

Soci 603, Seminar in the Sociology of Health and Illness
Instructor: Dr. Ariel Ducey
Fall 2014

Office Hours: Mondays 11:00-12:00, Thursdays 1:00-2:00 and by appointment

Instructor contact info: aducey@ucalgary.ca, 220-5054

Sociology Department Website: www.soci.ucalgary.ca

Course Overview

This course is an 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 sociology. 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 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 that 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? What accounts for the different ways health care systems are organized (or their absence)?

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. All students are expected to regularly participate in seminar discussions and to complete the readings in advance of the class for which they are assigned.

Members of the class 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 your epiphanies; and drawing upon the texts and readings to steer the conversation in productive directions. I recognize that 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 readings (or selected aspects of them), but should go beyond summary to provide starting points for class discussion. The critique sheets Students who have prepared critique sheets should be prepared to discuss them in class (i.e., questions they raise, elaborations, clarifications).

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; 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.

Seminar leadership

Each student will be required to take the lead in discussion for the first half of two seminars. Leadership involves more active participation in the discussion of the reading questions, critique sheets submitted for the day, or other questions/ideas the student has identified.

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 either the American Journal of Sociology, American Sociological Review, or other 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 12th.** 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

5% -- Participation
10% -- Seminar leadership
10% -- Presentation of final paper
40% -- Critique sheets
35% -- 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 and TA explaining the basis for reconsideration of one's mark. The instructor and TA 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. 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-2-1.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. Ethical 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 Departmental 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: If possible, please provide advance notice to the instructor 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 and misreading of the syllabus 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:
http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf
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 <http://www.ucalgary.ca/registrar/files/registrar/defTW.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. Student Representation: The 2014-15 Students' Union VP Academic's email is: Hana Kadri suypaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters:
<http://www.ucalgary.ca/provost/students/ombuds/role>
8. Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at [*location*]. 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. register with Student Accessibility Services (formerly the Disability Resource Centre) at MC 452 (or phone 403-220-8237). Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

Course Schedule

Sept 10: Introduction, health care and health

Sept 17: Health care, medicine, and the social determinants of health

- Evans, Robert G, Gregory L. Stoddart. 1990. "Producing health, consuming health care," *Social Science and Medicine* 31(12): 1347-1363.
- Coburn, David, Keith Denny, et al. 2003. "Population health in Canada: A brief critique," *American Journal of Public Health* 93(3): 392-396.
- Syme, Leonard. 1996. "Rethinking disease: where do we go from here?" *Annals of Epidemiology* 6(5): 463-468.
- Richard Wilkinson TED talk: <https://www.youtube.com/watch?v=cZ7LzE3u7Bw>
- Phelan, Link & Tehranifar. 2010. "Social conditions as fundamental causes of health inequalities: Theory, evidence and policy implications," *Journal of Health and Social Behavior* 51(S): S28-S40.

Sept 24

Val Haines, guest, first half of class: Social capital, networks, and health

Second half: medical practice and control

- 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]

Oct 1: Social Construction of Illness and Medicalization

- 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.
- Barker, Kristin. 2002. "Self-Help Literature and the Making of an Illness Identity: The Case of Fibromyalgia Syndrome (FMS)." *Social Problems*, 49 (3): 279-300.
- Ehrenreich essay on breast cancer

Oct 8: Discipline & Biopolitics

- Foucault, Michel. "The means of correct training," and "Panopticism," in *Discipline & Punish*, NY: Random House, 1995. [Orig. published in English 1977, French 1975] [pp. 170—230]
- 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.

Oct 15: Politics of medical knowledge and research

- “Deadly Deception” 1991 PBS Documentary ([youtube](#))
- Farmer, Paul. “New Malaise,” ch. 8 in *Pathologies of Power*. University of California Press, 2003. [pp. 196-212]
- Epstein, Steven. 1995. “The construction of lay expertise: AIDS Activism and the forging of credibility in the reform of clinical trials,” *Science, Technology & Human Values* 20(4): 408-437.
- Cooper, Melinda. 2012. “The pharmacology of distributed experiment: User-generated drug innovation,” *Body and Society* 18(3&4): 18-43.
- Ariel Ducey – presentation or paper on medical devices and medical markets

Oct 22: Rationalizing medical knowledge?

- 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.
- Richards, Evelleen. 1988. “The politics of therapeutic evaluation: The Vitamin C and cancer controversy,” *Social Studies of Science* 18(4): 653-701.
- 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.
- Weisz, George, et al. 2007. “The emergence of clinical practice guidelines,” *Milbank Quarterly* 85(4): 691-727
- 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: 189-99.

Oct 29: Medicine in practice

- Mol, Annemarie. 2002. “Cutting surgeons, walking patients: some complexities involved in comparing,” pp218-257 in Law & Mol, eds. *Complexities: Social Studies of Knowledge Practices*. Duke University Press.
- Kaufman, Sharon R. 1997. “Construction and Practice of Medical Responsibility: Dilemmas and Narratives from Geriatrics,” *Culture, Medicine and Psychiatry* 21: 1-26
- 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. **OR** Timmermans, Stefan, Marc Ber. 1997. “Standardization in action: Achieving local universality through medical protocols,” *Social Studies of Science* 27: 273-305.
- Mykhalovskiy, Eric. 2003. “Evidence-Based Medicine: Ambivalent Reading and the Clinical Recontextualization of Science,” *Health* 7 (3): 331-352.

Nov 5: Rationalizing health care systems and delivery

- Rankin, Janet and Marie Campbell. *Managing to Nurse: Inside Canada’s Health Care Reform*, University of Toronto Press, 2006. [selections]
- Bowker, Geoffrey and Susan Leigh Star. *Sorting Things Out: Classification and Its Consequences*, MIT Press, 1999. [selection]
- 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.
- Neff, Gina. 2013. “Why Big Data Won’t Cure Us”

Nov 12: Biopolitics II – Responsibility, Choice, Freedom, Governmentality

- Foucault, Michel. 2007. "1 February 1978," pp. 87-114 in *Security, Territory, Population: Lectures at the Collège de France 1977-1978*. Michel Senellart, ed. (Trans. Graham Burchell). Palgrave MacMillan. [Also published as "Governmentality," Ch. 4 in *The Foucault Effect: Studies in Governmentality*. Graham Burchell, Colin Gordon, and Peter Miller, eds. University of Chicago Press, 1991].
- 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)
- Weir, Lorna. 1996. "Recent development in the government of pregnancy," *Economy and Society* 25(3): 372-392.
- Katz Rothman, Barbara. *The Book of Life*, Beacon Press, 2001. [Also available in hardcover as *Genetic Maps and Human Imaginations*, Norton, 1998]. [selections]

Nov 19: Biopolitics III -- States, Regulation, Neoliberalism

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

Nov 26 or Dec 3: Illness Narratives

- Frank, Arthur. *The Wounded Storyteller*, University of Chicago Press, 1995. [selections]

Nov 26 or Dec 3: Political economy and health care systems

- 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.
- Light, Donald. 2001. "Comparative institutional response to economic policy: managed competition and governmentality." *Social Science and Medicine* 52: 1151-1166.
- Skinner, Brett, Mark Rover & Marisha Warrington. 2008. *The Hidden Costs of Single Payer Health Insurance*. Fraser Institute.
- Coburn, David. "Health, Health Care, and Neo-Liberalism," ch. 3 in *Unhealthy Times: Political Economy Perspectives on Health and Care in Canada*, Pat Armstrong, Hugh Armstrong, David Coburn eds. Ontario, CA: Oxford University Press, 2001.