University of California San Diego Dr. Christine Payne (she/her)

Department of Sociology **capayne@ucsd.edu**

Winter 2025

**Tu/Th 12:30-1:50 pm PST**

**Tuesdays: In-Person** **Instruction** **in** **Mosaic (MOS) 0204**

**Thursdays:** **Synchronous Online Instruction**

**Thursday Synchronous Zoom Link**: [**https://ucsd.zoom.us/j/94203686763**](https://ucsd.zoom.us/j/94203686763)

**Exceptions:**

***In-Person* Thursday January 9th (Week 1) & Thursday March 13th (Week 10)**

**Professor Payne’s Weekly Online Office Hours**: **Fridays** **10 am – 12 pm PST**

**Professor Payne’s Office Hours Link**: [**https://ucsd.zoom.us/j/94203686763**](https://ucsd.zoom.us/j/94203686763)

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# **SOCI 135 – *Medical Sociology***

What characterizes ‘human nature’? What is the relationship between biology and society? How, and on what basis, do biomedical facts emerge? What is the relationship between biomedical knowledge and practice? How does scientific knowledge and practice more broadly relate to larger social systems? What role do politics and ethics play in the construction, reproduction, and transformation of knowledge and practice? These are some of the broad questions that a critical sociological approach to biomedical knowledge and practices aims to address and which we will be considering.

This course approaches biomedical knowledge and practice in light of central sociological concepts including class, race, and gender. The course takes an explicitly critical approach in the sense of not taking concepts, claims, or practices – medical or otherwise – for granted. Our aim will be to explore the social and historical roots of medical facts and practices in order that we may all contribute to more informed reflection and action inside and outside the medical field.

# **Student Learning Objectives**

Upon satisfactory completion of this course, students will be able to:

* Develop and deploy a critical sociological perspective; more specifically, understand and apply major critical sociological concepts – including class, race, gender, and sexuality - as they relate to the knowledge and practice of biomedicine;
* Analyze the consequences of neoliberal capitalism in relation to health care and well being;
* Demonstrate the historical and ongoing significance of biopower/biopolitical practices in relation to self, health, and society;
* Recognize and demonstrate the social and historical contexts that inform constructions of, and understandings of, ‘human nature,’ truth, medical ideas, practices, and values;
* Critically reflect upon the interdependent relationships between natural and social environments so as to make informed interventions into ongoing concerns surrounding the application of biological determinism and social constructionism as epistemological frameworks;
* Detect and reflect upon the significance of dualistic designations including ‘normal’ vs. ‘abnormal,’ expert vs. non-expert, fact vs. value, biological vs. social;
* Identify and communicate interesting aspects of, or illuminating relations between, theoretical concepts and empirical applications;
* Critique concepts and analyses, evaluating their capabilities and limitations;
* Compose short and long analytic essays with organized, well-supported arguments;
* Identify potential interventions or transformations aimed at addressing issues of human freedom, happiness, and health.

# **Email**

Allow 24 hours for a response to email messages Monday-Friday. If you know you have a question or will need to be in touch, please do so sooner than later. If you have questions that require in-depth answers, I may request that we meet during office hours or

# **Office Hours**

**Professor Payne’s Weekly Online Office Hours**: **Fridays** **10 am – 12 pm PST**

**Office Hours Link**: [**https://ucsd.zoom.us/j/94203686763**](https://ucsd.zoom.us/j/94203686763)

# **Readings and Lecture Notes**

Weekly course readings and weekly lecture notes are housed in associated weekly folder on course Canvas page under the **‘Files’ tab.**

# **Course Canvas Organization**

* Course Syllabus (**Syllabus**)
* Weekly Readings and Weekly Lecture Notes (**Files**)
* Captured Lectures (**Media Gallery**)
* Thursday Synchronous Online Zoom Link (**Announcements**)
* Weekly Office Hours Zoom Link (**Announcements**)
* Grades (**Grades**)

**Canvas will be used to communicate all course-wide announcements.**

**Be sure that you are able to access Canvas for the duration of the course.**

**Check Canvas regularly for any course-wide announcements.**

# **Required Course Materials**

# **Blue Books** – Three (3); Any Size Okay

* **Pen/Pencil and Notepaper** for In-Class Reading Quizzes

# **Coursework & Grading**

The final course grade for SOCI 135 is calculated out of **1000 points**.

Details of each graded component will be covered in lecture.

1. **In-Class Reading Quizzes (25 points x 6 Quizzes = 150 points)**

**Two Lowest Scores Dropped**

**Consist of 1-3 short questions on weekly readings.**

**Tuesday of Weeks 2-3; 5-8**

1. **In-Class Midterm 1 (300 points)**

Consists of **one essay covering Weeks 1-3.**

**Tuesday January 28th**

1. **In-Class Midterm 2 (300 points)**

Consists of **two short essays covering weeks 4-8.**

**Tuesday March 4th**

1. **In-Class Final Exam (250 points)**

Consists of Two Parts:

**Key course concept explanations.**

**One comprehensive essay, analyzing materials across the quarter.**

**Tuesday March 18th 11:30 am – 2:30 pm PST**

# **UCSD Library & VPN Login Information**

 **(For Documentary Viewings/Analyses)**

[**https://blink.ucsd.edu/technology/network/connections/off-campus/VPN/**](https://blink.ucsd.edu/technology/network/connections/off-campus/VPN/)

# **Assignment Policies**

* **No Make-Up Reading Quizzes – Two Lowest Scores Dropped.**
* **No Unauthorized Make-Ups for In-Class Midterms.\*\***
* **No Make-Up/Reschedules of Final Exam.**
* **No Retakes/Resubmissions of Graded Work.**
* **No Work Accepted Past Last Day of Regular Class – Fri. March 14th.**
* **Excepting Clerical Errors, No Grade Adjustments Made After Final Exam Due Date – Tuesday March 18th.**

**\*\* Excepting Authorized Accommodations; Emergency.**

**\*\*Authorized Make-Up Midterms Must be Completed Within 1 Week.**

# **Course Grading Scale**

100+: A+

100-93: A

92-90: A-

89-88: B+

87-83: B

82-80: B-

79-78: C+

77-73: C

72-70: C-

69-60: D

59 and below: F

# **Respect**

At their best, college courses flourish when everyone involved takes seriously the responsibility to engage course material in a critical manner. Critical engagement is grounded in thoughtful reflection, and such thoughtful reflection may provide opportunities for respectful disagreement. Respectful disagreement often leads to illuminating discussions and further thoughtful engagement for us all.

What I expect and require across all components of our course is a mature and mindful space that refrains from personal attacks and explicit or implied hostility. In the intellectual and ethical interests of us all, I do not tolerate disrespectful or hostile discussion. As we cultivate our learning spaces together, it promotes our intellectual endeavors to harbor these differences and similarities, agreements and disagreements, towards promoting the free exchange of ideas and a space where that is possible.

**Academic Integrity**

All academic work must be done by the individual to whom it is assigned, without unauthorized aid of any kind.

**Avoid even unintentional plagiarism.**

**Cite all direct quotes, all paraphrases.**

**Give full credit to the sources for your ideas and writing.**

**Cite where your major concepts/ideas/arguments are coming from.**

**Use of AI to complete SOCI 135 coursework is a violation of academic integrity.**

**Violations of academic integrity will result in a grade of ‘0’ for the assignment.**

**Violations will also be referred to the college for administrative action**.

**UCSD’s academic integrity information can be viewed here:** [**https://students.ucsd.edu/academics/academic-integrity/index.html**](https://students.ucsd.edu/academics/academic-integrity/index.html)

If you have any questions regarding academic integrity, do not hesitate to reach out at any time.

***Course Content & Schedule* (Subject to Minor Variations as Needed)**

\***Page numbers given for texts refer to pages of/in readings** – not the page numbers across the top of any pdfs of these readings.\*\*

**Week One – Health Care and Capitalism**

* **Very Current Events**. 2024.
* **Singh**, Arjun. 2024. “Why America Is Mad As Hell About Health Care.” *Lever Time Podcast*.
* **Cohen**, Jennifer. 2020. “COVID-19 Capitalism: The Profit Motive versus Public Health” *Public Health Ethics*. 12(2) **pp. 176-178**
* **Balfe**, Myles. 2024. “Key Sociological Concepts for Medicine: Capitalism and Health.” *Journal of the Royal Society of Medicine*. 117(3) **pp. 96-99**
* **Esposito**, Luigi and Fernando M. **Perez**. 2014. “Neoliberalism and the Commodification of Mental Health” *Humanity and Society.* 38(4) **pp. 414-442**

**Week Two – Reification, Race, Racism**

**Reading Quiz #1 Tuesday January 14th (Cohen, Balfe, E&P)**

* **Chadha, Noor et al.** 2020.*Toward the Abolition of Biological Race in Medicine: Transforming Clinical Education, Research, and Practice.* Institute for Healing and Justice in Medicine Policy Brief. **Pp. 5-40**
* **National Academy of Sciences**. 2023. “Researchers Need to Rethink and Justify How and Why Race, Ethnicity, and Ancestry Labels Are Used in Genetics and Genomics Research, Says New Report.”
* **Wallis**, Claudia. 2020. “Why Rac*ism*, Not Race, Is a Risk Factor for Dying of COVID-19” *Scientific American.*
* ***Unnatural Causes*** Clips

**Week Three – Biological Determinism, Naturalistic Fallacies**

**Reading Quiz #2 Tuesday January 21st (Week 2 Readings and Viewing)**

* **Lewontin** R.C. et al. 2011. “The Determined Patriarchy” in *Not in Our Genes: Biology, Ideology, and Human Nature*. Pantheon/Random House, New York. **pp. 131-163**
* **Martin**, Emily. 1991. “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male and Female Roles” *Signs.* 16(3) **pp. 485-501**

**Week Four – Midterm #1; Biopower: Producing Normal and Valuable**

* **In-Class Midterm #1 Tuesday January 28th**
* **Fausto-Sterling,** Anne. 1993. “The Five Sexes: Why Male and Female are Not Enough” *The Sciences.* March/April **pp. 20-24** (**Check out the letters to the editor after the article).**
* **Fausto-Sterling**, Anne. 2000. “The Five Sexes, Revisited” *The Sciences.* July/August 2000. **pp. 19-23**
* **HRC Foundation**. 2024/3**.**

 *Fatal Violence Against the Transgender and Gender-Expansive Community in 2024.*

*Map: Attacks on Gender Affirming Care by State.*

**Week Five – Biopower cont.; Eugenics**

**Reading Quiz #3 Tuesday February 4th (Week 4 Readings)**

* **Davis,** Lennard. 2021.“In the Time of Pandemic, the Deep Structure of Biopower Is Laid Bare” *Critical Inquiry* 47(S2) **pp. 138-142**
* **Medosch**, Emily. 2021. “Not Just ICE: Forced Sterilization in the United States” *Immigration and Human Rights Law Review.*
* ***Sterilized Behind Bars*** 2013.
* ***The Eugenics Crusade* Documentary** 2018. Director: Michelle Ferrari.

**Week Six – Reproductive Care, Human Rights, & Bodily Autonomy**

**Reading Quiz #4 Tuesday February 11th (Week 5 Readings & Viewings)**

* **Brown**, Jenny. 2019. *Birth Strike: The Hidden Fight over Women’s Work.* MIT Press.

 Chapter 4 – *Comstockery to the Baby Boom* **pp. 60-69**

* **Willis**, Ellen. 1992 [1981]. “Abortion: Is a Woman a Person?” in *Beginning to See the Light*: *Sex, Hope, and Rock-and-Roll.* **pp. 333-335**
* **Guttmacher Institute.** 2024. “US Abortion Policies and Access After Roe.”
* **Goodwin**, Michelle. 2020. “The Racist History of Abortion and Midwifery Bans” *American Civil Liberties Union*.
* **Optional: Hogan**, Wesley. 2024. “People’s History of Abortion Care in the United States.” *Zinn Education Project*.

**Week Seven – Expertise: Professional & Lay**

**Reading Quiz #5 Tuesday February 18th (Week 6 Readings – No Hogan)**

* **Barker**, Kristin K. 2008. “Electronic Support Groups, Patient-Consumers, and Medicalization: The Case of Contested Illness” *Journal of Health and Social Behavior*. 49 **pp. 20-36**
* **Epstein**, Steve. 1995. “The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials” *Science, Technology and Human Values*. 20(4) **pp. 408-437**
* ***United in Anger: A History of ACT-UP*** (UCSD Library & VPN Login Required)

2012. Director: Jim Hubbard

* **Callard,** Felicity and Elisa **Perego**. 2021. “How and Why Patients Made Long Covid” *Social Science and Medicine* Vol.268 **pp. 1-5**

**Week Eight – Expertise: Medical Mis/Disinformation & ‘Skepticism’**

**Reading Quiz #6 Tuesday February 25th (Week 7 Readings & Viewing)**

* **Hussain**, Azhar, et al. 2018. “The Anti-Vaccination Movement: A Regression in Modern Medicine” *Cureus* 10(7). **pp. 1-8.**
* **Marchal,** Nahema and Hubert **Au**. 2020. “Coronavirus EXPLAINED”: YouTube, COVID-19, and the Socio-Technical Mediation of Expertise” *Social Media & Society* Vol. 6(3) **pp. 1-4**
* **Optional: The College of Physicians of Philadelphia**. “The History of Vaccines”

**Week Nine – Midterm #2; Historical & Comparative Contrasts**

* **In-Class Midterm #2 Tuesday March 4th**
* **KFF Timeline:** *History of Health Reform in the U.S*
* **Cox**, Cynthia et al. 2024. “Health Care Costs and Affordability.” *KFF Health Policy 101*.
* **McGough**, Matthew et al. 2024. “How Has U.S. Healthcare Spending Changed Over Time?”

**Week Ten –** **Back to the Future: What Now? What Next?**

* **Wager**, Emma and Cynthia **Cox**. 2024. “International Comparison of Health Systems.” *KFF Health Policy 101.*
* **Waitzkin**, Howard. 2020. “Moving Beyond Capitalism for Our Health.” *International Journal of Health Services*. 50(4) **pp. 458-462**
* ***Sicko***2007.Director: Michael Moore.

**In-Person Final Exam Tuesday March 18th 11:30 am – 2:30 pm PST**

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# **Sociology Department**

Main Office SSB 401: <https://sociology.ucsd.edu/>

# **Advising**

<https://sociology.ucsd.edu/undergraduate/advising.html>

# **ACCOMODATIONS AND CAMPUS RESOURCES**

Every learning environment should be accessible to all. If you have a disability and require accommodations for this class, please contact:

**UCSD’s OFFICE FOR STUDENTS WITH DISABILITIES:** [**https://osd.ucsd.edu/**](https://osd.ucsd.edu/)

**RELIGIOUS OBSERVANCES**

Please let me know as soon as possible if, for any religious reasons, you will require an extension on a part of your overall assessments.

**UNIVERSITY ACTIVITES**

Please let me know as soon as possible if, for any university activities, you will require an extension on a part of your overall assessments.

**COUNSELING AND PSYCHOLOGICAL SERVICES**

The Counseling Center (CAPS) offers counseling for personal & career concerns, self-help information, and referrals for additional mental health services. <https://caps.ucsd.edu/make-appointment/appointments.html>

**NATIONAL SUICIDE PREVENTION HOTLINE**: 1-800-273-8255

**STUDENT HEALTH SERVICES**

<https://wellness.ucsd.edu/studenthealth/Pages/default.aspx> (or: studenthealth@ucsd.edu)

**UCSD BASIC NEEDS CENTER**

<https://basicneeds.ucsd.edu/>

**Writing HUB**

If you need help with writing with this or any class, please contact the UCSD Writing Hub.

<https://writinghub.ucsd.edu/>

**Gender Neutral Bathrooms**

There are gender-neutral restrooms on campus.  A complete list with maps can be found at: <https://maps.ucsd.edu/map/Default.htm?id=1005#!ce/37654?ct/0,18011?mc/32.876073117796686,-117.22527980804445?z/15?lvl/0>

**REPORTING SEXUAL VIOLENCE**

Please know that I, like all UCSD faculty, am mandated to report any allegations of sexual assault involving members of the University community to the campus Title IX office. You do not have to follow up with them if you do not wish to, but it is important that you are aware of your resources as well as rights, such as withdrawing from a class if need be. Review information about your rights, how to pursue a university discipline charge and a criminal charge, and how to report the violence without pursuing any charges at: <https://sos.ucsd.edu/filing-a-report/index.html> or call: 858-534-8298.

**UCSD ESCORT SERVICE**

Call extension 4-WALK or (858) 534-9255 from sunset to 4 a.m. daily. After 1 a.m., police department staff may provide this service. You can arrange a repeating escort so a community service officer (CSO) will meet you at the same place and time, which makes it more convenient to get a late-night escort.

**SEXUAL ASSAULT VICTIM ADVOCATE**

<http://care.ucsd.edu/> or call: 858-534-5793

**INTERNATINAL STUDENTS AND PROGRAMS OFFICE (ISPO)**

<https://ispo.ucsd.edu/>

**TRITON TRANSFER CENTER**

[**https://transferstudents.ucsd.edu/**](https://transferstudents.ucsd.edu/)

**BLACK RESOURCE CENTER**

858-534-0471 <https://brc.ucsd.edu/>

**WOMEN’S CENTER**

858-822-0074  <https://women.ucsd.edu/>

**SAN DIEGO LGBT COMMUNITY CENTER**

3909 Centre St., San Diego, CA 92103

<http://www.thecentersd.org/>

**UNDOCUMENTED STUDENT SERVICES**

858-822-6916 <https://uss.ucsd.edu/> (or: undoc@ucsd.edu)

**TRANSGENDER CARE**

 (858) 534-3300 <https://wellness.ucsd.edu/studenthealth/services/Pages/transgender-care.aspx>

**RAZA RESOURCE CENTRO**

858-822-0072 <https://raza.ucsd.edu/>

**INTERTRIBAL RESOURCE CENTER (ITRC)**

858- 822-0048 <https://itrc.ucsd.edu/>

**CROSS CULTURAL CENTER**

858-534-9689  [ccc.ucsd.edu](http://ccc.ucsd.edu/)

**OFFICE OF ACADEMIC SUPPORT & INSTRUCTIONAL SERVICES (OASIS)/EDUCATIONAL OPPORTUNITY PROGRAM (EOP)**

Especially helpful for first generation, non-traditional, and English as a Second Language Students, but of course open to all.

<https://oasis.ucsd.edu/> (or call: 858-534-3760)

**UCSD CAREER CENTER**

The UCSD Career Center can help you assess your interests.

858-534-3751 <https://career.ucsd.edu/> (or: careercenter@ucsd.edu)

**WELL BEING – “The Zone”**

<https://students.ucsd.edu/well-being/index.html>

# **Cheating and Plagiarism**

Cheating and plagiarism are serious offenses. You are plagiarizing or cheating if you:

* For written work, copy anything from a book, article, website, or AI generator and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number
* For written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the reference for the source
* Use academic visuals obtained from a book, article, or website without providing a reference for the visual
* Recycle a paper you wrote for another class
* Turn in the same (or a very similar paper) for two classes
* Purchase or otherwise obtain a paper and turn it in as your own work
* Copy the work of a classmate

**Consequences of cheating and plagiarism**

Consequences are at the instructor’s and the administration’s discretion. Instructors are mandated by the UCSD system to report the offense to the administration. Consequences may include any of the following: warning; failing the assignment; failing the class; probation; suspension; expulsion.