Notes from the Chair

Deborah Carr carrds@bu.edu

I hope that you and your loved ones are well during these difficult and tumultuous times. The COVID-19 pandemic continues to take an unprecedented toll on the health, financial stability, and feelings of security of nearly every nation in the world.

The murders of George Floyd, Ahmaud Arbery, Breonna Taylor, Rayshard Brooks, and others have triggered worldwide protests against systemic racism and white supremacy. The insights of sociologists are more valuable than ever, as our research sheds light on and (ideally) provides a foundation for productive and progressive evidence-based solutions.

Sharing, discussing, debating, and disseminating our research is at the core of our annual meetings. This year, things will look and sound a bit different, but our research is as vital as ever. I am delighted that we will have sessions and more than a dozen roundtables held either “live” via Zoom or as a pre-recorded session during our August 8-11, 2020 annual meeting. Specific details will be forthcoming from ASA and shared with our section in late July.

(continued)
Among our highlights are:

- “Health and Health Care among Sexual Minorities” session, organized by Eric Wright
- “Expanding Diversity of Biosocial Research: Opportunities & Challenges” session co-organized by Jacob Cheadle and Bridget Goosby, and co-sponsored with Evolution, Biology & Society (EBS)
- A special panel on COVID-19 co-sponsored with Science, Knowledge and Technology (SKAT).
- More than a dozen roundtables featuring topics including Patient and Physician Interaction; Social Determinants of Health; The Intersection of Sexual Identity and Health; Neighborhoods and Health; Emotions and Health; Medical Knowledge and much more. Thanks to session co-organizers Libby Luth and Lindsay Stevens, and the many table presiders for creating such a robust and lively set of roundtables.

Another highlight of our annual meeting will be our Zoom business meeting, on Tuesday August 11 from 12:30-1:10 pm ET (9:30-10:10 am PT). We will welcome and congratulate our newly elected officers and council members, and will raise a virtual glass to the winners of our section awards! Details are provided elsewhere in this newsletter. A sincere “thank you” to our session organizers, nominations committee members, and awards committee members for their hard work and dedication.

At our Business meeting, we will also unveil exciting plans for our next year, including the formation of a diversity, equity and inclusion committee dedicated to working for inclusiveness in our programming, scholarship, and other section and association endeavors. I am delighted to share an important step along this path. The ASA Medical Sociology Council unanimously voted to contribute $4,000 from our 2020 annual meeting reception budget to the ASA Minority Fellowship Program (MFP). MFP supports the development and training of sociologists of color in any sub-area or specialty in the discipline. Our contribution was part of a concerted effort among ASA sections to support the MFP, and to work together for greater diversity in our profession. I am especially pleased to share that of the first 37 ASA sections contributing to this important initiative, our section’s contribution was the largest! Thank you to secretary/treasurer Miranda Waggoner and past-president Brea Perry; their knowledge of all things budgetary were critical to the Council’s vote. And thanks to all of you for renewing your memberships and our tireless membership committee for expanding our numbers – our large section size enables us to have a powerful impact.

We are also committed to ensuring that junior scholars receive the support and mentoring they desire, even if we cannot do so face-to-face in San Francisco this year. A sincere thank you to our incoming chair Andrew London, and student council members Aalap Bommaraju and Alex Brewer for developing mentoring surveys for mentees and mentors. Please complete these surveys to help us as a section uphold our commitment to supporting the next generation of medical sociologists.

Our communication and sharing with one another should not be limited to the weeks leading up to the annual meeting, however. Thanks to Aalap and Alex, our long-dormant Twitter and Facebook accounts have been revitalized. Please use these platforms as well as our listserv to share your latest publications, job openings, insights, or anything else you’d like our community to know!

I hope you enjoy our summer 2020 newsletter. Thanks to all our contributors, and especially to our editor extraordinaire, Evan Roberts for preparing this wonderful document and our hard-working listserv manager Lilla Pivnick for distributing it. Wishing you all a restful and replenishing summer!
Section awards

2020 Simmons Award

The Roberta G. Simmons Outstanding Dissertation in Medical Sociology Award is given each year by the Medical Sociology section, with eligible candidates having defended their doctoral dissertations within two academic years prior to the annual meeting at which the award is made.

The winner of the 2020 Simmons award is Lauren Olsen for her article: "The Conscripted Curriculum and the Reproduction of Racial Inequalities in Contemporary U.S. Medical Education" which is part of her larger dissertation entitled: Constructing Relevance and Reproducing Inequality: The Integration of the Humanities and Social Sciences into Contemporary U.S. Medical Education. In Olsen’s groundbreaking study published in JHSB, she introduces the concept of the Conscripted Curriculum to capture how students’ social identities are utilized by educators in the professionalization process. She draws from her ethnographic research in medical education to illuminate these processes. She finds that most educators create the conscripted curriculum by eliciting students to share their social experiences with race in the small group setting while only providing students with didactic material on biological understandings of race. The processes that she discovers could be applied across multiple settings, and, therefore, her work provides insights for multiple subfields in sociology, especially medical sociology and race/ethnicity. Her work also informs research and practice in other fields, such as education and medicine. She uses a large number of interviews with a rich sample of both educators and students and a strong analytical approach. The paper is well written with practical policy and practice suggestions. She also had a glowing letter of support.

For more information on Lauren Olsen, see her website www.laurendolsen.com


Nominator: John H. Evans

Dissertation Title: Constructing Relevance and Reproducing Inequality: The Integration of the Humanities and Social Sciences into Contemporary U.S. Medical Education (UC San Diego, 2019)

Award Committee Chair: Hedwig (Hedy) Lee, Washington University in St Louis.
Section awards

2020 Louise Johnson Scholar

The Louise Johnson Scholar fund was established in memory of Louise Johnson, a pioneering medical sociologist whose mentorship and scholarship we are pleased to honor. The fund was made possible by Sam Bloom of Mount Sinai School of Medicine, a former colleague of Louise Johnson. The award is based on academic merit and the quality of an accepted ASA paper related to medical sociology (papers with faculty co-authors are ineligible).

Lilla Pivnick is the recipient of the 2020 Louise Johnson Scholar Award. Her early record of scholarship exemplifies both the work and pioneering spirit of the medical sociologist in whose name this award is given. In her specific ASA-accepted article: “Occupational Requirements of Care Work and Inflammation among Early Career Care Workers”—she offers a very timely and innovative biosocial approach to care work and health. The focus of this prescient paper is drawn from her cutting-edge research program that brings together key concerns surrounding occupational health, care work, ethics and chronic disease and it has the likely potential not only to advance theory but also inform policy in this critical and understudied area. Especially during the challenging time and aftermath of the Covid-19 pandemic. Lilla also has an impressive track record of research productivity in demography and psychology along with a long list of student leadership roles and awards at the University of Texas, Austin and beyond. For example, her MA thesis was published in Sociological Perspectives and she has articles soon to be published in journals such as, Journal of Adolescent Research, Social Psychology Quarterly and Early Childhood Research Quarterly, among others. All of which strongly suggests that she has great promise as a scholar who can bridge and contribute to multiple literatures on health. This award honors what she has accomplished thus far and supports what she will contribute to the future of Medical Sociology.

Award Committee Chair: Patricia Rieker, Boston University
Section awards

2020 Howard B. Kaplan Memorial Award in Medical Sociology

This Kaplan award is established to support graduate students doing research in one of the substantive areas that defined the distinguished academic career of Dr. Howard B. Kaplan, namely mental health, self-concept and health, or deviance.

Nicholas C. Smith, a pre-doctoral student at Indiana University, is the 2020 Howard B. Kaplan Memorial Awardee. Nick was chosen in part because he has already demonstrated through his two published single-authored studies of mental health disparities of racial and ethnic minorities* how his timely work advances the social psychology focus of Howard Kaplan's distinguished academic career. Besides being a co-author of numerous other publications, Nick earned a Robert Wood Johnson Foundation Health Policy Research Scholar grant in his first year of graduate school. According to his glowing nominating letter he also is currently the President of the Graduate Student Association, the Treasurer of the Undergraduate Sociology Club, and Chair of the Graduate Recruitment Committee at Indiana. This award recognizes Nick's leadership potential, early productivity, and the exceptional promise of his ongoing research into the mental health effects of systems of racial and socioeconomic disadvantage to make a major, ongoing contribution to numerous areas of medical sociology.


Award Committee Chair: Patricia Rieker, Boston University
Section awards

2020 Donald W. Light Award for Applied Medical Sociology

The Donald W. Light Award for the Applied or Public Practice of Medical Sociology is given in alternate years to a book or journal article published in the preceding two years that employs the concepts and methods of medical sociology to an applied issue or problem of significance.

The winning book is The Medicalization of Marijuana: Legitimacy, Stigma, and the Patient Experience by Michelle Newhart (University of LaVerne) and William Dolphin (University of Redlands).

The Medicalization of Marijuana: Legitimacy, Stigma, and the Patient Experience is an in-depth look at patients’ experiences navigating the social, legal, and medical landscapes of medical marijuana use. The book draws on in-depth interviews with 40 middle-aged medical marijuana patients, as well as a social and historical analysis of cultural, scientific, and policy shifts in the definition and use of marijuana over time. This research is exceptionally timely, compelling, and comprehensive. The authors seamlessly weave core medical sociological theories, rich patient narratives, quantitative and historical insights, and implications for policy and practice. Because this excellent work clearly “contributes to politically or ethically important challenges in health, health care, or health care policy at the national or international level,” the committee is very pleased to honor Michelle Newhart and William Dolphin with the Donald W. Light Award for the Applied or Public Practice of Medical Sociology.


Award Committee Chair: Brea Perry, Indiana University
Section awards

2020 Eliot Freidson Outstanding Publication Award

The Freidson Award is given in alternate years to a book or journal article published in the preceding two years that has had a major impact on the field of medical sociology. The 2020 award is awarded to a book published in either 2018 or 2019.


The honorable mention is Owen Whooley’s *On the Heels of Ignorance: Psychiatry and the Politics of Not Knowing*.
Section awards

Leo G. Reeder award

The Leo G. Reeder Award is the highest honor awarded by the ASA Medical Sociology section, and recognizes scholarly contributions, especially a body of work displaying an extended trajectory of productivity that has contributed to theory and research in medical sociology, along with teaching, mentoring, and service to the medical sociology community, broadly defined.

Debra Umberson, Centennial Commission Professor of Sociology, Director of the Population Research Center, and Co-Director of the Texas Aging & Longevity Center at the University of Texas at Austin, is the recipient of the 2020 Leo G. Reeder Award. A profile of Professor Umberson was published in the Winter 2019 issue of the Medical Sociology newsletter.

The Reeder award committee unanimously decided that there would not be a 2021 award recipient. All candidates nominated for 2021 will be forwarded for consideration for the 2022 award. This will allow our 2020 recipient Debra Umberson the opportunity to deliver her Reeder lecture at the Medical Sociology Section Awards ceremony at the 2021 ASA meeting in Chicago. Her 2020 lecture was cancelled due to the cancellation of the annual meeting.
2020 Section Election Results

Chair elect
Rin Reczek  The Ohio State University

Secretary-Treasurer elect
LaShaune Johnson  Creighton University

Council Member
Hui Zheng  The Ohio State University

Health Policy and Research Chair
Stephanie Teixeira-Poit  North Carolina State University

Membership Committee Chair
Patricia Thomas  Purdue University

Chair-elect, Nominations committee
Ann Bell  University of Delaware

Member, Nominations Committee (2 elected from 4)
Taylor Hargrove  University of North Carolina, Chapel Hill
Jessica Ho  University of Southern California

Student Member, Nominations Committee
Michael Garcia  University of Texas at Austin

Student representative to Section Council
Yvonne Chen  Vanderbilt University

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Student section

We are Wan-Zi Lu (left) and Emily Parker (right), this year’s student editors of the Medical Sociology Newsletter. Wan-Zi is a PhD candidate in sociology at the University of Chicago, and Emily is a PhD candidate in Policy Analysis and Management at Cornell University.

Send ideas and feedback to wanzilu@uchicago.edu eap249@cornell.edu

For our summer column, we explored the topic of doing publicly-engaged, policy-relevant medical sociology in the time of the COVID-19 pandemic. We spoke with Dr. Elaine Hernandez, co-winner of last year’s Donald Light Paper Award for Applied or Public Practice of Medical Sociology. Dr. Hernandez completed her doctorate at the University of Minnesota and is currently an Assistant Professor of Sociology at Indiana University, where she specializes in the study of health inequalities. She shared her motivations for doing policy-relevant research and suggestions for how students can translate their findings to non-academic audiences in the context of COVID-19.

Before starting her Ph.D., Dr. Hernandez experienced first-hand how academic research could be used to inform state-level policy decisions. She received a Master’s in Public Health, in public health administration and policy, at the University of Minnesota and briefly worked for the Minnesota Department of Health in policy and communications. Witnessing the strength of ties between Minnesota's public health researchers and state legislators provided her with a foundation for understanding how to translate research and make policy recommendations.

Dr. Hernandez shared that she is motivated by a desire for research to inform solutions that can be applied to public practice or policy. Publicly engaged scholarship can also inspire new research ideas. Dr. Hernandez described how her service on the Indiana maternal mortality review committee has informed questions that she now asks in her research.

Research in medical sociology also lends itself to public engagement. Dr. Hernandez pointed out how “health is one of those areas where there are very real, obvious connections between policy and sociology, even prior to the pandemic.” For instance, she recently contributed to developing cultural competency training for contact tracers in Indiana. She was able to directly apply her research experience and knowledge about health inequalities to this time-sensitive issue. In addition, she’s hoping for students in her Fall 2020 “Health and Society: Sociology for Health Professionals” course to be trained as contact tracers, which would provide a valuable opportunity for them to engage in the public health crisis.
Her advice to students of medical sociology interested in translating their research to a non-academic audience: “don’t reinvent the wheel.” Learn from people who have experience in informing policy, applying research, or studying interventions. Take classes outside your department, Dr. Hernandez suggested, such as in public health or public policy. Gaining interdisciplinary tools can help graduate students both in translating research and opening up job prospects. She further encouraged medical sociology students to seek out real-world experiences related to our research interests, such as internships or community engagement projects, emphasizing that we have just as much to learn from community members as they do from us.

In the time of COVID-19, though, Dr. Hernandez would not necessarily recommend that students go out into the field anytime soon. Issues of data quality, such as low response rates, may detrimentally affect student’s field research while the pandemic is ongoing. What she did encourage was for students to not feel limited to studying the pandemic specifically, and instead, to broaden our focus to its many spillover effects. Most importantly, she advised students to focus on building a solid foundation in medical sociology so that we can then apply our knowledge to whatever problem is at hand: “that’s what medical sociologists are particularly good at—a theoretical perspective that can be applied to different topics,” she noted.

One thing that has changed due to the pandemic, Dr. Hernandez pointed out, is the sense of urgency for us to translate our research to inform policy decisions. Despite the time pressure, the quality of our research must take priority: “now we’re going to have this urgency, but we have to do it right... your job is to do the best research possible.” Now is the time to develop research that is falsifiable, rigorous, and thorough, in order to make the most informed recommendations to policymakers.

In closing, Dr. Hernandez remarked that we’re going to be studying the aftereffects of the pandemic for decades, and medical sociology students of this era will be perfectly positioned to bring a “fresh perspective and new energy” to help the scholars in the field and beyond understand this huge health shock. With that, we’d like to thank Dr. Hernandez for sharing her words of wisdom for the graduate student column.
Health Policy

Public Sociology in the Time of Coronavirus

This quarter’s column highlights work from three of our section members who have conducted research on the use of police force on blacks and the collateral consequences of racially-disparate policing on the black community. – Michael Esposito, Hedwig Lee, and Alyasah Ali Sewell.


Sociologists Rayshawn Ray (https://socy.umd.edu/facultyprofile/ray/rashawn) and Victor Rios (https://www.soc.ucsb.edu/faculty/victor-rios) have also conducted extensive research on this topic.
Methods courses are generally interactive, with hands-on activities throughout the semester to give students hands-on experiences. In the Qualitative Methods courses we teach at the undergraduate and doctoral levels, these activities are essential for learning how to design, conduct, and evaluate research. In our units on ethnography and participant observation, we use an activity in class to help students develop best practices for writing fieldnotes—or at least gain appreciation for the skills needed to write fieldnotes. In this column, we provide details on this assignment (two versions: one used by Mieke and the other by Spencer) which will likely be especially useful in coming semesters in the context of the COVID-19 pandemic as we are unable to use more traditional fieldnote assignments (such as class field trips to public spaces to observe).

The complete exercise takes around two hours. Before class, students are told to bring something to class that they would be comfortable using to take notes similar to how they might actually be able to take notes in the field. We recommend a pen or pencil and a small notebook or a few pieces of blank paper, but students could also bring a tablet and stylus. In Mieke’s version of this exercise, she tells the students that they are going to watch a documentary clip (about 5-10 minutes) and write down their observations—legibly because they will be sharing them with another student. For this first part, students receive very few instructions, just to write whatever they observe or notice. Immediately after the clip ends, students swap notes, and read and discuss each other’s notes. Then each dyad reports back to the whole class about what they noticed in juxtaposing their notes. Because of how vague the instructions are, student fieldnotes are very different, with most students writing a fairly unfocused collection of everything they could think of. We then discuss the experience of writing fieldnotes—students typically say that before the clip started, they assumed this would be simple, but they were quickly overwhelmed, realizing how much they were missing and not being sure what to pay attention to.
Before beginning the second part of the activity, we discuss common elements of fieldnotes, using a section from Emerson's *Writing Ethnographic Fieldnotes*. We talk about how a key element of fieldnotes—especially fieldnotes early in a project—are the initial impressions of a scene. We then watch another short segment of the documentary, with students focusing only on writing their initial impressions of the scene and using guiding questions from Emerson. Immediately after the clip, students swap notes with another student to read and discuss, and then debrief as a class. We then return to Emerson's book and talk about description, dialogue, and characterization, with each student picking one to focus on for this part of the activity. We also talk about the usefulness of jottings—short notes written down quickly and discreetly and expanded later. Students then watch the third (and final) clip, and Mieke recommends they write jottings and tells them she'll give them time to expand these into fieldnotes. Students compare notes as a class, discussing what was observed in terms of description, dialogue, and characterization.

As the final part of this activity in class, students look through their notes and add asides to the margins of their fieldnotes. They then break into small groups of 3-4 and brainstorm a topic for an analytic memo based on their notes and asides. Mieke asks them, "What are some ideas that seem most theoretically interesting? What are ideas that were repeated across your notes? How can you build on these ideas next time?" We also discuss as a class why taking fieldnotes based on a documentary is different than choosing and physically going to a field site. This sets us up for our next activity, where we choose a site as a class, and then students visit the site individually and take notes, which we later compare.

Spencer designed his version of this exercise for use in a three-hour doctoral seminar on qualitative research methods. He uses the documentary *Wildland* (https://www.pbs.org/independentlens/films/wildland/; available on Amazon Prime as well as digitally through many libraries). He recommends three sections: a training segment (14:50-25:00), the crew’s first fire call (26:30-38:07), and frontline firefighting (54:00-1:07:00). He asks the students to trade notes with one classmate after watching the first segment, and with a different classmate after the second segment, to give them an opportunity to compare and contrast their notes with multiple others’. After each exchange of notes, he asks each dyad to discuss with each other how their notes compare, and then report back to the group what they noticed in juxtaposing their notes. He does not ask students to exchange notes after the third clip, but guides the class in a discussion about the emerging themes that they could see as potential topics to address in an article or book. This activity is coupled with a discussion of an article they read before class—Desmond, M. (2006). Becoming a firefighter. *Ethnography*, 7(4), 387-421—which focuses on a similar group to the crew depicted in *Wildland*. They discuss the themes Desmond highlighted, how he described his methodology, how he used evidence from fieldnotes, and so on.

As a modification for online classes, we recommend choosing a film all students have free access to through the university library, YouTube, or Vimeo, contacting your university’s librarian for suggestions. Include extra instructions about making sure have a distraction free workspace, and ask students to take notes on a piece of paper which they can then upload to the class website using their phone’s camera or scanner. This assignment can be asynchronous with clear due dates spread out over 1-2 weeks, and students can use Flipgrid (or a similar video service) or the online discussion board to discuss each other’s fieldnotes, as well as short reflections to provide their own thoughts on the process.

Regardless of the documentary or clips chosen, we suggest finding segments that have a long stretch of uninterrupted observation. If you have recommendations for films you’ve used for a similar assignment, please email Mieke (mthomeer@uab.edu), and she’ll post on Twitter (@miekebeth) or mention in a later column.
Who could have imagined when we worked on our last newsletter submission in March that our world would be so fundamentally different this time around. Last September, we sat down and planned newsletter topics for the year. We anticipated our summer newsletter submission would focus on ASA Medical Sociology sessions and activities that would be particularly relevant to issues of career and employment. The novel Corona virus has turned the academic world upside down, and this is particularly the case for those on the job market. Thus, in a change of plans, we focus this newsletter submission on virtual interviews, the cancellation of the in-person 2020 ASA Annual Meeting, and an exciting new Medical Sociology mentoring program for graduate students and post docs.

For those on the job market, almost all interviews are being conducted virtually now. As a job-seeker it is critical to still prepare for interviews just as one would for a phone or in-person interview. We found some helpful virtual-interview specific tips from Indeed.com:

1. Test your technology
2. Wear professional clothing
3. Limit distractions
4. Use professional body language
5. Be authentic
6. Follow up (“How to Succeed in a Virtual Interview” 2020)

Further, Ashley DiFranza (2020) offers additional tips. First, DiFranza suggests keeping their virtual identity professional. This means having simple usernames and email addresses, which might consist of a combination of first and last name but not contain symbols or the numbers zero (0) or one (1) because they could be confused with letters. Second, DeFranza emphasizes candidates need to be cognizant of their body language. For example, one should position their camera so it is at eye-level and remember to make eye contact with the camera and not the screen. Also, write notes on post it notes and attach them to the computer screen to avoid constantly looking down during the interview.
Next, we turn to the cancellation of the in-person ASA Conference. ASA tasked session organizers to organize sessions into live or prerecorded sessions if participants are willing and able. We want to emphasize, especially for graduate students and junior scholars, regardless of whether or not one participates in a live or prerecorded session, one may list paper acceptance on their CV. The APA Style reference indicates that if a conference is cancelled one can add the following to the end of the reference: “(Conference canceled)” (McAdoo 2020). If one virtually presents, it is not required to indicate the conference was conducted virtually (McAdoo 2020).

Finally, we want to share an exciting new mentoring opportunity the Medical Sociology section is offering, spurred by a desire to help graduate students and post docs during this tumultuous time. Faculty interested in mentoring a graduate student or post doc, please indicate your interest here. Graduate students and post docs interested in being mentored, please indicate your interest here. We expect this program will be a great success!

References:


COVID-19: Dispatches from Medical Sociology

Medical sociologists Tania Jenkins (PhD, University of North Carolina-Chapel Hill) and Elaine Hernandez (PhD, MPH, Indiana University) paired up for a four-part series, COVID-19: Dispatches from Medical Sociology in The Society Pages, to provide insight on how the current COVID-19 pandemic is changing the landscape of American healthcare.

In the first segment, Jenkins and Hernandez cover worsening inequities in the rural/urban health divide as smaller, rural hospitals struggle to stay afloat during the crisis and patients are urged to avoid routine / non-essential medical visits.

In the second segment on telemedicine and its implications for the patient/provider relationship, they address the pros and cons of the uptick in telemedicine, including increased access but also the potential for worsening power imbalances between providers and patients.

The third segment on the changing dynamics among health professions examines how the pandemic has prompted governments to loosen licensing regulations and suspend practice restrictions to expand the local health workforce, thereby (at least temporarily) challenging physicians' longstanding control over medical matters and professions.

Finally, the last segment explores the challenges facing medical education, particularly with medical students graduating early and with trainees facing a high-stress, high-risk, and high-uncertainty work environments. Jenkins and Hernandez conclude with three evidence-based policy recommendations for keeping the workforce healthy and effective during the pandemic and beyond.
From the editor

Welcome to the summer issue of the Medical Sociology newsletter, and for your editor the halfway point in the term. One of the joys of this position is being involved with the work of this section for a sustained period of time.

Special thanks to Deborah Carr, Wan-Zi Lu, Emily Parker, Theresa Morris, and Mieke-Beth Thomeer who have contributed regular columns. And an extra-special thanks to Shannon Monnat who concludes her two-year term as Health Policy chair, and has contributed detailed and topical columns every quarter.

Thanks also to the many members who have contributed publication and conference announcements, and the special features about conferences and other activities.

Best wishes to you all for a wonderful summer, and my best to everyone for the many challenges the pandemic has brought.

Student co-editor needed!

Every year the Medical Sociology newsletter has at least one student co-editor.

Normally I’d meet interested students at the ASA meetings to talk about the position, but that’s not happening this year!

The student co-editors are responsible for a quarterly column which can take any form the co-editors decide. This year we have had again some fantastic interviews.

But this is not a required format! Going further back, we have had student editors who have written columns on the graduate school and job search process in all its phases, including prelims, dissertations, and being an early-career teacher.

Please email if you are interested, and if you are not yet tired of Zoom calls, I’m always happy to chat online too.

Wear sunscreen this summer!

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https://flic.kr/p/5bLjth
New books by section members


The United States does not have enough doctors. Every year since the 1950s, internationally trained and osteopathic medical graduates have been needed to fill residency positions because there are too few American-trained MDs. However, these international and osteopathic graduates have to significantly outperform their American MD counterparts to have the same likelihood of getting a residency position. And when they do, they often end up in lower-prestige training programs, while American-trained MDs tend to occupy elite training positions. Some programs are even fully segregated, accepting exclusively U.S. medical graduates or non-U.S. medical graduates, depending on the program’s prestige. How do international and osteopathic medical graduates end up so marginalized, and what allows U.S.-trained MDs to remain elite?

*Doctors’ Orders* offers a groundbreaking examination of the construction and consequences of status distinctions between physicians before, during, and after residency training. Tania M. Jenkins spent years observing and interviewing American, international, and osteopathic medical residents in two hospitals to reveal the unspoken mechanisms that are taken for granted and that lead to hierarchies among supposed equals. She finds that the United States does not need formal policies to prioritize American-trained MDs. By relying on a system of informal beliefs and practices that equate status with merit and eclipse structural disadvantages, the profession convinces international and osteopathic graduates to participate in a system that subordinates them to American-trained MDs. Offering a rare

Tania M. Jenkins is assistant professor of sociology at the University of North Carolina

https://nyupress.org/9781479862160/adverse-events/

Imagine that you volunteer for the clinical trial of an experimental drug. The only direct benefit of participating is that you will receive up to $5,175. You must spend twenty nights literally locked in a research facility. You will be told what to eat, when to eat, and when to sleep. You will share a bedroom with several strangers. Who are you, and why would you choose to take part in this kind of study?

This book explores the hidden world of pharmaceutical testing on healthy volunteers. Drawing on two years of fieldwork in clinics across the country and 268 interviews with participants and staff, it illustrates how decisions to take part in such studies are often influenced by poverty and lack of employment opportunities. It shows that healthy participants are typically recruited from African American and Latino/a communities, and that they are often serial participants, who obtain a significant portion of their income from these trials.

This book reveals not only how social inequality fundamentally shapes these drug trials, but it also depicts the important validity concerns inherent in this mode of testing new pharmaceuticals. These highly controlled studies bear little resemblance to real-world conditions, and everyone involved is incentivized to game the system, ultimately making new drugs appear safer than they really are.

Adverse Events provides an unprecedented view of the intersection of racial inequalities with pharmaceutical testing, signaling the dangers of this research enterprise to both social justice and public health.
New books by section members


*Sociological Theories of Health and Illness* published by Routledge reviews the evolution of theory in medical sociology beginning with the field’s origins in medicine and extending to its present-day standing as a major sociological subdiscipline. Sociological theory has an especially important role in the practice of medical sociology because its theories distinguish the subdiscipline from virtually all other scientific fields engaged in the study of health and illness. The focus is on contemporary theory because it applies to contemporary conditions; however, since theory in sociology is often grounded in historical precedents and classical foundations, this material is likewise included as it relates to medical sociology today.

This book focuses on the most commonly used sociological theories in the study of health and illness, illustrating their utility in current examples of empirical research on a wide range of topics.

The qualitative or quantitative research methods applicable to specific theories are also covered. Distinctions between macro- and micro-level levels of analysis and the relevance of the agency-structure dichotomy inherent in all theories in sociology are discussed. Beginning with classical theory (Durkheim, Weber, and Marx) and the neglected founders (Gilman, Martineau, and Du Bois), along with symbolic interaction (Mead, Strauss) and labeling theory (Becker), and poststructuralism and postmodernism (Foucault), coverage is extended to contemporary medical sociology. Discussion of the stress process model (Pearlin) is followed by the social construction of gender and race and intersectionality theory (Collins), health lifestyle theory (Cockerham), life course theory (Elder) fundamental cause theory (Link and Phelan), and theories of the medical profession (Freidson), medicalization and biomedicalization (Conrad, Clarke), and social capital (Bourdieu, Putnam, and Lin).

ISBN: 978-1-003-04616-5 (ebk)  

William C. Cockerham, Ph.D. is Distinguished Professor of Sociology and Chair Emeritus at the University of Alabama at Birmingham.
Books


This engaging text provides a sociological perspective on health, illness, and health care. Serving as an introduction to medical sociology for undergraduate and graduate students, it also presents a summary of the field for medical sociologists and for public health scholars and practitioners. A highlight of the text is its emphasis on the social roots of health and disease and on the impact of social inequality on health disparities and the quality of health care. The book also critically examines health care in the United States and around the world and evaluates the achievements and limitations of the Affordable Care Act and other recent health care reform efforts.

Articles


https://drive.google.com/file/d/1MbVfYEwhe62StPMvxVDJ6QV_9d4fSUZ9/view


https://www.cambridge.org/core/journals/journal-of-east-asian-studies/article/exchange-explaining-the-passage-of-universal-healthcare-in-thailand/184E03848794BD8DAD5886D7EDAEE0C8/share/558215240cdc6ed6e88112d1bae303c263d0c1b3


Articles


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