

Sociology 321, Sociology of Health and Illness
Instructor: Ariel Ducey
Winter 2020

Course outline update
15 March 2020

NB: Students who anticipate difficulty submitting work through D2L or accessing recorded lectures posted on D2L should contact the instructor directly (aducey@ucalgary.ca) to arrange for accommodation.

Lectures

Lectures will be posted on D2L with slides and audio (and perhaps video) as a series of modules. These modules will be approximately 20 minutes long each (and in total no longer in duration than in-class time would have been). The modules will be available asynchronously.

Office hours

Due to the closure of k-12 schools in Alberta and the need for the instructor to work from home to care for school-age children, in person office hours will not be possible. There is a discussion board in D2L for students to post and share questions pertaining to course materials and assessments. The instructor will respond to questions posted on D2L. The instructor will also respond to emails about individual grading and substantive issues (a shift from the original course outline), but strongly encourages students to use the D2L discussion board.

In-class “work days” & informal assignments

There is one remaining “work day” scheduled for this class (April 9th). Students will be given the opportunity to submit a short piece of writing (due April 9th) for this workday. Instructions for this piece of writing will be posted no later than April 6th at 6:00 p.m. This writing assignment is optional and the grading and weight of this bonus work is as described in the original course outline.

Exams

Second Exam (postponed from March 17 to March 19th)

This exam will be organized as a multiple-choice quiz on D2L. Students will be given a window of 24 hours within which to complete the exam. The exam will be timed from when they begin the exam, and students will be given two hours to complete the exam. (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. This exam will count for 35% of the final course grade, as in the original course outline. All the material in this exam was covered prior to the switch to online content.

Final exam

Instead of one final exam (worth 35% of the final score), materials for the last part of the course will be broken into three “quizzes” (the first two weighted for 10% and the third for 15%). These quizzes will be cumulative within this section of the course only (that is, for each quiz students must be prepared to draw from all material covered in class after the second exam). These quizzes will be administered through D2L and include a **mix of multiple choice and short answer questions** (with word limits). It is expected that completion of each of these quizzes will take one hour. Quizzes will not be timed, but there will be a due date after which submission will close (see schedule). The quizzes will be available to students to complete for no less than 48 hours. A short answer component has been added to allow for higher-quality assessment using an online format. The assessment has been broken into three parts in order to reduce the stress associated with one single high-stakes final exam.

Revised schedule

March 19: second exam (available 9 a.m. March 19 to 9 a.m. March 20)

Week of March 23rd

Reading: Bodenheimer & Grumbach

Online lecture modules:

1. Health Care as a Market
2. Health Care in Canada (likely two modules)

Week of March 30th

March 30th: Quiz 1 due (6:00 pm) (10% of final grade)

Reading: Gabe

Online lecture modules:

3. Health Care in the United States (likely two modules)
4. Health Care in the UK and Germany (likely two modules)

Week of April 6th

April 6th: Quiz 2 due (6:00 pm) (10% of final grade)

Reading: Gladwell, Fraser Institute Report, CHSFR Mythbuster (2005)

Film: Medicare Schmedicare (45 minutes)

Online lecture modules:

5. The Politics of Reform and Representation in the Canadian Health Care System
(likely two modules)

Workday #4: At-home written analysis, due April 9th (optional/bonus)

Week of April 13th

Catch-up

April 22nd (10:00 am): Quiz 3 due



UNIVERSITY OF CALGARY

Winter 2020

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	I am available during office hours – students can schedule appointments with me at calendly.com/aducey . I am happy to meet with students, but please observe the following norms: <ul style="list-style-type: none">• Except for cases in which you have been instructed to email something, contact the instructor by email for administrative purposes only. For instance, you may email to schedule an appointment outside of office hours available on calendly.• Students with substantive questions should come to office hours or schedule an appointment. Students with questions related to grading, readings, or who simply wish to discuss the course in greater depth, should make an appointment.		
Office Location	SS938	Office Hours	Typically Wednesdays – see calendly.com/aducey
Telephone No.	(403) 220-5054		
TA Name	Omid Asayesh	TA Email	omid.asayesh@ucalgary.ca
TA Office Location	SS943x	TA Office Hours	TBD
Class Dates	T/Th		
Class Times	11:00 – 12:15		
Class Location	EEEL161		

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

Required Textbooks, Readings, Materials, Electronic 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, which will be available through the University bookstore:

McCallum, Mary and Perry, Adele. 2018. *Structures of Indifference: An Indigenous Life and Death in a Canadian City*. University of Manitoba Press.

You should plan to log on to the course D2L site about every other day. The site is used to post slides from lecture, deadlines, changes to the course schedule (which will also be announced in class), optional readings, helpful links, and anything else that you might find interesting.

Schedule of Lectures and Readings

Readings should be completed *before* the class for which they are assigned. We will be reading about 50 pages per week on average, but the reading is not evenly distributed. Readings will 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. Your experience of the lecture will depend on whether you have done the readings in advance. I may add, omit, or change some readings during the semester as needed. The course schedule is below (last page of the course outline). Any changes in the course schedule will be announced in class and on D2L. Students are responsible for attending class and checking the D2L site.

Methods of Assessment and Grading Weights

There will be three examinations in this course: two midterms and a final. They will consist of multiple-choice questions and possibly one or two short answer questions. The multiple choice portion of the exams are not cumulative. Short answer questions may be cumulative. The exams will be based on the assigned reading and any material presented in class. Exam study guides will be provided on D2L about one week prior to each exam. Additional aids are *not* allowed for the exams.

In-class “work days” & informal assignments

There will be four in-class work days (see the schedule) during the term, in which we will “flip the classroom.” There will be no lecture on these days, but instead we will use the time for organized, interactive activities, in which students can more deeply explore the concepts and controversies discussed in the course. For each of these work days, advance preparation will be required (typically watching a video and/or re-reading a class article) and in some cases submitted ahead of time (via D2L). Preparation work will be due no later than 4:00 p.m. on the day *before* the in-class work day (so: Jan 27; Feb 5; Mar 4; Apr 8). In addition, there will be, on occasion, informal assignments carried out in class (such as written responses to prompts or reflection pieces). These assignments will be given one of four possible marks, listed below. These marks cannot be appealed. At the end of the term, these assignments will be used to adjust your grade, however the assignments will not be used to pull grades down, only as a bonus when earned. If your final average on these assignments is higher than your final course average, the assignment average will be used to calculate a 5% bonus. The average of these assignments will also be weighted such that the in-class work days count for 80% of this grade component, and any other informal work counts for 20%.

- 0 = assignment not completed, or late
- 5 = participation, less than satisfactory effort or quality
- 8 = participation, good effort or quality
- 10 = participation, excellent effort or quality

Your final grade will be computed as follows:

- | | |
|-----------|-----|
| 1. Exam 1 | 30% |
| 2. Exam 2 | 35% |
| 3. Exam 3 | 35% |

Bonus grade element:

- | | |
|----------------------|---|
| 4. Other assignments | 5% (80% prep and participation in-class work days, 20% other assignments) |
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Final Exam Information

The final exam will be held during final exam week and will not be cumulative. 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.

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. 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.

Technology Use

The *use of laptops or tablets for the purposes of taking notes is permitted* during lectures. Please turn off sounds and dim screens of such devices to minimize disruption to fellow classmates. The *use of cellphones, and other electronic devices for purposes unrelated to the course, is NOT permitted*. Please be sure to turn off your cell phone during class. Student found to be using devices in ways that are distracting to others and/or not related to the class will be asked to leave. **Recording class lectures without the instructor's permission is not permitted**, see the [academic regulations, section K.5](#).

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.

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.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.

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>

Absences and Deferrals

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors 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. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

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 also requires a form to be filled out. It's available at:

https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

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.

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

Date	Reading	Topic	
Jan 14 T	Introduction to the course		Medical authority, medical practice and knowledge, the social construction of health & illness
Jan 16 Th	Wertz & Wertz	Medical authority and medical knowledge	
Jan 21 T	Film: "Deadly Deception" Farmer & Campos, "New Malaise"		
Jan 23 Th	Berg Ryn & Fu Timmermans	Practice variation, medical errors, evidence-based medicine	
Jan 28 T	In-class work day 1: different perspectives on how the social affects medical practice		
Jan 30 Th	Zola	Social construction of illness, medicalization, medical control	
Feb 4 T	Barker Ehrenreich		
Feb 6 Th	In-class work day 2: differing perspectives on the social construction of illness		
Feb 11 T	EXAM ONE		
Feb 13 Th	Tesh, "Disease, Causality, Politics" Banks, et al.	Health inequality, political ideology and disease prevention	Social model of health, politics of health promotion, political economy of health
Feb 25 T	Phelan, Link & Tehranifar		
Feb 27 Th	Wilkinson Syme		
Mar 3 T	McKinlay	Political economy, environment, structural violence, and health	
Mar 5 Th	In-class work day 3: differing perspectives on the social determinants of health		
Mar 10 T	Farmer, "On Suffering and Structural Violence" Film TBD		
Mar 12 Th	McCallum & Perry, <i>Structures of Indifference</i> (book)		
Mar 17 T	EXAM TWO		
Mar 19 Th	Reading TBD	Canada's health care system	Health care systems and organization
Mar 24 T	Bodenheimer & Grumbach		
Mar 26 Th	Gabe	Other health care systems (UK, U.S., Germany)	
Mar 31 T	(no reading)		
Apr 2 Th	Gladwell, "Moral-Hazard Myth"	Politics of health care in Canada	
Apr 7 T	Film: "Medicare Schmedicare"		
Apr 9 Th	In-class work day 4: the representation of health care systems		
Apr 14	Fraser Institute Reports CHSRF Mythbuster, 2005		
	FINAL EXAM, DATE TBA		