Objectives:
This course examines the social organization of health care systems and delivery in various countries and regions of the world. The objectives are:
1. To explore the contributions of sociological theory and methods to the comparative study of health care systems
2. To understand alternatives to the U.S. health care system
3. To understand the social, political and economic dynamics of health care systems
4. To analyze the relative influences of various interest groups in the formation of health policies
5. To analyze the impact of social forces such as development, bureaucratization, professionalization, population growth, technology, and cultural practices on the social organization of health care systems.

This cross-cultural study of the social organization of health care is predicated on the following premises:
1. The social organization of health care systems is the product of socio-political, economic, and cultural processes.
2. The organization of health care systems influence:
   a. The level of care emphasized and the types of care that are available.
   b. Who has access to which types of health care?
   c. How resources are allocated.
   d. The level of professionalization in the field of health care and patterns of professional decision-making.
3. Health care systems have differential influences on the health status of the populations they serve.
4. All health care systems have common problems; but they have different capacities and strategies to solve the problems and different perspectives on ‘ideal’ outcomes.

Textbooks

On Reserve:
L. Payer, Medicine & Culture, Holt and Co. 1996.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug 23</td>
<td>Introduction</td>
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<tr>
<td>Aug 25</td>
<td>Medicine &amp; Culture: UK, US, Germany, France, Canada, Japan</td>
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<td>Aug 30</td>
<td>The Malady of Health Care, VCR</td>
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<td>Sept 1</td>
<td>Health Care Reform: U.S., U.K. and Canada</td>
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<td>Sept 6</td>
<td>Sick Around the Word, DVD</td>
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<td>Sept 8</td>
<td>Global Health in Developed Countries</td>
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<td>Sept 13, 15</td>
<td>Group Presentations</td>
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<td>Assignment No. 1 Due</td>
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<td>Sept 20</td>
<td>Culture and Symptoms</td>
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<td>Sept 22</td>
<td>Health care in Developing Countries</td>
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<td>Sept 27</td>
<td>Community Health Workers in Kenya, DVD</td>
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<td>Sept 29</td>
<td>Health Transition</td>
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<td>Oct 4</td>
<td>Providing Health Care in Developing Countries</td>
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<td>Oct 6</td>
<td>Global Health</td>
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<td>Oct 11</td>
<td>October Break</td>
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<td>Oct 13</td>
<td>Traditional/Alternative Healthcare</td>
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<td>Sangoma, VCR</td>
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<td>Oct 18</td>
<td>Ageing</td>
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<td>Oct 20</td>
<td>RX for survival: Disease Warriors, DVD</td>
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<td>Oct 25</td>
<td>Rx for Survival: How Safe are We?, DVD</td>
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<td>Oct 27, Nov 1</td>
<td>Group Presentations</td>
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<td>Nov 3</td>
<td>Global Health and the Older Adult</td>
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<td>Nov 8</td>
<td>Global Health in Reproduction, Infants and Children</td>
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<td>Nov 10</td>
<td>Gender and Health Issues</td>
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<td>Nov 15</td>
<td>Infectious Diseases from a Global Perspective</td>
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<td>Nov 17</td>
<td>Infectious Diseases, HIV/AIDS: A Global Epidemic</td>
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<td>Nov 22</td>
<td>Medical Tourism</td>
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<td>Nov 24</td>
<td>Thanksgiving</td>
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<td>Nov 29,</td>
<td>Individual presentations</td>
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<tr>
<td>Dec 1,6,8</td>
<td>Assignment No. 3 Due</td>
</tr>
</tbody>
</table>
Reading Assignments:

Aug. 23  Johnson, Comparative Health System, Chapt. 1-3
Aug. 23, 25  Reid, The Healing of America
              Payer, Medicine & Culture
Aug. 30, Sept. 1  Lassey, Health Care Systems Around the World, Chapt. 3,4,5,6,7,10
                    Johnson, Comparative Health Care, Chapt. 4, 5, 8, 11
Sept. 6, 8  Holtz, Global Health Care, Chapt. 1
Sept. 20, 22  Lassey, Health Care Systems Around the World, Chaps 1, 2
              Holtz, Global Health Care, Chapt. 1
Sept. 22  Holtz, Global Health Care, Chapt. 2
Oct. 4, 6  Holtz, Global Health Care, Chapt. 3, 4
Oct. 13  Holtz, Global health Care, Chapt. 8
          Johnson, Comparative Health Care, Chapt. 23
Nov. 3  Holtz, Global Health Care, Chapt. 18
Nov. 8  Holtz, Global Health Care, Chapt. 16
Nov. 15, 17  Holtz, Global Health Care, Chapt. 7

Assignments:

There are no examinations in this class. Your grade is based on class participation and the following assignments:

Class Participation: 10%
Each student will be responsible for attending class and actively participating in class discussions and group assignments.

Assignment #1: 20%  Due Sept 15
Lynn Payer in Medicine & Culture has observed: “...it is values, both individual and collective, both the people's and the profession’s, that govern the character and quality of clinical encounter on the personal level, and the social contract on the political level. Differences in national character and professional responses to patients’ problems are important determinants of clinical care. International comparisons that emphasize values, underlying paradigms and outcomes of care may well yield greater understanding of the optimal ways in which to improve health and ameliorate disease than traditional comparisons restricted to measures of facilities, labor, use and costs.

This assignment is a group project. Each student in the group is to prepare a 5-6 page paper summarizing the health care system of one of the six countries: U.S., U.K., Canada, France, Germany and Japan. Include information on your country from Reid, The Healing of America; Johnson and Stoskopf, Comparative Health Systems; Lassey, Health Care Systems around the World; Kebede-Francis, Global Health Disparities; the OECD Website and other sources in your report. Each group will then prepare a joint 4-6 page report comparing the cultural differences among the six countries and how these differences affect health care. Use a word processor in preparing your report.
Each group will make a 20 minute presentation based on your report. See the guide for class presentations.

Assignment #2: 30% Due Oct 20
This assignment is a group project. Each student in the group will prepare a 6-8 page paper, comparing one of six countries in terms of the social organization of health care, with special emphasis on the role of cost and access to care. You should include 5-8 references. In addition, use the OECD Health Data (available on the Website) to compare your countries on a variety of socio-political and health dimensions (where possible). Choose one country from each of the following lists of countries (or a country within a region). In addition to course materials, consult government Websites for country specific information to assist you with this project.

List A  List B  List C  List D
Switzerland  Australia  Eastern Europe  Africa (any country)
The Netherlands  New Zealand  (any country)  Middle East
Turkey

List E  List F
Asia (other than Japan)  Central or South America
Korea  Mexico
Cuba

Each group will make a 30 minute presentation based on your report. See the guide for class presentations.

Assignment #3: 40% Due Dec. 8
This is an individual project. Students are to prepare a 10-12-page paper, discussing the sociological significance of one of the special topic areas covered during the semester. (e.g., healthcare for the elderly, traditional healthcare, etc.) You are to compare the U.S. experience on the topic with the experiences of at least two other countries. Provide specific references for your material. Include 8-10 references. You are to present your project in class using Power Point. You will have 15 minutes for your presentation.

Grading
You are expected to attend and participate in each class. One point will be deducted for each class that you miss. In case of an illness or emergency, please notify me before class. I will determine whether or not to excuse you from class on that day. Assignments are due on the date indicated in the syllabus. A point will be deducted for each day that an assignment is late.

Group projects will be graded on both your contribution to the group effort and your specific written portion of the project.
Final grades will be based on the following:

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<tr>
<th>Points</th>
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<tr>
<td>100-99</td>
<td>A+</td>
<td>87-83</td>
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<tr>
<td>98-93</td>
<td>A</td>
<td>82-80</td>
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<tr>
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<tr>
<td>89-88</td>
<td>B+</td>
<td>79-78</td>
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Evaluation Criteria for Written Assignments
(adapted from the GRE scoring guide)

An “A” paper presents a cogent, well-articulated analysis of the complexities of the topic and conveys the meaning of this complexity with skill. A typical paper in this category will:

• Clearly identify all critical features of the topic, including competing positions, and present an insightful position on the topic. Graduate students are expected to present and defend an original position.
• Develop this position with compelling arguments and/or persuasive examples
• Sustain a well-focused, well-organized analysis which connects your ideas in a logical progression, with clear transitions, and builds to a persuasive, forward-looking conclusion
• Express ideas fluently and precisely, use effective vocabulary and sentence variety
• Demonstrate excellent facility with the conventions of standard English with no errors of grammar, usage, or mechanics. The paper will use a standard bibliographic reference style. The paper will be proofread for other technical errors (page numbering, “widows” etc).
• Refer to a variety of sources (academic publications, “grey literature” from NGOs, popular print media, professional peer-reviewed scholarly websites, popular websites), but the bulk (80%) of the argument is based on peer-reviewed scholarly sources (unless the topic of the paper is specifically an analysis of popular sources)
• Include all the standard components of a written assignment, including but not limited to: cover page (title, course details, personal contact information), page numbers on all pages except title page, sub-headings, introduction with thesis, hypothesis, or research questions clearly articulated, paper summary AND conclusion – conclusion is forward-looking with ideas for further research or suggestions for interventions. See “Final Paper Checklist” in your syllabus for a more complete list.
• A few, minor errors are permitted if they do not interfere with the clarity of the argument or flow of the paper

A “B” paper presents a generally thoughtful, well-developed analysis of the complexities of the topic and conveys the meaning of this complexity clearly. A typical paper in this category will:

• Present a well-considered position on the topic
• Develop the position with logically sound reasons and/or well-chosen examples
• Be focused and well organized, connecting ideas appropriately
• Express ideas clearly and well, using appropriate vocabulary and sentence variety
• Demonstrate good facility with the conventions of standard English but may have some minor errors of grammar, usage, or mechanics. The paper will use a standard bibliographic reference style. The paper may have some other technical errors (page numbering, “widows” etc).
• Refer to a variety of sources (academic publications, “grey literature” from NGOs, popular print media, professional peer-reviewed scholarly websites, popular websites), but less
than the bulk (80%) of the argument is based on peer-reviewed scholarly sources (unless the topic of the paper is specifically an analysis of popular sources)

- Include all the standard components of a written assignment, including but not limited to: cover page (title, course details, personal contact information), PAGE NUMBERS, sub-headings, introduction with thesis, hypothesis, or research questions clearly articulated, paper summary AND conclusion – conclusion is forward-looking with ideas for further research or suggestions for interventions. See “Final Paper Checklist” in your syllabus for a more complete list.

A “C” paper demonstrates some competence in its analysis of the issue and in conveying its meaning, but is obviously flawed in at least ONE of the following ways:

- Is vague or limited in presenting or developing a position on the topic
- Is weak in the use of relevant arguments or evidence
- Is poorly focused and/or organized
- Has problems of language and sentence structure that interfere with the clarity of the argument
- Contains occasional major errors or frequent minor errors in grammar, usage or mechanics that interfere with the clarity of the argument
- Does not refer to a variety of sources as described above
- Is missing some of the standard components of a written assignment as described above

**General Guidelines for Papers:**

All papers must be typed, with 1 inch margins and in 12 point font (times new roman or similar) and double spaced. Papers can be turned in directly to me or emailed to the instructor (receipt of email papers will be confirmed by return email). The student is responsible for ensuring that the paper has reached the instructor by the deadline. The instructor is not liable for lost papers, undelivered e-mails or unreadable attachments. Late papers will be penalized (it doesn’t matter why they were late unless you have a doctor’s written excuse). For each day late (day 1 = the day the paper is due past the stated deadline or end of class) the paper will be reduced by 10% of the grade. Papers that are more than one week late, without prior permission from the instructor, will not be graded and will receive a 0 (unless you were in a coma or being held hostage – proof is required).

Cite your work. If you are unsure of how to reference or what should be referenced – see the instructor or consult the writing center. All quotations or numbers (facts and figures) must be referenced with a page number. Paraphrases or summaries of other’s work or ideas must be referenced with the author and year.

The best references are from recent, peer-reviewed journals. Books may be used for general information, but remember they are generally out of date by the time they are published and are not peer-reviewed. Web sites may be used with caution. Anyone can put information on a website – Bob’s Globalization Website is not an appropriate website to reference, even if you like what Bob has to say. Only websites that are maintained by reputable organizations – like the World Health Organization – are appropriate. Generally, if you can’t tell when the information was put on the website, or why the authors are experts, you shouldn’t use that site. If you have
any doubts, check with the instructor. (Also, 22e Evaluating Web Sites at www.lib.Berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html) You will lose points on your papers if you use inappropriate websites as references (the amount of points depends on how much your argument relies on this reference).

Group Presentation

Groups will consist of 6 students assigned to a specific set of countries. The presentation will focus on a comparison of health care delivery and/or health problems specific to those countries and must be presented on power point. Each group will have a total of 20 minutes. Each group presentation should include a 15 minute presentation and 5 minutes for discussion of the issues in focus. Presentations are limited to 20 minutes (additional question/discussion time will not count against the group). The group’s written reports are due on Sept. 15 and Oct. 20. Correct and appropriate referencing is also required for presentations.

Final Paper/Project:

10-15 pages.

This is an individual paper but one that should be related to your oral presentation but be more specific and in-depth. What is the problem? How is this problem being dealt with on a local and national scale in each of the countries? How is this problem being dealt with on an international scale (this is where globalization comes in)?

A minimum of 8-10 references are required for this paper (but for most, I would recommend more).

Final Papers are Due Thursday December 8th, 2011 by 11:59 pm.
Introduction

**Sociology and the Study of the Social Organization of Health Care**


**The Cultural Context of Health, Illness and Medicine**

Airhhenbuwa, C.B. *Health and Culture beyond the Western Paradigm*, Sage Publications


**Comparing Health Care Systems**


Worldwide Health Trends 2003. *Health Affairs*, Special Issue. 22(3)


Health Care Costs

Anderson, G.F. et al.  1003.  “It’s the Prices Stupid:  Why the U.S. is so Different From Other Countries”.  Health Affairs 22(3):89-105.


Global Health Financing (2007).  Health Affairs. Special Issue 26(4)


WHO. 1993. Macroeconomic Environment and Health: with Case Studies for Countries in Greatest Need. (Bolivia, Chad, Guinea, Guinea-Bissau, Malawi, Mali, Nepal).
Health Care Quality


Access


**Gender and Health**

* *Social Science & Medicine, 1999. Volume 48(1).* Special Issue on Gender and Health.


Health Care: Traditional, Alternative, Complementary, and Conventional


Health Care Reform


*Special Issue on Health Reform.”* *Health Affairs* 18(3), May/June 1999.


http://130.94.25.113/library/v18n3/s10.pdf


*Health Care Systems in Transition*. Copenhagen World Health organization Regional office for Europe 1996-


Lessons from Abroad 2001. *Health Affairs*, Special Issue 20(3)


**Medical Technology**


**Health and the Environment**


**Aging Populations and Long Term Care**


*Advances in Long Term Care* (periodical).

*Age and Aging*, special issue on cross national comparisons on nursing home care, 1997 vol.26(2).


*Generations*, special issue on ethical concerns arising from care of older people in communities, Fall 1998, 22(3).

*Generations*, special issue on integration of acute and long-term care for the elderly in a changing environment. Summer 1999 23(2).


*Journal of Aging and Social Policy*, special issue on care of the elderly 1996 vol.7(3-4).

*Journal of Applied Gerontology*, special issue on rural nursing homes, 1996 vol.15.


Rationing


*Callahan, Daniel. Setting Limits.


Public Health: Epidemics and Catastrophes


**Contemporary Health Inequalities**


Bass.


Biomedical Ethical Issues


Regulation of Pharmaceutical Institutions


Frequently Used Journals

Social Science Journals in Health and Illness

*International Journal of Health Services* (Baywood, quarterly)
*Journal of Health and Social Behavior* (ASA, quarterly)
*Qualitative Health Research* (Sage, quarterly)
*Social Science & Medicine* (Pergamon Press, 24 issues/year)
*Sociology of Health and Illness: A Journal of Medical Sociology* (Basil Blackwell, quarterly)
*Research in the Sociology of Health Care* (JAI, annual)
*Hastings Center Report*
*Kennedy Institute Ethics Journal*
*Journal of Medical Ethics*

Sources on Current Issues, Social Policy and Health Ethics

*Critical Public Health* (Carfax, quarterly)
*Health Affairs* (Project HOPE, bimonthly)
*Journal of Health Politics, Policy, and Law* (Duke, quarterly)
*Milbank Quarterly* (Milbank Memorial Fund, quarterly)

Medical and Public Health Journals

*American Journal of Public Health* (APHA, monthly)
*Journal of the American Medical Association* (weekly)
*The Lancet* (weekly)
*New England Journal of Medicine* (weekly)

Websites:

http://www.commonwealthfund.org
http://www.nih.gov
http://www.oecd.org
http://www.unaids.org/publications/order.html
http://www.asa-asn.org/special/hiv/ethics.res.html
http://www.med.upenn.edu/bioethic
http://www.cdc.gov
http://www.gen.emory.edu/MEDWEB/keyword/bioethics/bioethics.html
http://www.ama-assn.org/public/journals/jama/jamahome.htm
http://www.ovid.lib.purdue/ovid
http://www.communityhealth.hrsa.gov