

STS Seminar- Medicine and Globalization (Honors)

SYLLABUS

HSS 404 - STS SEM: MEDICINE AND GLOBALIZATION

Section CRN	Days	Times	Location	Delivery Mode	Credits
068	15859	M	8:30 AM - 11:20 AM	FMH 309	Face-to-Face 3

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My Office Location: Cullimore Hall Rm 317

Preferred Form of Contact/Communication: Email within Canvas, Class chat in Discord.

Non-urgent messages via Office phone, Campus ext.: 5616 /(973) 596-5616.

Urgent text/call: (646) 479-3236 (Please note, Absence or lateness does not constitute an emergency)

COURSE DESCRIPTION

Today like never before, complex worldwide patterns shape health and medicine, the travel of people, the interaction of governments, and the forms and actions of international business play significant roles in people's daily lives. This course suggests that in a world of different approaches, different cultures and wide variations of practice in health and medicine, simple facts change meaning when interpreted in a global context.

It "Means" something different to say that Healthcare and Medical costs will soon hit 20% of the United States economy, nearly twice that of the most similar comparable industrialized nations, and has lower patient satisfaction and worse public health indicators than any of those comparable countries. It "means" something different for American healthcare seekers to travel to other countries from what they describe as "the best healthcare in the world" to somewhere "other," as opposed to patients travelling from developing nations and struggling economies to regional healthcare "centers of excellence," at great distance overseas.

Conceptualizing and understanding health and medicine, whether as a patient or a practitioner, requires understanding a variety of social processes, ongoing changes to systems and practices, which extend well beyond our personal attentions. Increasingly in the 20th and 21st century, the understanding of health and medicine require understanding the effects and systems of globalization, both of economic and political systems, as well as cultures.

The extension of the internet, communications and information technologies, expansions of corporations and global scientific research across borders, as well as changes in where and how people live between and across borders has drawn attention to globalization. But the attentions to globalization has been limited. While epidemics and refugee crises, migration, and limited changes in healthcare such as "medical tourism," and "telemedicine," have been media stories, the basic and ongoing shifts in the material systems of our world are often opaque to us. This class asks students to pay attention to broad structural changes, and develop improved tools to understand the experience and importance of these changes as effecting population health, and the experiences available to everyday people, doctors and patients.

This course seeks to offer an advanced introduction to the sociocultural study of medicine and health as complex social topics, drawing from observations in Medical Anthropology, Medical Sociology, Social Medicine, as well as Medical & Health Geography. Particular focus will be on issues of cultural contact such as the discourse of 'cultural competency' for healthcare practitioners, and the conflicts found in health travel and medical tourism. We will look at some of the mechanisms of cultural effects on health and the social or cultural determinants of health, including how social policy (or governance) issues directly affect health and medicine despite claims of relying on "scientific" evidence based practice. We will use contemporary social scientific theories to develop attentions and see the 'unseen' of medicine and health. Theories that describe and build attentions such as *Biomedicalization* (transitions of medical practice and knowledge to rely increasingly on technology, standardization, and formal scientific explanations) and *Transnationalism* (theoretical observation that some phenomena are more visible or more accurately visible if seen as arising between locations rather than as collection of actions in different locations).

This Course draws from and is situated in the Interdisciplinary field of Science and Technology Studies (STS). As a field STS is the interdisciplinary study of how science and technology shape society and the context or environment, and simultaneously how society and the context or environment shape science and technology. STS draws from and is in dialogue with many perspectives in the humanities and social sciences: history, anthropology, sociology, philosophy/ethics, and political science/public policy.

CATALOGUE Description--Prerequisites: HUM 102 and one from among Hum 211, Hum 212, Hist 213 or Hist 214 or their equivalents, all with a grade of C or better; completion of either the Lit/Hist/Phil/STS or the Open Elective in Humanities and Social Science, with a grade of C or better. The capstone seminars allow students the opportunity to work closely with an instructor in a specific area of the instructor's expertise. Students will be required to bring together interests and skills developed in previous courses. Students make in-depth oral and written presentations. A list of capstone seminars is published each semester in the course registration bulletin

LEARNING OUTCOMES

- Students will work to develop literacy within and comfort using social scientific theory, and the approaches of the sociocultural studies of science and medicine across a variety of disciplines.
- In focus on contemporary research in the social sciences, students will develop attention and further skills in evaluation and application of social scientific research methods, useful in critical thinking and critical appraisal of scientific research.
- Specific competencies in the language of “culture and health” used in the ‘health professions’ and by medical professionals, opening up the possibility of participating in expanding that dialogue between the social sciences and medical professions.
- Students will perform regular writing, and be responsible for in class discussion, improving both written and verbal communication skills with complex materials. Particularly, students will gain experience synthesizing and responding to research and class materials to articulate and ‘use’ academic forms of communication and thought. Specific attention will be paid to developing skills in research writing, working from outline, draft and revision of research subject, research questions and argument in response to research materials found.

OFFICE HOURS

- My job is to help you learn and understand and I want to help, please come- Direct communication is often the best way to help.

Students from any section should come to office hours. There is no reason to feel awkward or uncomfortable about asking for support and assistance from professors in understanding and engaging with course materials and assignments. Office hours are your best mechanism of determining course standing and having questions answered in direct and one-on-one format to guarantee your progress. Students often feel ‘shy’ about taking up faculty time and embarrassed about not getting everything and needing help, it is a good thing to practice working past this, pre-write questions or prepare if it is more comfortable, or simply visit and say “I am confused” the meeting time is to be of use to you. It is informal to the extent that that allows open dialogue, but please maintain the standards of contact and communication you’d use when talking to anyone you aren’t friends with.

WHILE APPOINTMENTS AT OTHER TIMES ARE AVAILABLE- THE PRIMARY MODE IS “ DROP-IN HOURS” During Which NO appointment is necessary, please come, speak, have questions answered. I’m just going to be sitting there in my office CULLIMORE 317 with zoom open, waiting for Students to join me either in person or online. Regarding Office Hours- I strongly recommend speaking to me in office hours about any trouble as soon as possible; you can ask for assistance or clarification of course material or course concepts and workload. Students are often given too little advising and explanation or orientation in starting their college experience, and faculty are willing to help, Please ask if you have any questions or issues. If I or another faculty member you speak to does not know the answers, we will usually be able to direct you to someone who can help. I want to assist you in doing well and getting the most out of your education and your time on campus.

Dr. Edel will generally be available in Drop-In Hours both in his office for in person and digitally via a Zoom meeting. as well as in person **at Cullimore 317**, during drop in office hours you do not need an appointment to see the professor either in person or online. The Zoom will be paused/muted when students do come to ‘in person’ meetings if privacy is needed. FOR IN PERSON MEETINGS I REQUEST THAT YOU BE MASKED IN THE OFFICE, I do have masks you can put on. Dr. Edel is available to speak about any course, student, material related issues without an appointment at the following

DROP-IN (In Person and Zoom is open)

MONDAY- 2:45- 4:00 PM

FRIDAY 1pm- 4:00 PM

OTHER TIMES BY APPOINTMENT (Both In-Person or Online)

- Preferred In-Person Appointments are after the scheduled drop in hours Monday 4-5pm, Friday 4-5pm

Or Wednesday 2:30-5:00 PM when available.

- Zoom Appointments are more flexible, and students may schedule an online Meeting between 9am and 7pm Tuesday and Thursday if I available.

For both Drop-IN and Appointment: OFFICE HOURS ZOOM:

Professor Edel- OFFICE HOURS ZOOM INVITE (recurring meeting)

<https://us02web.zoom.us/j/85793660316?pwd=MGdabjBDSDJ3Njdsak9GQVdhNWxQT09>

Meeting ID: 857 9366 0316 Passcode: 876742 One tap mobile +16469313860,,85793660316#,,, *876742# US

Dial by your location +1 646 931 3860 US Meeting ID: 857 9366 0316 Passcode: 876742

Note- The invitation to Office hours will be posted to the Canvas. Students may choose to have cameras on, but Prof. Edel will never require camera view, and students may choose to use “Chat” Text function in Zoom rather than Speaking with voice.

Class- DISCORD ‘channel’

Strictly ‘optional’ this is an alternative, and extremely useful platform to both add to your discussion and participation in class, as well as to receive aid and have question answered. A link is provided on the canvas, and invitations will be sent to all students. If you

don't use, or can't use Discord, please discuss an alternative if you wish to have an option for communication among students, or to ask questions outside of open discussion in class.

CANVAS LMS & TEXTS/READINGS

All readings are provided by the professor in pdf/digital format Via the CANVAS page for the class. Students have responsibility to find these readings and to complete them in the scheduled timing. All homework, including specific assignments and weekly response write-ups are due on canvas in the folders provided. Please speak to me about permission to submit late work in office hours, please speak to me about specific circumstances.

PLEASE NOTE: All readings listed are required except where marked specifically as recommended and will be referenced and required for exams. The semester research project will be somewhat self-scheduled, but preliminary deadlines are set. It is strongly recommended that you not let it slide to the end of the semester, the deadlines on the course outline below are required for Both online and in person and work should be submitted in Canvas by Friday of the week listed.

ACCOMODATIONS:

Different students need different things, more time? Extension? Different format of work? Talk to me, come before the problem becomes unmanageable, I do not require but strongly recommend seeking Student support from the campus- they have resources to meet your needs, either Technological or accommodation Please talk to the professor and or contact Students who need an accommodation should be directed to the [Office of Accessibility Resources and Services -Links to an external site.](#) (OARS). **Students in need of accommodations or with disabilities** - I don't strictly require students to conform to official policy, any student who requests extra time on exams, or a reasonable accommodation of their needs to perform or be comfortable in class, I will attempt to assist or meet your needs. To be accommodated seek to express your needs to the professor as early in the process as possible and be open about any limits or preferences that may need to be considered in your performance in class. Officially and Additionally- **Any student requiring accommodations due to one or more disabilities should also make sure to contact the Office of Accessibility Resources and Services** (Kupfrian Hall 201, Email at DSS@NJIT) both for themselves and to support the maintenance of good policies for other students who need support. Students who are ESL or Learning Disabled should inform the professor and will be allowed to negotiate appropriate modification to course expectations.

COURSE POLICIES

Attendance -- Per the University Policy, egregious absences (officially 5th without official excuse via Dean of Students office) is grounds to fail a class. Some flexibility based on circumstances, presence for Lecture and discussion is included in exams.

Class sessions Format & Lateness Policy- Class sessions will be a mix of lecture, discussion, and in-class group and individual writing activities, on a daily basis in class students will get new material in the class meetings. Attendance and arriving on time are fundamental to successful participation in a seminar class. **Reoccurring tardiness/lateness more than 5 Min after class is scheduled to start will affect participation grades.** Students should be on time for class, the school provides a transitional 10 min between time slots, and if students schedules make arriving on-time "difficult" they have a responsibility to manage their time, and to make arrangements with another student to assist in covering any material missed in class.

Readings: There will be between 40+ pages of reading each week. Students should have completed the readings *prior* to the first meeting of the week and must be prepared to discuss them. **Completion of readings prior to class meeting is fundamental to understanding lecture material, and being able to participate in discussion.** All selections and readings will be made available on the course Canvas as PDF documents.

Behavior- As Professionals in training, and as adults, all students are expected to exhibit respectful conduct in the classroom. Students should participate in discussion, with an effort to produce an open conversation for other students, and to focus comments on course materials. Students may choose to be more formal or less formal to the professor, I will be forgiving about interactions with me, but Students must show utmost curtesy for their peers in the classroom, do not interrupt or interrogate others even if you disagree about interpretations, instead transform your concern or disagreement into an open question for the group, and direct it to the professor. Courtesy, civility, and respect at all times are necessary for open learning in a discussion based classroom. Students who act inappropriately will be warned, and further infractions will effect your participation grade or the student will be asked to leave the room.

Attendance Policy- Ideally you won't Miss any classes. Please. **Consistently attending class, missing only 1-2 classes throughout the semester, and making up work you missed is the basic limit before it negatively effects your grade.** Officially, students fail a class after missing 6 class sessions, I am 100% not rigid in applying this, if Students can document Important. explanations for absences and if they rapidly make up for missed class materials in writing via notes, and discussion with student peers. Explanations need to be non-reschedulable, and non-prioritization, for example you may not gain an excused absence if they "needed to focus on an

exam for another class” despite the complex pressures students are under, you may not be excused due to prioritizing other predictable obligations.

ACADEMIC INTEGRITY, Honesty, and Plagiarism:

“Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found: <http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>Links to an external site..

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu”

In the words of Professor David Hess: “Student-teacher relationships are built on trust. Students must trust that teachers have made appropriate decisions about the structure and content of a course, and teachers must trust that the assignments students turn in are their own.” Additionally students are trusted to do readings, and to work to the fullness of their ability, in turn the teacher assumes the effort to explain and work with students to develop their understanding and skills. I take seriously my responsibility in this trust and require students to do so also. Along with Institute Policy, I do not tolerate any form of plagiarism: the copying of work not written by you (including cutting and pasting of e-texts). Any use of outside material must be cited in full. Any student caught plagiarizing will **fail this course and be reported to the Dean of Students**. Note that the requirement for citation of material applies equally to paraphrasing and sourcing ideas as well as to readings assigned in the class and outside readings. You should already be aware that the relationships between students and professors--as well as those between students and their classmates are built on trust. You, as students, trust that teachers have made appropriate decisions about the structure and content of the courses, and teachers must trust that the students do their own work and make efforts to complete assigned materials.

“Acts, which violate this trust, undermine the educational process.” (Stanislewsky 2013). Suspected cheating or plagiarism will result in the incidents reporting to the Dean of Student Affairs and a temporary or permanent failing grade for this course. For example, quotation of information or inclusion of quotations of text, must be recognizably connected to a citation to the original source, even unintentional errors are plagiarism. All direct or paraphrased quotations, citations of data or content from any source must be cited. Even close paraphrases require direct citation of the original source.

All forms of academic dishonesty are violations of the trust we share with one another and the respect we should give our professors, colleagues, and ourselves. Students should be actively working to develop clear and proper citation and attribution habits as parts of all coursework, it is a basic professional and ethical skill in our information centered world today. **Students who are unfamiliar with citation and attribution practices may seek help from the professor in office hours or from the writing center and should do so as early as possible in the process. No specific citation style is required, simply that you attempt to use any one style properly (APA, MLA, Chicago, etc... any are acceptable).**

Note: Plagiarism by error should be extremely unlikely because none of the essay assignments will be research papers requiring a plethora of outside sources. You are capable of keeping track of material for the the main paper that requires a total of 7 sources over three stages outside of assigned course readings and students are expected to be able to keep track of material and information from the course readings and these outside sources.

I am now required to include the following statement:

Gender Fair & respectful Language: Students in this course are expected to use gender fair and respectful language in their writing, and in the classroom. While we all make mistakes and need to take time to learn respectful and appropriate habits of dialogue, students must make an effort, and in particular must be careful when writing when revision and review of the material allows one to be held to a higher standard. Please remember, every time you use a masculine-oriented word to refer to people in general, the implicit effect, even if unintended, is to whisper: *women don't count*. **Please note that if the professor or a student makes you uncomfortable with their language you can speak to the professor or if more comfortable for you ask the Chairperson of the Department of Humanities to speak to the professor for you.** Concern should be towards respectful language in general, not only regarding gender, and students should try to avoid unintentionally ethnocentric, racist or biased language of other types. Intentional use of biased language, and or forms of communication that breach community norms may effect grades, both of classroom participation and of written work. Note- **Students who have Pronoun or Name preferences should inform the professor** and should expect that their identity and preference will be respected and used.

Percentage Based Grading and Self-Assessment-

It is a skill to be able to keep track of how you are doing, you are all supposed to be doing that. Practice and keep track of work, deadlines and the effect of your actions on your grade. You NEED TO KNOW, where to put your work and what is due as outlined on the canvas/syllabus.

This course uses a simple point based grading system to encourage and allow accurate self-assessment. All work is graded in fractional points out of 100% in the final semester grade. Each piece of work you turn in, and each component of the class has a set value, those values are predictable if you understand the syllabus. The biggest difficulty in self-assessment is not the professor's subjective judgment, but your own management of time and effort.

You are strongly recommended to participate more if you are uncertain if you are participating enough in the various group/collaborative elements of the class. Use the quizzes and other elements to revise your expectation of time commitment and effort, if you did a reading and didn't get a decent grade on the quiz, spend more time on readings, go back and review before the exam. Other than the reading quizzes, all semester activities are cumulative. Each offer an opportunity to show you gained the expertise you didn't show on previous work, therefore if you're grades and 'showing learning' improve it is possible (not certain) that your final grade can improve beyond the percentage value of components. The main thing is to demonstrate skill growth, and learning- aimed at mastery of the course content. No one knows everything, do your best to work through the materials.

The grades posted on the Canvas gradebook are one tool to maintain your self-evaluation, but the "semester grade" it presents will never be complete without participation and other elements not scored in that grade.

The goal of this is that you can "decide" or choose what grade to get, work towards that, correct path or respond to changes, if one activity presents a barrier to desired-grade consider extra emphasis on other parts or changing your aim at desired grade. Think you need a high grade? You would need to choose to do extra credit or seek assistance in improving your scores from the professor. The syllabus offers key information on this process. This process is ongoing and you should be reconsidering and reevaluating your performance as the semester progresses.

Regarding "subjective" grading: the content of any argument in is based on three things: the factual/textual material used in support, the logic of the connections, and the substance of the connection between the answer and the question it refers to. In grading you are dependent on my ability to see and understand these three elements, and you should remember in considering your answers and the grade they receive that this is not arbitrary but responsive to the content of the answers you provide.

Note: These days policy at NJIT- students cannot Have Incompletes unless the Dean of Student's office has provided explanation. We are being pressured not to do change of grades for students after the semester ends, this means all work has to be in on time before the end of Exam week.

GRADING & ASSESMENT

Participation in Class Discussion (Inclusive of Attendance)	20 %
Presentation on Secondary Reading & Student Discussion Leader	5 %
Students are expected to do two presentations, if time allows, but can be graded on a single completed presentation.	
Weekly Writing- Reading Notes/Responses	15 %
Individual reading Response value 0-2.5 Points (this means you might get away with as few as 6, full credit responses)	
Reading notes, if separated from the weekly responses, also factor in, and could be worth from 1-7 points	
Digital reading Quizzes	14%
Individual Quiz Value 1.5 Points Expectation- Full Credit 8-9 Quizzes (you might choose to do more)	
Final Paper/Semester Writing Project "Research Paper"	40 % [Final submission is 60% of project grade]
End of Semester Summary Quiz	6%

Grading scale this course uses is as follows: **A= 100%-89% B= 88%-80% C=78% -70% D=68%-55% F=51% - 0%**

Note: pluses and minuses will be given for assignments, Final grades do not contain Minuses and will be rounded to nearest letter grade or Plus per NJIT's policies. My habit is a tendency to grade harshly, to round down rather than up, on assignments, and to round up if close to letter grades on the final grade due to the lack of the "minus" modifier option.

READINGS & Student Discussion leaders.- This course is reading intensive and students must keep up on readings, where one book/reading is listed all students are expected to have done thorough and detailed reading, to understand the themes and content of that reading. Additionally, the majority of weeks have multiple readings listed and students are responsible to read the primary reading (MARKED IN BOLD ON THE SYLLABUS) and be aware of the other readings. All students should be able to discuss the details of the primary reading in class.

Discussion Leaders & PRESENTING- Over the course of the semester each student is required to **present twice** to the class on a secondary reading. That means 5-10 minutes in the course presenting an interpretation and summary of that reading, and relating it

to the primary course reading, and readings from prior weeks. Each Student will volunteer for one or more different days, to lead discussion centered on one of the additional/recommended readings for that day. You will both provide a 5 min explanation of that reading and offer suggestions of topics for discussion, attempting to link the reading to the shared reading and material from other weeks. Students who have signed up to present a reading and fail to be prepared to do so without prior permission from the professor or to change date/article will be penalized half points from that component of the grade, but are able to make up on another week. On the day you present on a secondary reading, you will provide Two general questions related to the readings for the week, and through participation and suggestion of elements from the readings for the week, you will promote and encourage conversation/discussion among your peers in class.

WEEKLY READING NOTES AND RESPONSE TO READINGS-- Each week students should submit their typed reading notes and responsive writing to the canvas upload space provided. This should include at least three questions you wish to discuss/talk over in class, either to clarify your understanding, extend an interpretation, or to link a writing with others from the class. You may include references and connections to reading and topics from the news or life outside this class, but not at the expense of some focus on the particular weekly reading. Uploading the notes should be prior to or during the Tuesday class, and will be reviewed so questions you don't ask in class can be considered by the professor for the Thursday class These reading notes will be turned in each week-graded on three factors- a) completion of submission (did you do it), b) demonstration of reading (can I tell you read the primary reading well and at least looked at the secondary), and c) engagement and thought (this is partially subjective on my part dependent on your skill and work in writing, but I have experience and am good at determining when someone did a quick and poor job of putting words on paper without thought). Formatting and length are not required elements.

SEMESTER WRITING PROJECT/Paper- The project will produce a single research product. Each student will select a topic related to the course themes and materials and do independent research with academic and credible expert sources. The format is somewhat flexible but as a guideline students will work on assembling a 20 page (10-12 pt font, 1.5 line space, not including cover or bibliography). For this paper you will have researched independently, created an argument and interpretation of the materials you gathered, and correctly cited references in your paper. An additional handout will be provided in the second week with further details. Students must meet structure their work and meet deadline for steps:

Area of Interest" Broad-General Subject Explanation For semester Project

Proposal" refined Topic Proposal with possible Research Questions and Citations for Semester project

"Initial Outline" incomplete outline, plan for draft, usually some completed explanatory text for introduction, Literature review expanded annotated citations. Key: Clear goal, scope, and plan for project

"project Expectation- "Draft work, Stage 1 '30% of Writing' " completed & available for review on Prof. Request

Optional- "Revised Outline" with expanded annotated citations and plan for semester project Due

Rough Draft, Draft work 75% Due for semester project is Optional Prior to Submission of Completed Final Project"

Students will be required to Present their research paper/topic to the class in the final days of the semester, your goal is to provide clear coverage of your topic and to educate your fellow students on the details of your research. That presentation doesn't count as a discussion.

Week 0 – Jan 21st No Monday Classes

Week 1 – (Second Week of Semester) Monday, January 27, 2025

Topic- Syllabus & introduction

First Day of Class; Reading the Syllabus, a basic intro to the topic.

Week 2- Monday, February 3, 2025

WEEKLY TOPIC- What is Globalization?

READINGS DUE-

Robinson, William (2007) "Ch6 Theories of Globalization" In Ritzer, George *The Companion to Globalization*
Wallerstein, Immanuel (1976) "the Modern world-System"

Week 3- Monday, February 10, 2025

WEEKLY TOPIC- Health/Illness, Medicine/Medicalization

READINGS Due

Brown, P. (1995). "Naming and Framing: The Social Construction of Diagnosis and Illness," (pp. 82-103). [J Health Soc Behav.](#)[Links to an external site.](#) 1995; No:34-52.

Conrad, P. (2007) -The Medicalization of society-Ch1-"Medicalization"(p.3-23)and Recommended- look at Later chapter "The Shifting Engines of Medicalization" (pp. 104- 117).

Week 4 Monday, February 17, 2025

WEEKLY TOPIC- Biomedicalization

READINGS Due

Adele Clarke Et. Al. – Biomedicalization Selected Readings: Introduction, Ch1, and Epilogue are required, choose one additional internal chapter to look at as well. Secondary Reading is additional Chapters of the text

NOTE- THIS WEEK WE'LL HAVE 1st DISCUSSION OF SEMESTER PROJECT & PRELIMINARY TOPIC SELECTIONS

Week 5- Monday, February 24, 2025 - STUDENT RESEARCH TOPIC WORKSHOP

Prof- Missing Class- Student Workshop without him - WORK ON RESEARCH

SEMESTER PROJECT TOPIC PROPOSAL DUE BY SATURDAY MARCH 1st

WEEK 6 Monday, March 3, 2025

WEEKLY TOPIC- Medical research

READINGS-

Petrayna, Adriana- When Experiments Travel- Clinical trials and the global search for human subjects-

Selected Reading- P.1-10, 10-19, 89-109, 186-195

Fisher, Jill 2009- Medical research for hire-The Political Economy of Clinical Trials. Selected reading- Chapter 1, Chapter 9

Week 7- Monday, March 10, 2025

WEEKLY TOPIC- Structural Violence, Differences in power

READINGS-

Farmer, Paul (2003)Pathologies of Power- Health, Human Rights and the new war on the poor.

Selection: Foreword (XI-XVII), Introduction (p.1-24), Chapter 1 (p.29-50)

Week 8- Monday, March 17, 2025 – SPRING BREAK- No CLASS

TAKE HOME -Middle of Term Summary Quiz Due Sunday Mar 8th

Week 9 Monday, March 24, 2025

WEEKLY TOPIC- Professions of Medicine Part 1

READINGS-

Conrad, P. (2005). "Professionalization, Monopoly, and the Structure of Medical Practice" in Conrad, *Sociology of Health & Illness*, pp 170-176.

Taylor & Bury. (2007). Chronic Illness, Expert Patients and Care Transition. *Sociology of Health and Illness* 29 (1): 27-45.

Zola, E. (1973). Pathways to the Doctor: From Person to Patient, in *Soc Sci & Med*, 7: 677- 689.

Heritage, J. Robinson, J., et al. (2007). The Difference One Word Can Make. *J of General*

Recommended optional reading- Look for discussion of Paul Starr's 'Transformation of American Medicine' online.

PROJECT DEADLINE: Refined Topic Proposal w/ Research Questions & Citations for project, Initial Annotations (2)

Week 10 Week 10 Monday, March 31, 2025

WEEKLY TOPIC- "What is Global Health" definitions

READINGS- Students are required to read Kaplan; Fren & Gomez-Dantes, and one other article.

Kaplan 2009- "Towards a Common Definition of Global Health", *The Lancet*

Frenk & Gomez-Dantes (2016) "False Dichotomies in global health: the need for integrative thinking" *The Lancet*

Bozorgmehr 2010- "Rethinking the global in global health- a dialectic approach" *Globalization and Health* 6:19

Jamison Et.Al. (2013) "Global Health 2035- a world converging within a generation" *the Lancet*

Garrett (2013) Existential Challenges to Global Health, center on international Cooperation, NYU-Whitepaper

Ahmed (2019) "Failure to Condemn: A Global Health Crisis Targeting Women Affects us here", *Voices*

Amelagos, J. and Harper, K. (2010). "Emerging infectious diseases, urbanization, and globalization in the time of global warming," in *the New Blackwell Companion to Medical Sociology*, W. Cockerham (ed). pp. 291-311.

Liu Et.Al. (2012)"Global Regional and national causes of child mortality an updated systematic analysis" *The Lancet*

PROJECT DEADLINE: Project Outline- incomplete outline, draft introduction & Methods or Literature review expanded annotated citations and plan for semester project (May be up to '30% of Writing'"

WEEK 11 Week 11 Monday, April 7, 2025

WEEKLY TOPIC- Brain Drain, Labor exchanges, and gendered Labor, labels for Nurses.

READINGS-

McKay, Dierdre (2016) *Archipelago of Care- Filipino Migrants and Global Networks*,

Selection- Foreword and Intro 1-33, and Conclusion p.161-172

Secondary Reading May be additional Chapters of McKay or-

Choy, Catherine (2003) *Empire of Care, Nursing and Migration in Filipino American History*

Selection Forward to Introduction p.1- 40, and Conclusion 166-186,

Week 12 Week 12 Monday, April 14, 2025

WEEKLY TOPIC- US Healthcare Reform as an Example of Local System Complexity

READINGS-

Rice, Ynruh, Saltman, and Barnes- *USA Health System Review- system in Transition* – Selection- "Overview of the healthcare system" P.25 through to Ambivalence about planning in the U.S. p56.

Optional: Mechanic and Alpine. (2010). *Sociology of Healthcare Reform. JHSB. 51: S147- S159.*

BRN: Quadagno (2005). Why the United States Has No National Health Insurance, pp. 400 -410.

Christiansen, C. (2000). Will Disruptive Innovations Cure Healthcare? *Harvard Business Review*. Sept-Oct: 1-10.

Recommended - Decent summary review: Chua, Kao-Ping (2006) Overview of the US Healthcare System

PROJECT- Optional Deadline- "Revised Outline" with expanded annotated citations and plan for semester project

Week 13 Week 13 Monday, April 21, 2025

WEEKLY TOPIC- Telemedicine

READINGS-

Oudshoorn, Nelly (2011) telecare Technologies and the transformation of healthcare

Selection Introduction 1-34, Conclusion 190-212, and students should select and look at one additional chapter.

PROJECT DEADLINE: "Rough Draft, Draftwork 50-75% Due for semester project Due"

Week 14 Week 14 Monday, April 28, 2025

STUDENT PRESENTATIONS & SEMESTER REVIEW

All students will present semester research Projects.

(Student Presentations & Class Semester Review)

WEEK 15—FINAL WEEK OF CLASSES & READING WEEK AND EXAM WEEK

Week 15 Monday, May 5, 2025 (FINAL EXAM IN CLASS @ FINAL MEETING MON May 5)

**** We will have the In-class EXAM Sessions in our usual class time on Tues****

Students will not be taking the exam during Exam Week!