

# Medical Sociology SOC353H1S

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Department of Sociology  
Winter, 2025

Course Time: *Tuesday, 10:10 AM - 1:00 PM*

Course Location: See Acorn

Course Web Site: <https://q.utoronto.ca>

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Office Hours: *Tuesday 2:00 PM - 3:00 PM, in the Sociology Department*

Teaching Assistant: TBA

Office Hours: *Zoom, by appointment*

E-mail: TBA

## Course Description

Medical Sociology examines the complex relationships between society, culture, and medical practice. The course explores how social factors shape the experience and distribution of health, illness, disease, and medical care. Students analyze how medicine as a professional practice, knowledge system, and form of power is shaped by society while also shaping social norms and experiences related to the body, health, and illness.

This is a program-only course and is restricted to sociology majors and specialists.

*Pre-requisites:* SOC201H1, SOC202H1, SOC204H1 and 1.0 credit from SOC251H1, SOC252H1, SOC254H1

## Detailed Course Description

This course will challenge your preconceived views about health, illness, and disease. It will do this by examining the central connections between social inequality and health studied by medical sociologists. Focusing on how actions, symptoms, and emotions vary within and across social groups, this course will show how the seemingly personal experiences of health and illness result in part by the organization of society, culture, and the field of medicine. Put simply, you will learn how medical sociologists think about and approach answers for important questions in the field.

We will also briefly discuss relevant materials from historically aligned disciplines, such as epidemiology, public health, and the behavioral sciences. Given how deeply personal health can be for many people, it may be tempting to focus on your experiences or those of people in your social network. However, the findings and patterns we discuss are not fate or destiny. It may at first glance feel stressful to learn how people with different locations in social hierarchies are more or less likely to suffer from social arrangements. However, with some thought and consideration the lessons of this course can help you think through your participation in, and

values for, our democratic society, and in doing so shape what progress looks like in Canada. These course materials aim to inform your discussions with friends and loved ones, and help you understand that there is no single factor connecting social inequality and inequality in health. Instead, over the course you will develop an understanding of the interdependencies between personal experiences, historical processes, and social contexts.

### Learning Outcomes

1. Understand several approaches which examine how social inequality shapes the social distribution of health, well-being, and illness experiences.
2. Acquire knowledge of relevant sociological research to understand the current approaches, debates, and open questions in medical sociology.
3. Develop strategies for respectfully discussing your thoughts and views about the course materials with other people who may not share your position on these issues.
4. Learn to critically respond to the presentation of arguments within and outside of sociology with ideas and evidence learned from course materials.
5. Write well organized position papers which make arguments with evidence clearly and concisely.

### Textbooks and Other Materials

Course readings will be posted on Quercus. To gain the most from these readings, it is recommended that you review them closely the week before each lecture. Then, *return to them after lecture to take notes and reinforce your learning through spaced repetition*. There is no required textbook for this course, nor will you need to purchase any additional materials. Lectures will not provide detailed summaries of the readings. You will need to read the assigned materials carefully and come to lectures to do well in this course.

Feedback from previous students indicates that while the quantitative arguments in some readings may initially seem challenging to relate to real-life mental health and illness experiences, there are several features built into this course that provide the means to succeed: the automatic grace period providing 7 additional days to submit written assignments after each deadline; discussions with classmates during lecture; in-person office hours with me, and Zoom office hours with your TA. The focus is not on testing your understanding of research methods, but rather on exploring how these ideas and findings may impact daily life experiences for individuals with different social statuses and resources.

To prepare yourself to engage with the class, you should ask yourself a few questions as you read the assigned materials: (1) What are the main points the reading tried to make? (2) How do articles relate to each other or contradict each other? (3) What are the common themes across the readings? (4) What implications do these readings have for how we understand mental health from a sociological perspective? (5) What are strengths and weaknesses of the readings?

Writing out at least one or two sentences for each question will help you move beyond surface reading to develop your understanding of the reading and critical thinking abilities. If you are unsure about how to approach a specific reading or you are confused about what you should be getting out of the reading, please come speak with me during office hours.

## Evaluation Components

I understand that you may have commitments to other courses, jobs, and varying schedules. This is why the written assignments have built in flexibility with the deadlines through the delayed submission policy explained in the section on Late Assignments, below.

Additional information regarding the content of the tests will be posted on the course website.

### Test 1 (25%)

This test will cover class materials and readings from Class 1 through Class 5. It will consist of multiple choice and short answer questions. The test will be the entire duration of the class in length. This is a closed-book in-person test and no aids are allowed. Students will be required to show an ID to hand in their test (e.g., T-card, etc.,) for grading.

### Test 2 (25%)

This test will cover class materials and readings from Class 6 through Class 10, but is cumulative in the sense that it may include concepts and ideas that we have been discussing throughout the semester. It will consist of multiple choice and short answer questions. The test will be the entire duration of the class in length. This is a closed-book in-person test and no aids are allowed. Students will be required to show an ID to hand in their test (e.g., T-card, etc.,) for grading.

### Two (2) Position Papers @ 25% each (50% of Total Grade)

You must write two position papers. A good position paper takes a position while engaging with the course materials. It must use logic and evidence to persuade the reader about an argument you develop. These position papers *should be analytical, not descriptive*. Do not summarize the reading(s) more than required, as the TA will be familiar with the course readings.

*The deadline for the first Position Paper is February 4<sup>th</sup>.*

*The deadline for the second Position Paper is March 11<sup>th</sup>.*

Your paper may raise questions, draw connections, or take a position about modern society. You are welcome to email me and the course TA to discuss your ideas and position.

Each position paper should be 3 pages in length. This limit does not include the title or references. You must use 12-point font Times New Roman, double-spaced, 1" margins, and submit it as a Word file to Quercus. These comments are formal essays and should have an introduction or conclusion. You must use ASA format for your citations and bibliography. I suggest using Zotero.

### Grading

The main considerations when grading will be the *originality of your thinking; adequate use of evidence from course materials; appropriate use of primary sources; coherence of ideas* (concise expression, logical organization); *style* (tone, stance toward audience, and level of formality); *Grammar, punctuation, and formatting*.

In other words, is it clear that you have thought carefully about your position, considering what you have learned in this course? Are you meaningfully and thoughtfully engaging with the

material? Do you demonstrate critical thinking? Have you worked to clarify your argument to better communicate it to your TA?

Be sure to edit your work for clarity. One of the goals of this course is to help you practice communicating effectively. Your aim should therefore be to make it as easy as possible for your reader/viewer to understand what you are trying to say.

I suggest reading what you have written slowly out loud to listen for potential edits, or having Word read the document to you. Also, as part of your tuition pays for Microsoft Word you should always use the Proofing function under the Review tab before handing in your assignments. However, the function can sometimes suggest words or corrections which do not represent what you wanted to communicate. *Please do not accept corrections from software without thinking about them.* Writing is a challenging activity. I urge you to visit the writing center for support. Position papers that only describe the readings or do not follow the instructions are unlikely to receive a passing grade.

### Additional Information

You will receive at least **10%** of final grade by end of day, **Wednesday, March 5**. The drop deadline for this course is Monday, March 10.

Please note that Grades in Quercus gives early access to preliminary grades; it does not represent your official final marks. For final grades logon to ACORN.

This course uses the official [Faculty of Arts & Science Grading Regulations](#).

### Late and missed assignments

This course has a 7-day Delayed Submission Policy (DSP) for all written assignments, unless otherwise indicated in the syllabus or assignment guidelines. This means that you can submit your position papers within 7 calendar days after the official due date without penalty. There is no need to submit documentation or to notify the instructor. Simply follow the standard submission process. Any work submitted after this 7-day grace period will be subject to the standard daily late penalty, which **will begin on the 8th day from the original due date**. However, this built-in flexibility also means that there will be no individualized bonus grades, personalized deadline extensions, or opportunities to improve the final course grade. Offering opportunities to individuals is not fair to your fellow students. *After this 7-day grace period assignments will lose 5% per day.*

- The penalty will run from the day the assignment was due until the day it is submitted to the instructor via Quercus.
- The penalty period includes weekends and holidays.
- Assignments that are more than seven (7) days past this automatic grace period (and 14 days past the deadline) will be assigned a mark of zero (0 %).

Late assignments must be submitted to the instructor via the Quercus assignment page. In order not to be considered late, assignments must be submitted via Quercus before Midnight on the due date listed on the syllabus. ***You are expected to keep a back-up copy of your assignment in case it is lost.***

This policy helps provide equality of opportunity through flexibility given the inequality of conditions. It also aims to decrease stress associated with assignment due dates so you may hand in your best work.

### Missed tests

Students who miss a test will receive a mark of zero (0 %) for that test unless the reason is a circumstance beyond their control. **Within three days** of missing a test, students must send the instructor a request for consideration. Students must document their request with **one of the following**:

- Absence declaration via ACORN (**can only be used once during the semester**)
- U of T Verification of Illness or Injury Form
- College Registrar's letter (e.g., in case of personal/family crisis or emergency)
- Letter of Academic Accommodation from Accessibility Services

Students who miss the test or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

### Re-marking Policy

A student who believes that their written term work has a substantive error in grading may ask the person who marked the work for re-evaluation. Students have up to two weeks from the date of return of an item of term work to inquire about the mark and file an appeal. Requests for re-marking must include an explanation written by the student detailing why they believe the work was incorrectly/unfairly assessed, referring only to their work, assignment/test guidelines, rubrics, etc., as needed. Decisions will be provided to students in a timely fashion. If a re-marking is granted, **the student must accept the resulting mark as the new mark**, whether it goes up or down or remains the same. Continuing with the re-mark or the appeal means the student accepts this condition.

**An appeal of a mark beyond the instructor** may only be made for an item worth at least 20% of the course mark.

### Class/Seminar Format

A typical class will introduce the subject matter and provide contextual information. This will regularly begin with highlights from the assigned materials, and will extend to include scholarly debates, the development of concepts, or discussion of the main evidence and ideas for that week's topics. This is a discussion focused course.

### Electronic Communication

Email communication is rapid, convenient, and efficient—please use it to enhance your learning and experience in the course. However, it is essential to follow a few rules.

**Note:** Emails that do not adhere to these guidelines will not receive a response.

- **Assignment Submission:** Assignments must be submitted via Quercus. They will not be accepted through email.
- **U of T Email:** All course communication should be conducted through your U of T email account.
- **Email Format:**
  - Include your full name and student number in every email.

- Include the course code (e.g., SOC353) in the subject line.
- Expect a response within 48 hours of receipt, not including weekends or holidays.
- Treat emails as professional communication. Emails must use respectful language and appropriate tone.

- **Example:**

*Dear TA [insert TA family/last name],*  
*[your questions or comments]*  
*All the best,*  
*[your name and student number]*

- **Common Questions:** Questions already answered in the syllabus or on Quercus (e.g., "How much is assignment X worth?") will not receive a response.
- **General Course Questions:** Questions not addressed in the syllabus or course website should be asked before class, during office hours, or sent via email.

### Classroom Etiquette

I encourage a vibrant, open, and *respectful* class discussion about course topics and materials. Some topics will be sensitive in nature. Students are expected to be respectful of different opinions and conduct themselves professionally. This means that if confronted with an opposing idea, I expect students to engage in dialogue with each other to build an environment where divergent ideas are welcome and the dignity of others is a shared democratic value. Overall, it is important to recognize that each person in the class has their own standpoint to contribute to the respectful debate of ideas. We are all responsible for making this course thrive and I am looking forward to learning from and with each of you.

If you are not respectful of these rules of engagement, you will be respectfully asked to leave the lecture. If the behaviour is exceedingly disruptive, I will adjourn the class.

Lectures, whether in person or online, cannot be recorded without the instructor's permission.

### Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

### Accommodations

Departmental advisors are best positioned to answer academic questions about their specific unit's courses and programs.

College Registrars' Offices are a student's reliable first stop for any information, referrals, or advising they may need throughout their degree. Colleges provide academic, financial, and personal advising to undergraduate students, and often form lasting relationships with students during their time at U of T.

If you have a consideration that may require accommodations, please contact Accessibility Services: <https://www.studentlife.utoronto.ca/as>, 416-978-8060 or [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca)

## Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#))

UofT encourages students to exchange ideas with each other. This is an essential part of the learning process and is not considered cheating or plagiarism. However, while you may generally discuss an assignment with your classmates, AFTER such discussions you are expected to go away and write up your own work separately. Ensure that any work which you submit is entirely your own work. Do not provide a copy of your finished work (in text form or electronically), or even a draft of your work, to another student in case they are tempted to use it inappropriately in completing their own work. If they do, you too will face an allegation of academic misconduct under the Code of Behaviour on Academic Matters.

### *Turnitin*

Sometimes, students will be required to submit their assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Assignments not submitted through to the University's plagiarism detection tool will receive a grade of zero (0 %), unless a student instead provides, along with their position paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. This alternative is in place because, strictly speaking, using the University's plagiarism detection tool is voluntary for students at the University of Toronto.

### Generative AI / LLMs

The use of generative artificial intelligence (AI) and Large Language Model (LLM) tools is **strictly prohibited in all course assessments**. You may not interact with, nor copy, paraphrase, or adapt any content from any generative AI for the purpose of completing assignments in this course.

Use of generative AI will be considered use of an unauthorized aid, which is a form of academic misconduct under the [Code of Behaviour on Academic Matters](#). This includes, but is not limited to, ChatGPT, GitHub Microsoft Copilot, AI Tutor and Teacher's Assistant Pro, and open-source models that you have trained and/or deployed yourself. This course policy is designed to

promote your learning and intellectual development and to ensure that our evaluations are a fair and accurate assessment of your learning. Though it may be tempting to use generative AI to assist you when completing your assignments, this will simply inhibit your personal development. Simply, you will be wasting the opportunity provided by this course to improve your thinking, reading, and writing abilities with feedback from instructor and TA.

If the work you submit is essentially the output of these language models, then *what have you learned and what will you do if they are not available?* Instead of learning how to read, write, and speak clearly based on analysis and evidence, you will have spent your time—and the tuition money paid to be in these courses—becoming reliant on unreliable machines that use large amounts of water and electricity to stochastically parrot human thought and creative output. With hard work you can improve your personal powers to achieve desired means and ends or avoid undesired outcomes. Recall Weber: power is getting what you want regardless of opposition. Education is an established and lasting way to gain power and resources, develop strategies and routines, and train your sense of control and confidence when facing the many challenges and struggles you will experience as you age and the world progresses.

## Course Schedule

### Overview

Date	Lecture	Topic
January 07	Lecture 1	Introduction & Overview
January 14	Lecture 2	From Inequality to Illness: The Social Determinants of Health
January 21	Lecture 3	The Social Construction of Health & Illness
January 28	Lecture 4	Stigma: Separating Us From Them
February 04	Lecture 5	Patients, Physicians, and Power
February 11		Test 1 (in class)
February 18		Reading Week, NO CLASS
February 25	Lecture 6	Stress, Distress, Disorder, and Common Unhappiness
March 04	Lecture 7	Social Inequalities & Population Health
March 11	Lecture 8	Social Inequalities & Population Mental Health
March 18	Lecture 9	Social Inequalities & Population Health Behaviours
March 25	Lecture 10	Social Networks & Health
April 01		Test 2 (in class)

### January 07 Lecture 1 Introduction & Overview

1. Cockerham, William C. 2022. "Medical Sociology." Pp. 3–22 in *Medical Sociology*. New York: Routledge.
2. Link, Bruce G. 2008. "Epidemiological Sociology and the Social Shaping of Population Health." *Journal of Health and Social Behavior* 49(4):367–84.
3. Pearlin, Leonard I., Scott Schieman, Elena M. Fazio, and Stephen C. Meersman. 2005. "Stress, Health, and the Life Course: Some Conceptual Perspectives." *Journal of Health and Social Behavior* 46(2):205–19. doi: [10.1177/002214650504600206](https://doi.org/10.1177/002214650504600206).



January 14    Lecture 2    From Inequality to Illness: the Social Determinants of Health

1. Mirowsky, John, and Catherine E. Ross. 2003. "Basic Patterns." Pp. 75–129 in *Social Causes of Psychological Distress*. New York: Aldine de Gruyter.
2. Wilkinson, Richard, and Michael Marmot. 2003. *Social Determinants of Health: The Solid Facts*. World Health Organization. Regional Office for Europe.
3. Kawachi, Ichiro, and S. V. Subramanian. 2018. "Social Epidemiology for the 21st Century." *Social Science & Medicine* 196:240–45. doi: [10.1016/j.socscimed.2017.10.034](https://doi.org/10.1016/j.socscimed.2017.10.034).

January 21    Lecture 3    The Social Construction of Health & Illness

1. Conrad, Peter, and Kristin K. Barker. 2010. "The Social Construction of Illness: Key Insights and Policy Implications." *Journal of Health and Social Behavior* 51:S67–79.
2. Conrad, Peter. 2005. "The Shifting Engines of Medicalization." *Journal of Health and Social Behavior* 46(1):3–14.
3. Conrad, Peter. 1992. "Medical Model of Madness." Pp. 38–72 in *Deviance and Medicalization: From Badness to Sickness*. Philadelphia, UNITED STATES: Temple University Press.

January 28    Lecture 4    Stigma: Separating Us From Them

1. Goffman, Erving. 1986. "Stigma and Social Identity." P. Chapter 1 in *Stigma: notes on the management of spoiled identity*. New York: Simon & Schuster.
2. Link, Bruce G., and Jo C. Phelan. 2001. "Conceptualizing Stigma." *Annual Review of Sociology* 27:363–85.
3. Yang, Lawrence Hsin, Arthur Kleinman, Bruce G. Link, Jo C. Phelan, Sing Lee, and Byron Good. 2007. "Culture and Stigma: Adding Moral Experience to Stigma Theory." *Social Science & Medicine* 64(7):1524–35. doi: [10.1016/j.socscimed.2006.11.013](https://doi.org/10.1016/j.socscimed.2006.11.013).

February 04    Lecture 5    Patients, Physicians, and Power

**Position Paper #1 Due**

1. Starr, Paul. 2004. "Précis of Paul Starr's The Social Transformation of American Medicine." *Journal of Health Politics, Policy & Law* 29(4/5):575–620. doi: [10.1215/03616878-29-4-5-575](https://doi.org/10.1215/03616878-29-4-5-575).
2. Arnold, David. 2017. "Introduction: Disease, Medicine and Empire." Pp. 1–26 in *Imperial medicine and indigenous societies*, edited by D. Arnold. Manchester University Press.
3. Roberts, Dorothy. 2014. "THE DARK SIDE OF BIRTH CONTROL." Pp. 65–112 in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York, United States: Knopf Doubleday Publishing Group.

February 11                      Test 1 (in class)                      No readings.

February 18                      Reading Week, NO CLASS                      No readings.

## February 25 Lecture 6 Stress, Distress, Disorder, and Common Unhappiness

1. Wheaton, Blair, and Shirin Montazer. 2009. "Stressors, Stress, and Distress." Pp. 171–99 in *A Handbook for the Study of Mental Health*, edited by T. L. Scheid and T. N. Brown. Cambridge: Cambridge University Press.
2. Thoits, Peggy A. 2010. "Stress and Health: Major Findings and Policy Implications." *Journal of Health and Social Behavior* 51(1\_suppl):S41–53. doi: [10.1177/0022146510383499](https://doi.org/10.1177/0022146510383499).
3. Pearlin, Leonard I. 1989. "The Sociological Study of Stress." *Journal of Health and Social Behavior* 30(3):241. doi: [10.2307/2136956](https://doi.org/10.2307/2136956).

## March 04 Lecture 7 Social Inequalities &amp; Population Health

1. Link, Bruce G., and Jo C. Phelan. 2010. "Social Conditions as Fundamental Causes of Health Inequalities." Pp. 3–17 in *Handbook of Medical Sociology, Sixth Edition*, edited by C. E. Bird, P. Conrad, A. M. Fremont, and S. Timmermans. Vanderbilt University Press.
2. Zheng, Hui, and Linda K. George. 2018. "Does Medical Expansion Improve Population Health?" *Journal of Health and Social Behavior* 59(1):113–32.
3. Riley, Alicia R. 2020. "Advancing the Study of Health Inequality: Fundamental Causes as Systems of Exposure." *SSM - Population Health* 10:100555. doi: [10.1016/j.ssmph.2020.100555](https://doi.org/10.1016/j.ssmph.2020.100555).

## Optional Readings

1. Vos, Theo, et al., 2016. "Global, Regional, and National Incidence, Prevalence, and Years Lived with Disability for 310 Diseases and Injuries, 1990–2015: A Systematic Analysis for the Global Burden of Disease Study 2015." *The Lancet* 388(10053):1545–1602. doi: [10.1016/S0140-6736\(16\)31678-6](https://doi.org/10.1016/S0140-6736(16)31678-6).
2. Pedersen, B. K., and B. Saltin. 2015. "Exercise as Medicine – Evidence for Prescribing Exercise as Therapy in 26 Different Chronic Diseases." *Scandinavian Journal of Medicine & Science in Sports* 25(S3):1–72. doi: [10.1111/sms.12581](https://doi.org/10.1111/sms.12581).

## March 11 Lecture 8 Social Inequalities &amp; Population Mental Health

**Position Paper #2 Due**

1. Aneshensel, Carol S., Jo C. Phelan, and Alex Bierman. 2013. "The Sociology of Mental Health: Surveying the Field." Pp. 1–19 in *Handbook of the Sociology of Mental Health, Handbooks of Sociology and Social Research*, edited by C. S. Aneshensel, J. C. Phelan, and A. Bierman. Dordrecht: Springer Netherlands.
2. McGrath, et al., 2023. "Age of Onset and Cumulative Risk of Mental Disorders: A Cross-National Analysis of Population Surveys from 29 Countries." *The Lancet Psychiatry* 10(9):668–81. doi: [10.1016/S2215-0366\(23\)00193-1](https://doi.org/10.1016/S2215-0366(23)00193-1).
3. Horwitz, Allan V. 2009. "An Overview of Sociological Perspectives on the Definitions, Causes, and Responses to Mental Health and Illness." Pp. 6–19 in *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*, edited by T. L. Scheid and T. N. Brown. Cambridge: Cambridge University Press.

March 18      Lecture 9      Social Inequalities & Population Health Behaviours

1. Umberson, Debra, Robert Crosnoe, and Corinne Reczek. 2010. "Social Relationships and Health Behavior Across the Life Course." *Annual Review of Sociology* 36(1):139–57. doi: [10.1146/annurev-soc-070308-120011](https://doi.org/10.1146/annurev-soc-070308-120011).
2. Trost, Stewart G., Neville Owen, Adrian E. Bauman, James F. Sallis, and Wendy Brown. 2002. "Correlates of Adults' Participation in Physical Activity: Review and Update." *Medicine & Science in Sports & Exercise* 34(12):1996–2001.
3. Purba, Amrit Kaur, Rachel M. Thomson, Paul M. Henery, Anna Pearce, Marion Henderson, and S. Vittal Katikireddi. 2023. "Social Media Use and Health Risk Behaviours in Young People: Systematic Review and Meta-Analysis." *BMJ* 383:e073552. doi: [10.1136/bmj-2022-073552](https://doi.org/10.1136/bmj-2022-073552).

March 25      Lecture 10      Social Networks & Health

1. Thoits, Peggy A. 2011. "Mechanisms Linking Social Ties and Support to Physical and Mental Health." *Journal of Health and Social Behavior* 52(2):145–61. doi: [10.1177/0022146510395592](https://doi.org/10.1177/0022146510395592).
2. Song, Lijun, Philip J. Pettis, Yvonne Chen, and Marva Goodson-Miller. 2021. "Social Cost and Health: The Downside of Social Relationships and Social Networks." *Journal of Health and Social Behavior* 00221465211029353. doi: [10.1177/00221465211029353](https://doi.org/10.1177/00221465211029353).
3. Umberson, Debra, and Rachel Donnelly. 2023. "Social Isolation: An Unequally Distributed Health Hazard." *Annual Review of Sociology* 49(1). doi: [10.1146/annurev-soc-031021-012001](https://doi.org/10.1146/annurev-soc-031021-012001).

April 01                      Test 2 (in class)                      No readings.