UNIVERSITY OF CALGARY

Fall 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 603		
Pre/Co-Requisites	NA		
Instructor Name	Ariel Ducey	**Email**	aducey@ucalgary.ca
Instructor Email Policy	Please email me at any time. (I do not answer emails over the weekend.) If you have a course-related question, please check the course outline first. I prefer the use of email for straightforward/administration matters. Any substantive issues related to the course should be discussed during an appointment (via zoom). Appointments with me can be scheduled at calendly.com/aducey		
Office Location	N/A	**Office Hours**	By appointment
Telephone No.	N/A		
Class Dates	8 September – 7 December (plus exam period)		
Class Times	Th, 9:30 am – 12:15 pm		
Class Location	Online		

Course Description

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/Learning Outcomes

- 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 Format

This course will be online (zoom) and synchronous (meeting at the scheduled time). Certain portions of the seminar will be recorded (see below) and made available to students who have been absent.

Learning Resources

As a graduate seminar, this class requires extensive reading, usually three to five articles or chapters per 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. Links to readings will be provided in the course D2L site.

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

Attached is a weekly schedule of the readings and the schedule to be used during each seminar meeting.

Methods of Assessment and Grading Weights

There are three graded components of this course:

1. Critical reflections (four) – 12% each (48% total)
2. Journal assignment and presentation (group assignment) – 20%
3. Research proposal – 32%

<u>1. Critical Reflections</u>

Each student will be assigned **four** of the twelve total seminar meetings, for which they will be responsible for preparing critical reflections on topics raised by the week's readings, of no more than 800 words. The critical reflections are due no later than the Tuesday *following* the assigned seminar. They should be submitted via email to the instructor.

Content of the critical reflections:

These reflections should accurately summarize the argument of the readings, but summaries should take up only as many words as necessary to set up other aspects of the reflections.

Seminar members might do the following in the critical reflections: 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. They do not need to include formal citations or notes but 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 critical reflection.

Grading:

Critical reflections 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 critical reflections if they are not satisfied with their grade. Revised critical reflections are due no later than the last day of class.

<u>2. Journal Assignment and Presentation</u>

Members of the seminar will be put into pairs and assigned to provide a report to the class on a major journal in the area of social sciences and medicine or health. The presentations will be not longer than

15 minutes and occur throughout the term (schedule to be determined in first week of class). Presentations will be made during the seminar, using zoom and recorded and posted on D2L. If needed, these presentations can be pre-recorded and shown during class and posted on D2L. The students must also submit a written report of their findings of no longer than 1500 words (about 6 pages). For this assignment, students must examine the most recent 10 issues of the selected journal and answer the following questions:

- What can you infer about the identity/niche of the journal from the articles it has published?
- What can you infer about the identity/niche of this journal based on the careers and affiliations of the authors published, the editor(s), and the editorial board?
- Does the journal seem to give more space to certain methodologies, concepts, or perspectives?
- Do the articles published in this journal seem to conform to certain styles of presentation?
- What seem to be the latest trends in terms of research topics, methods, or concepts as represented in this journal?
- Are the articles in this journal widely cited?
- Can you learn anything about the history of this journal? When and why was it started?

Potential journals for this assignment include: *Sociology of Health and Illness*, *Social Science and Medicine, Biosocieties, Critical Public Health, Health*, *Journal of Health and Social Behavior*

3. Research Proposal

For the final paper, seminar members must write a proposal to examine a particular topic that has to do with the areas of health, health care, or medicine. In the proposal, students will carry out preliminary research on the topic (likely as presented in the media), and develop and compare/contrast two-three approaches to studying the topic, selecting one as the preferred approach. The proposal must include discussion of how different approaches might change: 1) the formulation or focus of the research question; 2) the kinds of evidence required to answer the research question; 3) the way in which the evidence might be analyzed; and 4) decisions about how to write and present the research findings. Students must compare the approaches and discuss why they prefer their selected approach.

The research proposal should be no less than 2,500 words (about 10 pages). There are no restrictions on length, but all elements of the paper should have a reason for being included and the paper should cohere as a whole. The paper/proposal will be <u>due on Monday, December 21st</u>.

Grading: In this assignment, the instructor is looking for evidence that the student is able to identify and analytically differentiate, using the readings from this course, epistemological and methodological approaches to studying issues in health, health care, and medicine. The purpose is not to choose a "correct" approach to studying a topic, but to show strong and developing awareness of the strengths and limitations of various approaches. This purpose is to stretch one's imagination about what might or should be considered when attempting to study and understand a given topic, and preferably to use the course materials to imagine approaches to a given topic that you might not have considered, or have been aware of, prior to the start of the course.

Final Exam Information
There is no final exam for this course.

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+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	85 – 89.99%	3.7	Very good performance
B+	80 – 84.99%	3.3	Good performance
B	75 – 79.99%	3.0	Satisfactory performance
B-	70 – 74.99%	2.7	Minimum pass for students in the Faculty of Graduate Studies
C+	67 – 69.99%	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies 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 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 during the class time 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.

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/ .

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Media Recording
Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

Media recording for the assessment of student learning
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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 screengrabs 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 lectures 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 Representation

The Graduate Student Association VP Academic can be contacted at **vpa.gsa@ucalgary.ca**

For more information, and to contact other elected officials with the GSA, please visit this link:
https://www.ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html

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.

Reading Schedule

Sept 10: Introduction to the Course
- 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 17: Medicalization, Social Construction of Illness
- 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.
- Barker, Kristin. 2002. "Self-help literature and the making of an illness identity: the case of Fibromyalgia Syndrome," *Social Problems* 49 (3): 279-300.

Sept 24: "The End of the Golden Age"
- 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.
- Rothman, David. 1992. *Strangers at the Bedside*. Basic Books. [excerpts]
- Mykhalovskiy, Eric and Lorna Weir. 2004. "The problem of evidence-based medicine: directions for social science," *Social Science and Medicine* 59: 1059-1069.
- Cambrosio, Alberto, Peter Keating, Thomas Schlich, George Weisz. 2006. "Regulatory objectivity and the generation and management of evidence in medicine," *Social Science and Medicine* 63: 189-199.

Oct 1: Social Science Goes Inside
- 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.
- Ducey, Ariel, Claudia Donoso, Sue Ross, Magali Robert. 2020. "From anatomy to patient experience in pelvic floor surgery: Mindlines, evidence, responsibility and transvaginal mesh," *Social Science and Medicine* 260: 113151.
- Mol, Annemarie. 2002. "Cutting surgeons, walking patients: some complexities involved in comparing," pp. 218-257 in *Complexities: Social Studies of Knowledge Practices*, Law & Mol, eds. Duke University Press.
- 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.

Oct 8: 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, João. 2004. "The Activist State: Global pharmaceuticals, AIDS, and Citizenship in Brazil" *Social Text* 22 (3): 105-132.

Oct 15: Letting Die
- Mbembe, Achille. 2003. "Necropolitics." *Public Cultures 15(1): 11-40.*
- Farmer, Paul. "On suffering and structural violence," Ch. 1 in *Pathologies of Power.* University of California Press.
- "Deadly Deception"-- 1991 PBS Documentary ([youtube](#))
- Tyndall, Mark and Zoe Dodd. 2020. "How structural violence, prohibition, and stigma have paralyzed North American responses to opioid overdose," *Policy Forum.* August.

Oct 22: Political Ideology and Health Policy
- Tesh, Sylvia. *Hidden Arguments: Political Ideology and Disease Prevention Policy.* Rutgers University Press, 1988. [excerpts]
- 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.

Oct 29: Neoliberalism 1: New Forms of Embodiment and Labor
- Cooper, Melinda. 2012. "The pharmacology of distributed experiment – user-generated drug innovation," *Body and Society* 18(3&4): 18-43.
- 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.
- Waldby, Catherine and Melinda Cooper. 2008. "The Biopolitics of Reproduction," *Australian Feminist Studies* 23(55): 57-73.
- Mazanderani, Fadhila, Jenny Kelly, Ariel Ducey. 2017. "From embodied risk to embodying hope: Therapeutic experimentation and experiential information sharing in a contested intervention for Multiple Sclerosis," *BioSocieties* 13: 232-254.

Nov. 5: Neoliberalism 2: Health Care Labor and Care
- Diamond, Timothy. "If It's Not Charted, It Didn't Happen," ch. 5 in *Making Gray Gold*, University of Chicago Press, 1992.
- Vinson, Alexandra and Kelly Underman. 2020. "Clinical empathy as emotional labor in medical work," *Social Science and Medicine*, Vol. 251, in press.
- 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.
- Younis, Tarek and Sushrut Jadhav. 2019. "Islamophobia in the National Health Service: an ethnography of institutional racism in PREVENT's counter-radicalisation policy," *Sociology of Health and Illness* 42(3): 610-626.
- Ahmed, Sara. 2004. "Affective Economies." *Social Text* 22(2): 117-139.

Nov 19: Neoliberalism 3: Health Care Systems and Politics

- 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.
- 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
- Speed, Ewen and Russell Mannion. 2020. "Populism and health policy: three international case studies of right-wing populist policy frames," *Sociology of Health and Illness*. 11 August.

Nov 26: Trans-biopolitics

- Blue, Gwendolyn and Melanie Rock. 2010. "Trans-biopolitics: Complexities in Interspecies Relations," *Health* 15(4): 353-368.
- Rock, Melanie, Bonnie Buntain, Jennifer Hatfield, Benedikt Hallgrínsson. 2009. "Animal-human connections, "one health," and the syndemic approach to prevention," *Social Science and Medicine* 68(6): 991-995.
- Nading, Alex. 2013. "Human, animals, and health: from ecology to entanglement," *Environment and Society* (4): 60-78.

Dec 3 – Information Infrastructures in Medicine: Data, Algorithms

- Star, Susan Leigh. 1999. "The ethnography of infrastructure," *American Behavioral Scientist* 43(3): 377-391.
- Neff, Gina and Dawn Nafus. 2016. "Self-Tracking and Medicine" pp. 135-166 in *Self-Tracking*. MIT Press.
- Amelang, K and S. Bauer. 2019. "Following the algorithm: How epidemiological risk-score do accountability." *Social Studies of Science* 49(4): 476-502.
- Lupton, Deborah. 2017. "Feeling your data: Touch and making sense of personal digital data," *New Media and Society* 19(100: 1599-1614,

Weekly Seminar Schedule and Roles

9:30 – 9:45: Opening remarks by Dr. Ducey, organizational/administrative matters as needed (recorded as needed)

9:45 – 10:00: Zoom break out rooms, by reading; 2-3 students in each room will develop questions for class about their reading(s) in a shared google doc (google docs to be shared after class on D2L site)

10:00 – 10:10: Break

10:10 – 11:15: Discussion of readings based on student questions (recorded as needed)

11:15 – 11:30: Break

11: 30 – 12:15: Summary of previous discussion, additional remarks by Dr. Ducey as needed (recorded as needed)

Seminar member roles

1) Each student will be assigned one or two readings to focus on for the break- out rooms (schedule for the term will be created during the first week of classes)
2) One student will be assigned the moderator role for the discussion between 10:10-11:15 (not graded)
3) 3-4 students will be the weekly "content experts" – these students must have read *all* the assigned readings; will each lead a break-out room; will be prepared to tell the class a bit about the biographies of the authors of the assigned readings; and will submit, after class, a critical reflection about the week's readings (see above). The schedule will be arranged so that everyone in the class serves as "content expert" four times.