answer, short essay)	20%
Midterm 2 (multiple choice, short answer, short essay)	20%
Final Exam (multiple choice, short answer, long essay)	30%
Lecture attendance/completion	10%
Discussion section attendance and participation	10%
Weekly discussion section assignments	10%

## Lecture Attendance

This course will be taught **fully online** via UVA Collab. Course activities are all organized around the **Lessons** tool in Collab. Lectures, discussion sections, and office hours will be broadcast **synchronously** in either Collab's Lecture Capture (Panopto) or Online Meetings (Zoom) interfaces. **Panopto will be the preferred program for synchronous lectures** due to its webcast functionality. **Discussion section meetings and office hours will be conducted over Zoom** due to its interactive viewer video capabilities. All students must have *both* Zoom and Panopto installed on their laptops or mobile devices to view and participate in lecture and section. These programs are free to download and can be accessed through Collab.

Lecture and section meetings are mandatory, and attendance will be graded for both. Information communicated during lecture will be included in exam questions. Your attendance will be evaluated based on your on-time completion of webcast lectures archived in Collab's Lecture Capture (Panopto) interface. This information is automatically captured by Collab and Panopto based on when you begin viewing and how much of lecture you complete before 5:00PM on Mondays and Wednesdays. (You have an additional hour to help accommodate for the possibility of interruptions in streaming service or your time/attention; however, this buffer will *not* apply to exam times). **You must log in to your own Collab account under your unique computing ID before viewing lectures or the system will not register you as attending.**

## Section Grade

Discussion is worth 20% of your overall grade in the course—10% for attendance and active participation in discussion section and 10% for weekly discussion section assignments.

Discussion section assignments are meant to help facilitate a productive conversation with your peers about topics covered that week in lecture. To this end, students are required to submit weekly discussion forum posts. Each week, the TA will post **two** discussion questions to the forum by 4:30 pm EST on Wednesday. Students are to answer **one** discussion question by Thursday night at 11:59pm EST. Student responses should be at minimum one paragraph (6-8 sentences) and at maximum 2 paragraphs.

Student responses will be evaluated for how well they address the question at hand using evidence from course materials that week.

Each assignment will be given a score out of a possible 10 points:

0	4	6	8	10
No response submitted.	Response does not answer the question.	Response vaguely answers the question without supporting evidence.	Response clearly answers question but does not provide evidence from this week's course materials.	Response clearly answers the question and provides evidence from this week's course materials.

## Course Schedule

Week	Topic	Required Reading
0.1: Aug 26	Introduction to Sociology 2280	*Course syllabus
1.1: Aug 31	What is Medical Sociology?	Tania Jenkins, <i>Doctors' Orders</i> : <b>Introduction</b>
1.2: Sep 2	Doctoring in America	Jenkins, <i>Doctors' Orders</i> : <b>Ch. 1</b>
2.1: Sep 7	Status Hierarchies in Medical Education	Jenkins, <i>Doctors' Orders</i> : <b>Ch. 2</b>
2.2: Sep 9	Health Care Organizations as Professional Workplaces	Jenkins, <i>Doctors' Orders</i> : <b>Ch. 3</b>
3.1: Sep 14	Hidden Curricula in Medical Training	Jenkins, <i>Doctors' Orders</i> : <b>Ch. 4</b>
3.2: Sep 16	Choice, Constraint, and Career Trajectories (with special guest speaker Tania Jenkins)	Jenkins, <i>Doctors' Orders</i> : <b>Ch. 5</b>
4.1: Sep 21	Cultures of Inequality	Jenkins, <i>Doctors' Orders</i> : <b>Ch. 6 and Conclusions and Implications</b>
4.2: Sep 23	Who Does Diversity Work?	*Adia Harvey Wingfield. 2019. <i>Flatlining: Race, Work, and Health Care in the New Economy</i> . University of California Press: pp. 1-38.
5.1: Sep 28	<b>MIDTERM 1</b>	3:00-3:50PM on Collab
5.2: Sep 30	Understanding Unconscious Bias in Medicine	*Dayna Bowen Matthew. 2015. <i>Just Medicine: A Cure for Racial Inequality in American Health Care</i> . New York University press: pp. 55-74.
6.1: Oct 5	Experiencing Structural Inequality in Medicine	David Ansell, <i>The Death Gap</i> : <b>Preface, Chapters 1-4</b>
6.2: Oct 7	Race, Class, and Access to Care	Ansell, <i>The Death Gap</i> : <b>Chapters 5-8</b>
7.1: Oct 12	Rationing Scarce Resources: The Case of Organ Transplants	*Laurie Kaye Abraham. 2019. <i>Mama Might be Better Off Dead</i> . Second edition. University of Chicago Press: pp. 25-43, 179-197.
7.2: Oct 14	Institutional Barriers to Equal Care	Ansell, <i>The Death Gap</i> : <b>Chapters 9-10</b>

Week	Topic	Required Reading
8.1: Oct 19	Community Efforts toward Inclusive Medicine (with special guest lecturer Patrice Wright)	Ansell, <i>The Death Gap</i> : <b>Chapters 11-13</b>
8.2: Oct 21	<b>MIDTERM 2</b>	3:00-3:50PM on Collab
9.1: Oct 26	Alternative Health Care Systems	*T.R. Reid. 2010. <i>The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care</i> . Penguin: pp. 16-45.
9.2: Oct 28	The Curious Case of American Health Care	*Papanicolas, Irene, Liana R. Woskie, and Ashish K. Jha. 2018. "Health care spending in the United States and other high-income countries." <i>Journal of the American Medical Association</i> 319(10): pp. 1024-1039.
10.1: Nov 2	Why Americans Pay More for Less	Elisabeth Rosenthal, <i>An American Sickness</i> : <b>Introduction, Chapters 1-2</b>
10.2: Nov 4	The Institutional Landscape of American Medicine	Rosenthal, <i>An American Sickness</i> : <b>Chapters 3-4</b>
11.1: Nov 9	A Market Approach to Medicine	*Nadine Ehlers and Shiloh Krupar. 2017. "When treating patients like criminals makes sense: Medical hot spotting, race, and debt" in <i>Subprime Health: Debt and Race in U.S. Medicine</i> . Eds. Nadine Ehlers and Leslie R. Hinkson. University of Minnesota Press: pp. 31-53.  Rosenthal, <i>An American Sickness</i> : <b>Chapters 6-7</b>
11.2: Nov 11	The Sprawling System of Health Care in the U.S.	Rosenthal, <i>An American Sickness</i> : <b>Chapters 9-11</b>
12.1: Nov 16	Medicine as a Business Model	Rosenthal, <i>An American Sickness</i> : <b>Chapters 12-15</b>
12.2: Nov 18	Market Approaches to Health Care Reform (with special guest speaker Natalie Goggins)	Rosenthal, <i>An American Sickness</i> : <b>Chapters 16-18, Epilogue, and Afterword</b>
13.1: Nov 23	Legal Approaches to Health Care Reform	*Dayna Bowen Matthew. 2015. <i>Just Medicine: A Cure for Racial Inequality in American Health Care</i> . New York University press: pp. 173-208.
Dec 7	<b>FINAL EXAM</b>	2:00PM-5:00PM on Collab

## Honor Pledge and Expectations

By enrolling in this course, you pledge *in good faith* to follow the UVA Honor Code and adhere to the expectations of conduct applied to UVA students. You will be asked to confirm your adherence to the Honor Code before sitting an exam or submitting graded work. Honorable conduct for this course will be assessed based on adherence to the following expectations:

1. **Collaboration and/or communication among students during exams is strictly prohibited.** During exams, students are permitted to use their own course notes, assigned course texts, and resources provided via the course Collab *only*. Limited collaboration among students outside of class, in the form of group studying, notetaking and sharing, and other activities involving mutual participation, is permitted *outside of exams and for work not being submitted for an individual grade*.
2. No student may submit the work of other students, online resources, or anyone else as their own. **Any and all outside sources used to complete graded work must be appropriately cited with full bibliographic credit** sufficient for a grader to locate and verify these sources.
3. Students will not disseminate course materials protected by copyright or UVA policies governing individual property rights as outlined in the "Tech Policy" section below. You are advised that **willful distribution of protected materials or information pertinent to other students' performance in the course may violate Honor Code provisions around Stealing.**
4. **Violations of the Honor Code will be referred to the Honor Committee and may result in cancellation of all credit for the affected assignment,** in addition to any actions the Honor Committee deems appropriate.

In addition to conduct governed by the UVA Honor Code, students are expected to practice good citizenship in interactions with others in the classroom. Be aware that course content will address issues and present perspectives that many students find challenging. In addition to political, religious, and cultural perspectives, our personal experiences of death, discrimination, suffering, and loss are diverse and can deeply affect how we approach difficult subjects both emotionally and intellectually. Students will be expected to behave in ways that facilitate a respectful, inclusive, distraction-free, and academically rigorous environment. Be professional, mature, and conscientious when engaging sensitive topics with one another, and avoid conduct that may negatively impact the learning environment.

## Accommodations

Students requiring accommodations should communicate directly with the Student Disability Access Center (SDAC) to ensure that all proper documentation, including [Testing Contracts for exam-related accommodations](#), have been completed. It is imperative that SDAC communicates requirements for adaptive technologies as soon as possible so accommodations can be met in a timely manner.

Students can elect to discuss accommodations with instructors and TAs, but are under no obligation to disclose specific health information to anyone. Students are encouraged to communicate with their SDAC advisors if they feel their needs have changed or could be better met in this course.

I recognize that life events can interfere with students' ability to succeed in the course, and encourage students to express their concerns and needs when these circumstances arise. If you are concerned about your ability to complete any of these assignments in a timely manner, please communicate these concerns with me and/or your [Association Dean](#) as soon as possible. Except in cases of documented emergency or illness on the day of the exam, extensions and other considerations will not be granted without prior approval.

### COVID-19 Illness Contingency Policy

There is always a possibility that your instructor, TA, yourself, or a loved one fall ill with COVID-19 during this pandemic. **If you become ill with COVID-19, you are not expected to attend class or complete any work during your illness.** Please try to the best of your abilities to contact me and/or an Association Dean as soon as possible so we can assist you in adapting your course schedule and make sure you have access to the medical and community resources you need to recover.

There are several options available for students to complete the course based on the length and severity of their illness and the timing of their COVID-related absences. These include weighting and reallocating points for lecture attendance, section participation, and section assignment grades as well as make-up tests or alternative assignments in place of exams.

At any point, students whose length or severity of illness makes it unlikely they will complete the course during the semester should contact me when feasible to discuss plans for a Medical Incomplete. While you should always consult with your academic advisers about any concerns over course completion, I am ready and willing to support you as you work through any academic decisions that may be necessary in these extraordinary times.

In the event your TA becomes ill, either the instructor or an alternate will fill in to ensure continuity in discussion section meetings and assignments. In the event your instructor becomes ill, you will be notified either by myself or a delegate in the Sociology Department of this fact. Please continue completing weekly reading and discussion section assignments and participating in weekly discussion sections. I will be pre-recording asynchronous lecture material to the best of my abilities so the course can continue until I recover. At their discretion, the Sociology Department may appoint an alternate to guide you through the remainder of the course. We are committed to allowing you to finish this class, and course cancellation will be a last resort.

### Tech Policy

In proceeding with this course you consent to audiovisual recording of your participation in lecture and discussion section, as well as the display of your written comments in public interfaces on Collab. You may exercise control over your online presence by muting or turning off video and restricting access to Collab content to your Instructor and TA; however, please note that your activities are automatically tracked by both Collab and Panopto. The Instructor and TA agree to use student data collected by Collab and Panopto solely in evaluating course performance. We will maintain student confidentiality in accordance to the standards in UVA's licenses, and will not use or disseminate confidential student information beyond this course.

Please consider the content I and your fellow students produce to be our intellectual property and exercise conscientious protections thereof. Student activities in lecture and section are bound by FERPA rules and general customs of privacy, and should not be shared with audiences outside the classroom. Do not disseminate any course materials without the express written permission of content creators, and delete any content you download to your devices after the term ends, per [UVA Policy PROV-005](#):

I. Recordings of Class Sessions:

B. Recordings may only be used for certain purposes.

i. Students: Even when authorized by the instructor, Recordings may only be used for the purpose of individual or group study with other students enrolled in the same class during the same term.

Recordings may not be reproduced or shared without explicit written permission from the instructor. Furthermore, Recordings may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the same class during the term the recording was made. Improper distribution of such materials by students disrupts the University's learning environment and is therefore a violation of the Standards of Conduct, which could subject a student to disciplinary action.

Students must provide a copy of any and all Recordings to the instructor upon request. Students must destroy Recordings at the end of the term in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them as an accommodation authorized by the [Student Disability Access Center](#) (SDAC).

ii. Instructors: Any Recording(s) that visually or audibly identify students in the class, or contain sufficient context that may result in the identification of a student, may only be reproduced or stored for instructional purposes with students enrolled in the same class during the same term, and may only be stored on University-owned password-protected sites. Furthermore, recordings may not be exchanged or distributed for commercial purposes or compensation. The University may have the right to use and retain copies of such recordings for instructional purposes, such as for accommodations provided through the [Student Disability and Access Center](#) (SDAC). The distribution of Recordings for research purposes is subject to Institutional Review Board (IRB) protocols.

II. Distribution of Course Materials:

Students may not copy, reproduce, display, or distribute Non-recorded course material(s) to other individuals without explicit written consent of the individual who created the material(s) in question. Students may neither exchange nor distribute any Non-recorded course materials for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class during the same term. Improper distribution of such materials by students disrupts the University's learning environment and is therefore a violation of the Standards of Conduct, and could subject a student to disciplinary action.

III. Accommodations:

It is not a violation of this policy for a student determined by the Student Disability Access Center (SDAC) to be entitled to educational accommodations, to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study. The restrictions on third-party web and commercial distribution apply in such cases.

The digital infrastructure necessary to make online learning successful for everyone is often limited by factors outside our control, such as quality and availability of reliable broadband, devices, or operating systems. To whatever extent you feel comfortable, please reach out to me to discuss these problems so we can work through

ways to address them. If you confront serious and ongoing technical issues related to Collab or other course tools, I ask that you notify me as you are troubleshooting these with Collab and/or IT.