Sociology of Health and Medicine
(SOC 343)
Fall 2025, Madeline Brighouse Glueck
M, W 2.30-3.45, Birge Hall 346

Instructor and Course Information

Madeline Brighouse Glueck
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Office hours: directly after class until 4.45pm

Canvas URL: https://canvas.wisc.edu/courses/479673
Three Credits
Instructional mode: In Person

Learning Outcomes

- *Critically Evaluate Published Research*
- *Skillfully Communicate*
- *Critically Think about Society and Social Processes*

Class Texts and Materials

This semester we will read 4 books together. These texts are central to our learning, and students must bring hard copies of the text to class to refer to throughout our discussion and activities together. The technology policy does not allow students to reference the text on a laptop, tablet, or phone. As such, I also recommend students bring a notebook, folder or binder, and a writing utensil to class along with the hard copy of the text we are reading that week. The texts are as follows, and read in this order:

1. Peter Conrad, PhD. 2007. **The Medicalization of Society.** Johns Hopkins University Press.
2. Case, Anne, and Angus Deaton. 2020. **Deaths of Despair and the Future of Capitalism.** Princeton University Press.
3. Trotter, LaTonya J. 2020. **More Than Medicine: Nurse Practitioners and the Problems They Solve for Patients, Health Care Organizations, and the State.** Cornell University Press.
4. Jenkins, Tania M. 2020. **Doctors' Orders: The Making of Status Hierarchies in an Elite Profession.** Columbia University Press.

These books have been put on reserve at the bookstore and can be easily found online. Students may also wish to read a digital copy; however a hard copy is required for in-class participation.

Assessment

Your final grade will be a combination weekly reading quizzes, exams, and a final paper.

Point Breakdown
Attendance and Participation—50pts
Reading quizzes – 10x5pts (I will drop the lowest 3 scores) 50 pts
Exam 1-- 100 pts
Exam 2 --100 pts
Final paper 200 pts total
        -Assignment 1 –25pts
        -Assignment 2 –25pts
        -Assignment 3 –50 pts
        -Assignment 4 –50 pts
        -Assignment 5 -50 pts

Total available pts: 500

<u>Attendance and Participation</u>

For each day of class there are two available points: one for showing up, and another for engaging with your classmates. We have 28 days of class, and there are 50 available points—2 days are exams for which you will not receive points. This leaves one free day of absence- you may take this whenever you need in the semester, and I do not need an explanation. If you need to be absent on any other occasion you <u>must communicate with me ahead of time,</u> and I expect to receive documentation/compelling justification. Participation looks different across different settings and for different students. You will receive your participation point if you are actively listening and engaging with peers in pairs and small groups or the whole group in discussion. There will be many opportunities to do this in each class period. Your participation point will be removed if you violate the technology policy.

<u>Technology Policy</u>

Technology use (computer, tablet, phone, etc) will only be allowed when explicitly directed by the instructor for delimited classroom activities. <u>The norm will be to keep laptops, tablets, and phones away.</u> I expect students to bring a notebook and paper to class, and recommend students get a binder or folder to organize handouts and other printed materials we will work with throughout the semester<u>. I expect all students to purchase and bring to class **physical copies** of the class texts</u>. Any extra reading materials (usually in class) will be printed and provided by the instructor. Students with accommodations that require technology use will need to discuss this with me in the first two weeks of class. There may be some students using technology as appointed note-takers for McBurney students, however this will be limited to only cases where necessary as a legal requirement to comply with students' McBurney rights.

<u>Readings</u>

All readings in this course are from our four core texts. <u>You will be expected to have all reading done for the week by Mondays at the beginning of class</u>. This means, for example, that you should read Conrad Introduction, Ch1 and Ch2 by September 8th. I encourage you to mark up

your text (unless it's a library book), and keep <u>a physical notebook</u> where you take down notes on your thoughts about the reading that you can reference in our class discussions.

Weekly Reading Quizzes

It is very important to the success of this course that all students complete the reading before class, as we rely heavily on the text to structure our in-class activities. To encourage you to complete the readings on time we will have a <u>timed reading quiz every Monday</u> to assess your understanding, and to refresh you on the reading in preparation for class. These will be <u>on paper</u> in blue books, and you will be allowed access to the **physical copy** of the text as well as any <u>paper notes you have taken</u>, however you will <u>not be allowed to use any devices.</u> As such, I require everyone to have a hard copy of the text that they bring to class. There will be 13 5-point quizzes throughout the semester, and I will drop the 3 lowest scores, meaning that there will be 50 total points devoted to these quizzes over the semester. Given this, <u>I will not offer any make-up quizzes.</u>

Exams

In this course you will have two <u>in-class blue book essay exams.</u> The exams will be a mix of short (paragraph) answer questions and short essays. The purpose of these exams is for you to demonstrate your knowledge of course concepts and practice synthesizing knowledge from across the course. These exams will be <u>open book, and I encourage you to use your texts, class handouts, any notes you have taken, and your reading quizzes to support your answers</u>. Each exam is 50 points.

Research Paper

The culminating project for this class will be a Research paper on a topic of your choice. The paper is broken down into 5 assignments we will complete over the course of the semester. The Medical Sociology Research Project is divided into four parts and then the final is due at the end of the term. This is to help break up the work and scaffold assignments so that students have lower stakes grades that build upon one another and teach students how to properly engage with empirical sociological data.

Each part requires sociological research using databases and the UW Library systems to find empirical data and evidence in argumentative written work. Ultimately, students will write an argumentative literature review about some element of medical sociology that they choose. *What about health, medicine, and society do you find most intriguing and wish to know more about from a sociological perspective?*

What does "argumentative literature review" mean? Instead of doing a topic "report" about your assigned area/role/institution, you need to take an argumentative stance using a thesis. For example, rather than writing about "doctors in society" you need to be much more specific and argue an element of their career with a strong thesis. "Doctors and physicians earn general

education sufficiently in the United States, but their specific trainings lack gender training and intersex-specific lessons; this leads to significant harm in the intersex community around the country." *Per this example, the paper <u>must have an argument</u> rather than just be about a broad topic.* Details, rubrics, and instructions will be posted to Canvas in relevant assignment pages.

Assignment 1- Crafting a research Question (25) **Due Friday, October 10th**

Assignment 2 -Annotated bibliography (25) **Due Friday, October 31st**

Assignment 3 - Detailed Outline (50) **Due Friday, November 14th**

Assignment 4 -- Full draft + Peer review (50) **Due Tuesday, December 2nd (peer review due Dec 9th)**

Assignment 5 –Final draft (50) **Due December 15th**

<u>AI Policy</u>

The purpose of this writing assignment is to teach you how to write and think. It is the only graded part of the course where you could conceivably use AI to cheat, and I strongly encourage you NOT to do so. I am providing in class time and support for you in this process, and I have structured the assignment in such a way that you should not be rushing or scrambling to complete a big assignment at the last minute. The use of generative AI to do your writing is considered academic misconduct.

This is UW's institutional statement on Academic integrity:

By virtue of enrollment, you agree to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion."[1]

The use of artificial intelligence (AI) tools and applications (including, but not limited to, Copilot, DALL-E, and others) for course assignments and assessments does not support the learning objectives of this course and is prohibited. Using them <u>in any way</u> for this course is a violation of the course's expectations and will be considered academic misconduct.[2]

In summary, using AI in this course is considered cheating. Don't do it.

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[1] https://conduct.students.wisc.edu/faculty-staff-resources/syllabus-statement/
[2] https://ctlm.wisc.edu/self-serve-resources/generativeai/ai-statements-for-course-syllabi/

Other Information

A note on reading
One of the goals of this course is to learn skills of social science research. This includes reading widely, and if not done purposefully, it can take up a lot of time! I want to help you with that. There is a 'formula' to reading social science journal articles which can really cut down the amount of time you need to spend reading *if* you do it correctly. Here are the basic steps:

       1) Read the abstract
       2) Read the abstract again, take note of/ underline the research question, argument, and methods.
       3) Read the introduction/literature review. Do you know who they are referring to? How are they framing their argument?
       4) Skim the data section**
       5) Skim the methods section **
       6) Skim the findings
       7) Read the discussion/conclusion, take note of the points not included in the abstract
       **note, steps 4 and 5 may vary depending on whether you expect to understand or be able to evaluate the methods. Whether you can evaluate the methods should become clear through skimming.

In addition to these steps, I recommend putting away your phone, turning off the WiFi on your computer, and setting a timer to make sure you are in 'focused time'.
I will demonstrate this reading process more than once throughout the course, so that you understand what I mean. Learning this skill should help you in other courses as well!

A note on writing
Academic writing requires practice. Part of the purpose of our in-class reading quizzes is to get you used to writing frequently. In addition to this, we will workshop each part of your scaffolded final research paper. This will give you <u>in class</u> time to work on your writing, with support from me if you need it. I will also provide a clear rubric. I encourage you to take advantage of my office hours and meet with you about your writing early and often!

Schedule

Week 1 -Introduction/Syllabus
W 9/3 – The Sociological Approach

Week 2 – Reading-Conrad ch1&2
M 9/8 -Sociological Theory, History of medicine
W 9/10 -Gender and medicine

Week 3 – Reading- Conrad ch 3,4,5
M 9/15 – Genetic enhancements
W 9/17 – ADHD, mental health

Week 4 –Reading- Conrad ch 6,7,8

M 9/22- Case studies of medicalization
W 9/24 *Workshop: Crafting a Sociological Research Question*

Week 5 –Reading- Deaths of despair ch1-3
M 9/29 –Social epidemiology
W 10/1 -Racial disparities in health

Week 6 -Reading-Deaths of despair ch4-9 – **Assignment 1 for paper due Friday, October 10th**
M 10/6 - Opioid Epidemic and Public Health
W 10/8 –Guest lecture-- Michael Topping

Week 7 -Reading- Deaths of despair ch10-12
M 10/13 *Workshop: annotated bibliography*
W 10/15 – Health and Work

Week 8- Reading-Deaths of despair ch13-16
M 10/20 – Health and Social policy/ Review
W 10/22 – MIDTERM EXAM

Week 9 – Reading- More than Medicine- ch1-3 – **Assignment 2 for paper due Friday, October 31st**
M 10/27 – Care Work Part 1
W 10/29 - Care Work Part 2

Week 10 – Reading- More than Medicine ch-4, 5
M 11/3 *Workshop: writing an outline*
W 11/5—Guest lecture- Sarah Salas

Week 11 Reading-More than Medicine ch 6, 7 **Assignment 3 for paper due Friday, November 14th**
M 11/10 – Health Care Organizations/ Comparative Models of Healthcare
W 11/12- Guest lecture- Vicki Hill

Week 12- Reading- Doctor's Orders Intro, ch1
M 11/17 – The Medical Profession and Medical Authority
W 11/19—Guest lecture- Lindsay Cannon

Week 13 -Reading- Doctors Orders ch2,3,4
M 11/24 – Consequences of Medical Authority/Stratification
W11/26—THANKSGIVING

Week 14 – Reading- Doctors Orders ch 5,6, conclusion **Assignment 4 (full draft) Tuesday, December 2nd**
M 12/1 – TBD
W 12/3— *Workshop: peer editing*

Week 15 **Assignment 4 (peer edit) for paper due Tuesday, December 9th**
M 12/8 – (No Quiz this week) *Review*
W 12/10 -SECOND MIDTERM

Final draft of paper due 12/15

<u>Policies etc</u>

Academic calendar and religious observances: View the full <u>academic calendar</u> in addition to information about religious and election day observances. Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to <u>religious observances</u>. Establishment of the academic calendar for the University of Wisconsin–Madison falls within the authority of the faculty as set forth in <u>Faculty Policies and Procedures</u>. Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. Find <u>additional dates and deadlines for students</u> on the Office of the Registrar website.

Academic integrity: By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin–Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of <u>disciplinary sanctions</u> include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension or expulsion.

Artificial intelligence: The use of artificial intelligence (AI) tools and applications (including, but not limited to, Copilot, DALL-E, ChatGPT, Grammarly and others) for course assignments and assessments is prohibited. Using them in any way for this course is a violation of the course's expectations and will be addressed through UW–Madison's <u>academic misconduct policy,</u> specifically UWS 14.03(1)b (b) Uses unauthorized materials or fabricated data in any academic exercise.

Accommodations for students with disabilities: The University of Wisconsin–Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) and UW–Madison policy (<u>UW-855)</u> require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the <u>McBurney Disability Resource Center</u> to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Course evaluations: Students at the University of Wisconsin–Madison have the opportunity to evaluate their learning experiences and the courses they are enrolled in through course evaluations. Many instructors use a <u>digital course evaluation tool</u> to collect feedback from students. Students typically receive notifications two weeks prior to the end of the semester requesting that they complete course evaluations. Student participation is an integral component of course development, and confidential feedback is important. UW–Madison strongly encourages student participation in course evaluations.

Diversity and inclusion: <u>Diversity</u> is a source of strength, creativity, and innovation for the University of Wisconsin–Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community.

We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. UW–Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Mental health and well-being: Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others. UW–Madison students are encouraged to learn about and utilize the university's mental health services and/or other resources as needed. Student can visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

Privacy of student records and use of audio recorded lectures: Lecture materials and recordings for this course are protected intellectual property at UW–Madison. Students enrolled in this course may use the materials and recordings for their personal use related to participation in the course. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct. View more information about FERPA.

Students' rules, rights, and responsibilities: View more information about student rules, rights and responsibilities such as student privacy rights, sharing of academic record information, academic integrity and grievances.

Teaching and learning data transparency: The privacy and security of faculty, staff and students' personal information is a top priority for UW–Madison. The university carefully reviews and vets all campus-supported digital tools used for teaching and learning, including those that support data empowered educational practices and proctoring. View more information about teaching and learning data transparency at UW–Madison.