

Soci 603, **Sociology of Health and Illness**, Fall 2017
Sociology Department Website: www.soci.ucalgary.ca
Tuesdays, 12:30 – 3:15

Instructor: **Dr. Ariel Ducey**

Office hours: Thursdays 1:00 – 2:30 and by appointment, SS938, aducey@ucalgary.ca, 220-5054

Course Overview

This course is a graduate-level introduction to the sociology of health and illness, one of the largest sub-disciplines in sociology and a substantive area that has generated particularly rich conceptual contributions to the discipline. It is also, arguably, an area important to study not only because the effects of social inequalities are often devastating there, but because new forms of experience, subjectivity, and social order are emerging through the institutions, products, and concepts of health and biomedicine. Authors we will read draw upon diverse theoretical sources and assumptions. Questions of method and theory will be the basis for seminar discussion along with substantive issues.

Questions we will consider include:

- On what basis can we assert the experiences of bodies (whether of health or illness) are social in addition to biological?
- What are the connections between individual experience and work in healthcare/medicine and global political and economic changes?
- What are the stakes of inclusion and exclusion from biomedical models, ways of knowing, institutions, and practices?
- How do health care systems and health care services fit into the relationship between states and markets?

Course Objectives

- Learn major perspectives, concepts, and debates used in the sociology of health and illness
- De-naturalize taken-for-granted ways of thinking about health, health care, and medicine
- Build a foundation for dissertation research, candidacy exams, and/or teaching in the area of the sociology of health and illness
- Enhance skills in summarizing complex arguments and debates
- Become a more informed, engaged citizen in relation to health care policies and inequalities on the bases of health, access to health care and medicine, and/or the valuation of bodies

Course Requirements

Reading

As a graduate seminar, this class requires extensive reading, usually between 100-200 pages a week. I may add, omit, or change a few readings, depending on the progress of the course. I will notify you in class of any changes to the class schedule. Because this is a seminar, you are expected to do the assigned reading prior to class and to bring the day's reading/text with you to class. I will provide reading questions for the seminars at least one week in advance.

Participation

This course will be run as a seminar. There will be some lecture material, depending upon the topic, but much of the learning will take place in the seminar exchange. Members of the seminar can make a constructive and substantial contribution to discussion in a number of ways, for example: by posing relevant questions to classmates or the instructor in the seminar; being forthright about what you find to be confusing in the readings (though make some effort to think through any problems before class); sharing epiphanies; and drawing upon the texts and readings to steer the conversation in productive directions. Certainly not everything you say will deserve to be preserved; the point is for you to practice verbalizing ideas, including what you understand and what you do not. Conversation is also essential to good writing: the more experience you have hearing and responding to others' ideas, the more you will be able to anticipate those ideas in your writing and construct thorough arguments.

I will provide seminar members with their in-progress participation grade at approximately midterm, so that anyone not doing well can get feedback from me and have a chance to improve.

Critique Sheets

Seminar members are responsible for preparing five critiques on topics raised by the readings, of no more than 800 words. These critiques should accurately summarize the argument of the readings, as needed, but should also go beyond summary to provide starting points for class discussion. Students who have prepared critique sheets should be prepared to discuss them in class (i.e., questions they raise, elaborations, clarifications).

Critique sheets are due the Monday prior to class, by 12:00 p.m. via email to the instructor. The instructor will make the critique sheets available on D2L by 5:00 p.m. on the same day. *All seminar members are required to read any submitted critique sheets before the class meeting.*

You will be assigned three weeks for which you have to write a summary and critique. You may choose the other two weeks.

Content of the critique sheets:

Summaries should be accurate and take up only as many words as necessary to set up other aspects of the critique sheet. Seminar members might do the following in the critique sheets:

discuss the significance of, or critically assess, ideas and arguments; identify themes among the readings; draw attention to details that warrant further thought; discuss particular passages that are important or difficult (while showing an effort to understand them); make comparisons/contrasts to other texts read in class; or discuss the strategies of the people we are reading—for instance, what they see as legitimate knowledge or the kind of evidence they use to make their argument.

The critique sheets should be well-written, but they do not have to be formal in style. In particular, they do not need to include formal citations or notes. However, seminar members must use quotes when copying exact words, *and* provide page numbers for quotes or references to specific points and ideas in the readings. Always include your name and the date on the critique sheet.

Grading:

Critique sheets will be given an “A” if they accurately summarize the reading(s); are clearly written with appropriate references to the text; identify thought-provoking aspects of the reading(s); and show an exceptional level of engagement with text and course themes. If there are problems in any of these areas, the grade will be lowered accordingly.

Seminar members may rewrite up to two of their critique sheets if they are not satisfied with their grade. Revised critique sheets are due no later than the last day of class, please attach the original critique sheet with the revised version.

Seminar leadership

Each student will be required to work with another student to lead seminar discussion for the first hour of one class during the term. Leadership involves more active participation in the discussion of the reading questions, critique sheets submitted for the day, and identifying other questions/ideas as needed.

Final Paper and Presentation

Final papers should focus on a topic within the course or a topic of interest to you that is related to the course. This can be a substantive theme or a conceptual/theoretical theme. Papers should be double-spaced, with appropriate references cited using a style from a major sociology journal. The final paper should be at least 3,000 words (about 10 pages) not including references, typed and double-spaced. **A one page proposal for the paper is due by Nov 14th.** I will make suggestions and comments on these outlines as needed.

In addition, seminar members will be required to make a presentation about their papers during the last two weeks of class, to receive feedback and comments from other seminar members.

Grading

- 10% -- Participation
- 10% -- Seminar leadership
- 10% -- Presentation of final paper
- 40% -- Critique sheets
- 30% -- Final paper

Additional Course Notes:

1. **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 reconsidered mark may be raised, lowered, or remain the same.
2. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
3. 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-5.html>
4. **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 provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
5. **Ethics Research:** 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.
6. **Deferrals:** When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

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 about deadlines, and where paperwork should be taken, is available on the form, which can be found at: <https://www.ucalgary.ca/registrar/student-forms>

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://www.ucalgary.ca/registrar/files/registrar/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).

7. The 2017-18 Students’ Union VP Academic is Tina Miller (suvpaca@ucalgary.ca). For more information, and to contact other elected officials with the Student’s Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>
You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>
8. Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at Professional Faculties – Food Court. Please check these assembly point locations for your other classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>
9. Safewalk: The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.
10. Academic Accommodation: The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

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

Course Schedule

Sept 12: Introduction to the Course

Sept 19: Parsons defines a field

- Parsons, Talcott. "Social Structure and Dynamic Process: the Case of Modern Medical Practice," in *The Social System*. New York: The Free Press, 1951. [pp. 428-479]

Sept 26: Medicine and social control

- Zola, Irving Kenneth. "Medicine as an Institution of Social Control." Sociological Review, 20: 487-504, 1972.
- Conrad, Peter. "The Discovery of Hyperkinesis: Notes on the Medicalization of Deviant Behavior." *Social Problems* 23(1): 12-21, 1975.
- Ehrenreich, Barbara and Deirdre English. *Complaints and Disorders: The Sexual Politics of Sickness*. City University of New York, Feminist Press, 1973.
- "Deadly Deception"-- 1991 PBS Documentary ([youtube](#))

Oct 3: The production of health

- Tesh, Sylvia. *Hidden Arguments: Political Ideology and Disease Prevention Policy*. Rutgers University Press, 1988. [excerpts]

Oct 10: Biopolitics -- Making live and letting die

- Foucault, Michel. "17 March 1976" ch. 11 in "*Society Must be Defended*": *Lectures at the College de France, 1975-76*, ed. Mauro Bertani and Alessandro Fontana, NY: Picador: 2003
- Foucault, Michel. "The Birth of Biopolitics," pp. 73-79 in *Michel Foucault: Ethics, Subjectivity and Truth*. Paul Rabinow, ed. (Trans. Robert Hurley). New Press, 1994. [Also published as "Course Summary," pp. 317-325 in *The Birth of Biopolitics, Lectures at the College de France 1978-1979*. Michel Senellart, ed. (Trans. Graham Burchell) Palgrave MacMillan, 2008.
- Biehl, Joao. 2004. "The Activist State: Global pharmaceuticals, AIDS, and Citizenship in Brazil" *Social Text* 22 (3): 105-132.
- Cooper, Melinda. 2011. "Trial by Accident." *Journal of Cultural Economy*. 4(1): 81-96.

Oct 17: New patients, new citizens

- Ehrenreich, Barbara. "Welcome to Cancerland." *Harper's*, November 2001, 43-53.
- Frank, Arthur. "When Bodies Need Voices," Ch. 1 in *The Wounded Storyteller*. University of Chicago Pres, 1995.
- Rose, Nikolas, and Carlos Novas. 2004. "Biological Citizenship," pp. 436-463 in *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems*, edited by Aihwa Ong, and Stephen Collier. Blackwell Publishing. (CP)
- Guthman, Julie and Melanie DuPuis. 2006. "Embodying neoliberalism: economy, culture, and the politics of fat," *Environment and Planning D: Society and Space* 24: 427-448.

Oct 24: The critique of medicine's claim to authority

- McKinlay, John B. 1981. "From 'Promising Report' to 'Standard Procedure': Seven Stages in the Career of a Medical Innovation," *Milbank Quarterly* 59(3): 374-411.
- Abraham, John and Rachel Ballinger. 2012. "The Neoliberal Regulatory State, Industry Interests, and the Ideological Penetration of Scientific Knowledge: Deconstructing the Redefinition of Carcinogens in Pharmaceuticals," *Science, Technology and Human Values* 37(5): 443-477.
- Richards, Evelleen. 1988. "The politics of therapeutic evaluation: The Vitamin C and cancer controversy," *Social Studies of Science* 18(4): 653-701.
- Ross, Sue, Magali Robert, Ariel Ducey. "The Short Lifecycle of a Surgical Device: Literature Analysis Using McKinlay's 7-Stage Model." *Health Policy and Technology*, 4:168-188, 2015.
- Timmermans, Stefan. 2005. "From autonomy to accountability: the role of clinical practice guidelines in professional power," *Persp. in Bio and Med* 48(4): 490-501.

Oct 31: The complexities of clinical practice

- 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.
- Bloor, M. (1976) Bishop Berkeley and the adenotonsillectomy enigma: an exploration of variation in the social construction of medical disposals, *Sociology*, 10, 43-61
- Gordon, Deborah. 1988. "Clinical science and clinical expertise: changing boundaries between art and science in medicine," pp. 257-295 in *Biomedicine Examined*, M. Lock and D. Gordon, eds. Kluwer Academic Publishers.
- Atkinson, Paul. 1984. "Training for Certainty." *Social Science and Medicine* 19(9): 949-56.
- Lutfey, K., and Freese, J. (2007) Ambiguities of chronic illness management and challenges to the medical error paradigm, *Social Science and Medicine*, 64, 314-25

Nov 7: The morality of clinical practice

- Wadmann, Sarah. "Physician-industry collaboration: Conflicts of interest and the imputation of motive," *Social Studies of Science* 44(4): 531-554, 2014.
- Ducey, Ariel and Shoghi Nikoo. "Formats of Responsibility: Elective Surgery in the Era of Evidence-Based Medicine," in press, *Sociology of Health and Illness*
- Kaufman, S.R. (1997) Construction and practice of medical responsibility: Dilemmas and narratives from geriatrics, *Culture, Medicine and Psychiatry*, 21, 1-26
- Gordon, D.R., and Paci, E. (1997) "Disclosure practices and cultural narratives: Understanding concealment and silence around cancer in Tuscany, Italy," *Social Science and Medicine*, 44, 10, 1433-1452

Nov 14: Working within Institutional logics

- Mol, A. (2008) *The Logic of Care: Health and the Problem of Patient Choice*. London: Routledge.

Nov 21: Rationalization and work in health care

- Rankin, Janet and Marie Campbell. *Managing to Nurse: Inside Canada's Health Care Reform*, University of Toronto Press, 2006. [selections]
- Garfinkel, Harold. " 'Good' organizational reasons for 'bad' clinic records," ch. 6 in *Studies in Ethnomethodology*. Prentice-Hall, 1967.
- Diamond, Timothy. "If It's Not Charted, It Didn't Happen," ch. 5 in *Making Gray Gold*, University of Chicago Press, 1992.
- Ducey, Ariel. "More Than a Job: Meaning, Affect, and Training Health Care Workers," Pp. 187-208 in *The Affective Turn: Theorizing the Social*, Patricia Clough and Jean Halley, eds., Duke University Press, 2007.

Nov 28: The theory and politics of public health care

- Hacker, Jacob S. "The Historical Logic of National Health Insurance: Structure and Sequence in the Development of British, Canadian, and U.S. Medical Policy," *Studies in American Political Development* 12: 57-130, 1998.
- Navarro, Vicente. "Why Some Countries Have National Health Insurance, Others Have National Health Services, and the U.S. Has Neither," *Social Science and Medicine* 28 (9): 887-898, 1989.
- Evans, Robert. 1997. "Going for the Gold: The Redistributive Agenda behind Market-Based Health Care Reform," *Journal of Health Politics, Policy and Law* 22(2): 427-65.
- Skinner, Brett, Mark Rover & Marisha Warrington. 2008. *The Hidden Costs of Single Payer Health Insurance*. Fraser Institute.

Student presentations begin

Dec 5: *student presentations continued*