



UNIVERSITY OF CALGARY

Fall 2021

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Sociology of Health and Illness			
Course Number	SOCI 321		
Pre/Co-Requisites	SOCI 201		
Instructor Name	Dr. Ariel Ducey	Email	aducey@ucalgary.ca
Instructor Email Policy	<p>The instructor will <i>not</i> engage in substantive discussions with individual students via email. For this, please arrange an appointment or attend group office hours. You may email the instructor for simple administrative/practical matters. Questions that are answered in the course outline may be not be responded to.</p> <p><u>Individual appointments:</u> Dr. Ducey is available during specific and varying hours each week for virtual meetings – students can see availability and schedule appointments at calendly.com/aducey. After you have scheduled an appointment in calendly, the confirmation will provide the zoom link and password to use. If the available hours do not work, send the instructor an email.</p> <p><u>D2L Forum:</u> There is an available discussion forum/thread on D2L, viewable to the entire class, in which students may post questions about the course. If you have a question (especially if it is likely other students also have the question), please post it in the forum. This is particularly valuable for practical questions about the organization of the course.</p> <p><u>Office hours:</u> I will hold periodic in-person office hours during the term, which will be announced on D2L. Anyone attending these office hours must wear a mask and be in compliance with the University's policy on COVID vaccination.</p>		
Office Location	SS938	Office Hours	Appointments: calendly.com/aducey
Telephone No.	403-220-5054		
Class Dates	7 September – 9 December (plus exams)		

Course Description

This course is designed to acquaint you with the sociology of health and illness, one of the largest sub-disciplines in sociology. This course will cover a necessarily select group of topics, but those covered are challenging and provocative. The course focuses on three major areas: the social construction of illness and the practice of medicine; social determinants of health; and health care policy and comparative health care systems.

To be successful in this course, students must strive to think about health, medicine, and health care sociologically and to recognize issues and questions that are central to sociology as a discipline. The readings for this course are original research articles, therefore students must regard them not primarily as statements of facts (though they contain much useful information and important facts), but as *arguments*. The authors of the articles are engaged in debate, and using facts and information to persuade readers to think about an issue differently or, often, to think in a way that is not the usual, dominant way of thought. In this course, students will learn important facts about the organization of health care and illness, but the course requires students to show an understanding of the arguments presented in the class and readings, and of sociological perspectives.

Course Objectives/Learning Outcomes

- To learn major terms and concepts used in the sociology of health and illness
- To be able to interpret events in health, medicine, and health care from a sociological perspective
- To become familiar with the range of themes and topics that medical sociologists study
- To become familiar with some of the debates within the sociology of health and illness about what to study and how to study it
- To achieve a basic understanding of how health care and medicine is financed and organized in western, capitalist countries

Course Format

The course will be asynchronous. The instructor will post video lectures on D2L throughout the term, usually posting the lectures for a week on Mondays. These lectures will be no longer than they would have been had we been meeting in person (150 minutes per week). When slides are used as part of the lectures, they will be posted as a separate file (in addition to their inclusion in the video lecture).

Learning Resources

Required course readings are available for access on D2L, either as .pdfs or through UofC library links. Students are responsible for downloading and, if they wish, printing the articles. In addition, there is one required book for the course, available through the University bookstore:

Mykhalovskiy, Eric, Jacqueline Choiniere, Pat Armstrong, Hugh Armstrong, eds. 2020. *Health Matters: Evidence, Critical Social Science, and Health Care in Canada*. University of Toronto Press.

You should plan to log on to the course D2L site about every other day. The site is used to lectures, slides, deadlines, exams, changes to the course schedule as needed, optional readings, helpful links, and anything else that you might find interesting.

Learning Technologies and Requirements

In order to successfully engage in this course, students must have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (preferred for zoom meetings with instructor, otherwise not required);
- Microphone and speaker (built-in or external), or headset with microphone
- Current antivirus and/or firewall software enabled
- Broadband internet connection

Schedule of Lectures and Readings

The schedule of readings is attached at the end of this outline. It is recommended that readings are completed, or at least skimmed, prior to viewing the lectures associated with each reading. Students can also watch the lectures and then do the readings. In either case, students will likely need to review the materials a second time. So the pattern will likely be either: 1) read articles – watch lecture – review articles again; OR 2) skim articles & watch lecture – read articles – review lecture again.

We will be reading on average 50 pages per week, but the reading is not evenly distributed. Please note that the middle stretch of the course (from late Sept to late October) is a more demanding in terms of the amount and type of reading, whereas the latter part of the course (November and early December) is less demanding in terms of reading.

Readings will often be addressed during lecture, but they will not always be covered in detail—rather they will be used as starting point for more advanced discussion.

Changes to the course schedule are possible. Any changes in the course schedule will be announced on D2L. Students are responsible for regularly checking the D2L site.

Methods of Assessment and Grading Weights

- 1) EXAMS: There will be four examinations in this course administered via D2L: three exams during the term and a final exam during the exams period. The exams will consist of a mix of questions: fill-in-the blank, multiple-choice, true or false, and short answer. Short answer questions may be cumulative (that is, draw on material from throughout the course). Other question types will not be cumulative. The exams will be based on the assigned reading and any material presented in lectures.

Students will be given a window of 24 hours within which to complete the exams. Once a student has started the exam, the student will have two hours to complete it (an 80-minute exam with 40 extra minutes to accommodate any possible tech issues). (Students with accommodations will be given more time via D2L as required on an individual basis.) Students can refer to their course notes and readings during the exam. It is expected that students will complete the exam individually. Students will be randomly assigned a mix of questions (within each type of question, so that the

total number of questions and number of questions by each type will be the same for every student).

The final exam will be held during the finals period (Dec 13-22) at a time period schedule by the registrar (to be announced).

- 2) **ONLINE DISCUSSIONS:** Because this class is large and online only, we will make extensive use of discussion in D2L to deepen understanding of course material and create camaraderie and dialogue. The details of the discussion component of this course are attached. *Read the instructions carefully!!*

Your final grade will be computed as follows:

1. Exam 1 15%
2. Exam 2 15%
3. Exam 3 25%
4. Final exam 30%
5. Online Discussions 15%

Final Exam Information

The final exam will be held during final exam week. The format is described above.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	95 – 100%	4.0	Outstanding performance
A	90 – 94.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	65 – 69.99%	2.3	Exceeding satisfactory performance
C	60 – 64.99%	2.0	Satisfactory performance
C-	55 – 59.99%	1.7	Approaching satisfactory performance
D+	50 – 54.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	45 – 49.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<45%	0	Failure. Did not meet course requirements.

Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. (In this case, a longer email to the instructor is permitted.) The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. **This will be used for optional elements of the course – individual appointments and group office hours.**

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join zoom sessions in a quiet space that will allow you to be fully present and engaged. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without

permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Recording of Lectures

Note that the audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Sharing of Lecture Notes and Exam Questions

Note that publicly sharing lecture notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre,

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here:

<https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Course Schedule

Class Week	Readings & Videos	Exam Dates	Discussion Unit Dates	Course Unit
Sept 7	<ul style="list-style-type: none"> • Wertz & Wertz (D2L) • Film: “Deadly Deception” • Farmer & Campos (D2L) • Wagner and Darling (Ch. 5 <i>Health Matters</i>) -- optional 		#1: Sept 7 (9:00 am) – Sept 19 (midnight) Topic: Medicine and power	Medical authority, medical practice and knowledge, the social construction of health & illness
Sept 13	<ul style="list-style-type: none"> • Ryn & Fu (D2L) • Ehrenreich (D2L) 			
Sept 20	<ul style="list-style-type: none"> • Zola (D2L) • Barker (D2L) 	First exam: open Monday Sept 20 (9:00 am) to Tuesday Sept 21 (9:00 am) (covers material through Sept 17)	#2: Sept 21 (9:00 am) – Oct 3 (midnight) Topic: social construction of illness and medical knowledge	
Sept 27	<ul style="list-style-type: none"> • Berg (D2L) • Ducey et al. (Ch. 10 <i>Health Matters</i>) • MacDonald and Wright (Ch. 3 <i>Health Matters</i>) 			
Oct 4	<ul style="list-style-type: none"> • Tesh (D2L) • Banks et al. (D2L) • Bell (Ch. 8 <i>Health Matters</i>) 	Second exam: open Monday Oct. 4 (9:00 am) to Tuesday Oct 5 (9:00 am) (covers material through Oct 1)	#3: Oct 5 (9:00 am) – Oct 18 (midnight) Topic: Health inequality, political ideology and disease prevention	Social model of health, politics of health promotion, political economy of health
Oct 11	<ul style="list-style-type: none"> • Phelan, Link & Tehranifar (D2L) • Wilkinson (D2L) • Syme (D2L) 			

Class Week	Readings & Videos	Exam Dates	Discussion Unit Dates	Course Unit
Oct 18	<ul style="list-style-type: none"> • McKinlay (D2L) • Ford (Ch. 13 <i>Health Matters</i>) 		#4: Oct 19 (9:00 am) – Oct 31 (midnight)	
Oct 25	<ul style="list-style-type: none"> • Farmer, “On Suffering and Structural Violence” (D2L) • Stephens (Ch. 6 <i>Health Matters</i>) • Lewis et al (D2L) 		Topic: Political economy, environment, structural violence and health	
Nov 1	<ul style="list-style-type: none"> • Bodenheimer & Grumbach (D2L) 	Third exam: open Monday Nov 1 (9:00 am) to Tuesday Nov 2 (9:00 am) (covers material through Oct 29)	#5: Nov. 2 (9:00 am) – Nov. 21 (midnight)	Health care systems and organization
Nov 8 (Reading Break)			Topic: Health Care systems of U.S., Canada, UK and Germany	
Nov 15	<ul style="list-style-type: none"> • Gabe (D2L) 			
Nov 22	<ul style="list-style-type: none"> • Gladwell, “Moral-Hazard Myth” (D2L) • Speed and Mannion (D2L) 		#6: Nov. 22 (9:00 am) – Dec. 9 (midnight)	
Nov 29	<ul style="list-style-type: none"> • Film: “Medicare Schmedicare” • Fraser Institute Report (D2L) • CHSRF Mythbuster, 2005 (D2L) 		Topic: The politics of health care systems	
Dec 6	<ul style="list-style-type: none"> • Sutherland (Ch. 12 <i>Health Matters</i>) 			
Final exam: Date to be scheduled by registrar				

Instructions for Online Discussions

Students are expected to participate in online discussions. In order to make discussion manageable and productive, the class has been randomly broken into groups of about 12 students each. You will only be able to view postings within your assigned group. Each discussion group will be monitored by the TA or instructor. There are six discussion units in the course; the dates of the discussion units are in the course outline and on the D2L site.

Online Participation Responsibilities

During each of the discussion units, you will be expected to respond to the threads and questions posted by group moderators (the TA or instructor) and your classmates. Some of the threads posted by the TA or Instructor will require some preparation – that is, they will be informal assignments in which you will be asked to do some specific analysis of a reading or two, or defend a specific position in a debate, or apply a reading/concept to a specific topic.

You may participate in your group's conversation by responding to the threads and questions posted by the moderators or classmates *or* by starting threads and questions of your own. **You must follow the guidelines for participation** (see below in box).

The discussion groups are meant to be *conversations*: your participation will be assessed in terms of whether you are responding to one another; we will not reward students who make posts primarily to demonstrate their knowledge of the course material, instead of engaging with their peers (there is also a 10-line limit for posts, see the participation guidelines below). Nonetheless, it is still important that the conversations are *rooted in the course content* – this gives everyone in the course the best chance to participate and discuss ideas. Your opinions are welcome, but they should be expressed in a respectful manner and connected to the course content. Your participation is not graded on whether what you post is “right” or “correct,” but on your willingness to **engage in substantive conversation and debate related to the course**.

If you post a comment or question, you must check back to see if it was responded to and respond in turn, if needed. If there are multiple threads in your group, it is not necessary to post on all of them. It is more important to engage in a conversation on one or two threads you find most interesting. If you make posts largely during the last few days of a discussion unit you cannot very well engage in a conversation. Please note that it is not necessary to make daily posts; quality matters more than quantity.

The instructor or TA will post threads and questions for you in each discussion unit (the threads will be the same for all groups). They may also post comments in some groups to focus the conversation or raise new ideas. *You may also start threads for discussion on your own*, at any time during the discussion unit. If you choose to do this, please try to make sure that your thread does not duplicate a thread or discussion already posted. Threads should be organized around a main topic or idea. Think of the threads that you post as “thought notes,” in which you share an idea, concern, or question provoked by the course readings or lectures about which you'd like to hear others' thoughts. You can debate issues, ask each other for help with a tricky concept or idea, and share reactions to course material. (Please

note, it is *not necessary to start threads to receive excellent scores for participation*, so please do not start repetitive or unnecessary threads merely in the hope they will improve your grade.)

Your major incentive to participate in the discussions should be their quality and the fact that they are a chance for you, as a class, to draw your own conclusions about what is interesting and thought provoking in the course. The discussions will also be helpful preparation for the exams, and the instructor may draw from them in writing exam questions. Both the instructor and the TA will be able to read your posts.

Grading of Online Participation

For each of the six discussion units, everyone will receive a participation score, as follows:

- 0 = no posts, no participation and/or does not follow guidelines for participation
- 5 = makes posts, but they are infrequent and/or do not meaningfully contribute to the conversation
- 8 = regularly participates and makes a substantive contribution to the conversation
- 10 = regularly participates, encourages exceptional level of discourse and engagement with the course content

Your discussion scores will be posted on D2L after Units 1, 2, and 4, and 6. **Two discussion units will be dropped from your final grade** (the units in which you receive the lowest scores). Therefore the maximum number of points you can receive for online participation in the course is 40.

You must follow the guidelines for participation explained on the next page. The TA and instructor monitor the discussion groups and will take appropriate action if any student is violating the basic discussion ground rules.

Guidelines for Student Participation & Expectations for Online Discussions

- This is not a chat space. For chat and personal comments, use email or other chat groups to save your peers reading too much! This is a place to discuss topics in the course that matter to you. **Follow the same moral and practical guidelines you normally use in a university level class.** Your moderators and instructors will hold you to that expectation.
- Posting size: **No post should be more than ten typewritten lines (vertically). More means too much for all to read.**
- **Professional discourse is expected** - while we engage in scholarly exchanges based on ideas and opinions, discussion grounded in the texts and lectures is necessary. **Your CONSTRUCTIVE** tone in the online discourse is essential and your peers appreciate it. *Unprofessional online discourse will result in a student being invited to leave the class*, as would occur in a face to face environment. Robust intellectual discourse is welcome.
- Contact the instructor via email if discussions are becoming uncomfortable, if the discourse is not positive or is unprofessional.
- There are ebbs and flows to academic discussions online - sometimes there will be little said - don't feel every day has to be a vibrant discussion day.
- This is a great chance to prepare for exams by discussing items of interest. If questions arise that cannot be answered readily, tap the group's expertise and research capacity to find an answer.
- Be kind. Enjoy your colleague's comments on the topic but do not descend into chatter that will take hours for everyone to read - these are busy students whose time, as yours, is respected.
- While your discourse must be professional, your writing does not have to be formal. Please feel free to use "emoticons" if they help convey your meaning or tone.
- Comments that participants post **should be of interest to most of the people** in your online group. If the comments are specific to you or to one or two people, use email.
- Comments should have **substance**. "Way to go, Jennifer" comments add little to a group discussion, and make for a lot of extra reading. Remember that 12 other people are reading everything you write. Be **kind** and **concise**.
- All online transactions are dated and recorded by the university computing system, but no classmates outside or discussion group (and your instructor & TA) can see your discussion work.
- **Have fun**. This is a chance to discuss things between classes, and to identify themes that arise in group (topics of interest, issues and ideas pertinent to Soci 321) that may be of particular interest.

Course Readings – Full Citations

- [Banks, James, Michael Marmot, Zoe Oldfield, James Smith](#). 2006. "Disease and disadvantage in the United States and England," *Journal of the American Medical Association* 295(17): 2037-2045.
- [Barker, Kristin](#). 2002. "Self-help literature and the making of an illness identity: the case of Fibromyalgia Syndrome," *Social Problems* 49 (3): 279-300.
- Bell, Kirsten. 2020. "Cigarette-Packaging Legislation in Canada and the Smoking Subject," Ch. 8 in *Health Matters*, Eric Mykhalovskiy et al., eds. University of Toronto Press.
- Berg, Marc. 1992. "The construction of medical disposals: medical sociology and medical problem solving in clinical practice," *Sociology of Health and Illness* 14(2): 151-180.
<https://doi.org/10.1111/j.1467-9566.1992.tb00119.x>
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doi:10.1001/jama.1994.03520080076049
- Canada Health Services Research Foundation. 2005. "Myth: A parallel private system would reduce waiting times in the public system." Ottawa, Ontario.
- Ducey, Ariel, with Barry Hoffmaster, Magali Robert, and Sue Ross. 2020. "Making Sense of Vaginal Mesh," ch. 10 in *Health Matters*, Eric Mykhalovskiy et al., eds. University of Toronto Press.
- [Ehrenreich, Barbara](#). 2001. "Welcome to cancerland," *Harper's Magazine* 303 (1818): 43-55.
- Farmer, Paul and Nicole Gastineau Campos. 2004. "New malaise: bioethics and human rights in the global era," *Journal of Law, Medicine and Ethics* 32: 243-251.
- Farmer, Paul. 1996. "On suffering and structural violence: A view from below," *Daedalus* 125(1): 261-283. <https://www.jstor.org/stable/20027362>
- Ford, Anne Rochon. 2020. "Nail salons, toxics, and health: Organizing for a better work environment," Ch. 13 in *Health Matters*, Eric Mykhalovskiy et al., eds. University of Toronto Press.
- Fraser Institute. Barua, Bacchus, Jason Clemens, and Taylor Jackson. 2019. *Health Care Reforms for Alberta*.
- Gabe, Jonathan. "Continuity and Change in the British National Health Service," pp. 565-575 in *The Sociology of Health and Illness*, Peter Conrad, ed., 9th edition, Worth Publishing.
- [Gladwell, Malcolm](#). "The moral-hazard myth," *The New Yorker* 81 (25), 2005.
- Lewis, Diana, Sheila Francis, Kim Francis-Strickland, Heather Castleden, and Richard Apostle. 2020. "If only they had accessed the data: Governmental failure to monitor pulp mill impacts on human

- health in Pictou Landing First Nation," *Social Science and Medicine*, in press.
<https://doi.org/10.1016/j.socscimed.2020.113184>
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