

SOCI 321 - Sociology of Health and Illness			
Pre/Co-Requisites	SOCI 201		
Instructor:	Janna Klostermann (she/her)	Lecture Location:	ENG 60
Phone:	403-220-6856	Lecture Days/Time:	T/Th 2-3:15pm
Email:	janna.klostermann@ucalgary.ca		
Office:	SS 934	Office hours:	TBD - typically Thursdays
Instructor Email Policy	<p>I am happy to meet with you to discuss questions related to the course. You have the option to book an individual appointment or group 'office hour' session (typically on Thursday mornings). We can discuss course readings, requirements or personal issues. The following are recommended ways of connecting:</p> <ul style="list-style-type: none"> ■ Email (special circumstances) – Given the size of this class, please note that email is for administrative purposes only (such as to schedule an appointment or when I have requested that you send me something). Please include the course name and your student number in your email, and please do not use email for things that could be addressed in office hours. ■ Group office hours are intended for you to discuss course-related questions (e.g. related to course readings or requirements). Individual office hours are intended for you to discuss course-related questions or personal issues. Please confirm your [online or in-person] attendance at calandly.com/jklostermann 		
TA Name	Jay Cavanagh	TA Email	jay.cavanagh@ucalgary.ca
TA Office Location	TBD	TA Office Hours	TBD

Course Description

What is health, and how do sociologists study it? How is Canada's healthcare system organized? What can we learn from patients, healthcare providers and health advocates about what the problems are and how things can be different? This course will introduce students to sociological ways of thinking about health, illness and healthcare systems with a focus on the Canadian context. We will explore three major areas: (1) sociological ways of knowing; (2) healthcare systems and organization; and (3) the politics of health and social change. Through active learning assignments and activities, you will develop an intersectional lens (e.g., to attend to race, class, gender, citizenship status and disability) and learn how to apply sociological approaches to explore key debates. Course materials will include a range of provocative and challenging articles and podcasts that attend to the specificities of formal and informal healthcare relationships in Alberta and beyond.

Course Objectives/Learning Outcomes

By the end of this course, you should be able to:

- demonstrate an understanding of key terms and concepts that can be used to study health and health care;
- apply sociological theories to analyze contemporary cases or to make links between people's practices and perspectives and the social or institutional relations of health care systems;
- enhance skills in critical, reflexive thinking and sociological analysis;
- contribute to classroom activities and discussions (including on 'Top Hat') in a collegial and curious manner to help foster an inclusive and supportive learning environment.

Required Textbooks, Readings, Materials, Electronic Resources

Required course readings are available for access on D2L, either as pdfs or through UofC library links. You are responsible for downloading all articles, and may print them if you wish.

Learning Technologies and Requirements

You are required to bring a device (phone, laptop, tablet) to class, as you will use 'Top Hat' for participation marks in most classes. Here is information on how to sign up:

<https://elearn.ucalgary.ca/getting-started-with-top-hat-students/>

Schedule of Lectures and Readings

Date	Readings/activities to be completed before class:	Topic
Tuesday Sept 6	Course outline/Introduction to the course and the 'conversation now'	Unit 1: Sociological Ways of Knowing <i>Towards a Sociology of Health</i>
Thursday Sept 8	Marron, D. (2017). Smoke gets in your eyes: What is sociological about cigarettes? <i>The Sociological Review</i> .	
Tuesday Sept 13	Conrad, P., & Barker, K. K. (2010). The social construction of illness: Key insights and policy implications. <i>Journal of Health and Social Behavior</i> .	<i>Social Construction of Health</i>
Thursday Sept 15	Small D. (2007). Fools rush in where angels fear to tread: Playing God with Vancouver's Supervised Injection Facility in the political borderland. <i>International Journal of Drug Policy</i> .	
Tuesday Sept 20	Klostermann, J. et al. (2022). The problems with care: A feminist care scholar retrospective. <i>Societies</i> . Klostermann, J. (2021). Getting 'unstuck': Women who care for others should feel OK stepping back. <i>The Conversation</i> .	<i>Sociological Ways of Knowing</i>
Thursday Sept 22	In class workshop #1 (course materials will be presented in class) <u>To be discussed in class:</u> <ul style="list-style-type: none">- [Audio] Engleman, B. (2015, July 16). Independent's Day. The Moth. https://themoth.org/search/results/p2?q=disability- [Video] Klostermann, J. (2020). Wounded Joker. YouTube.	

	<ul style="list-style-type: none"> - Ellingson, L. L. (2006). Embodied knowledge: Writing researchers' bodies into qualitative health research. <i>Qualitative Health Research</i>. 	
Tuesday Sept 27	<p>Scavarda, A., & Cascio, M. A. (2022). Embracing and rejecting the medicalization of autism in Italy. <i>Social Science & Medicine</i>.</p> <p><u>To be discussed in class:</u></p> <ul style="list-style-type: none"> - Conrad, P. (2005). The shifting engines of medicalization. <i>Journal of Health and Social Behavior</i>. 	<p><i>Medicalization and Medical Authority</i></p>
Thursday Sept 29	Douglas, P., Rice, C., & Siddiqui, A. (2020). Living dis/artfully with and in illness. <i>Journal of Medical Humanities</i> .	
Tuesday Oct 4	<p>[Podcast] Policy Options. (2021, February 24). Systemic racism in Canadian health care. Podcast. Episode 118. <i>Policy Options</i>. https://policyoptions.irpp.org/magazines/february-2021/systemic-racism-in-canadas-health-care/</p> <p><u>To be discussed in class:</u></p> <ul style="list-style-type: none"> - Allin, S., & Rudoler, D. (2019). The Canadian health care system. <i>International Profiles of Health Care Systems</i>. 	<p>Unit 2: Healthcare Systems and Organization</p> <p><i>Canadian Healthcare</i></p>
Thursday Oct 6	<p>Ducey, A. et al. (2020). Making Sense of Vaginal Mesh. <i>Health Matters: Evidence, Critical Social Science, and Health Care in Canada</i>.</p> <p><u>To be discussed in class:</u></p> <ul style="list-style-type: none"> - Sinding, C et al. (2010). "I like to be an informed person but..." Negotiating responsibility for treatment decisions in cancer care. <i>Social Science & Medicine</i>. 	
Tuesday Oct 11	<p>In-class workshop #2 (course materials will be presented in class)</p> <p><u>To listen to in class:</u></p> <ul style="list-style-type: none"> - [Podcast] Death, Sex & Money (2019, January 16). "Sexually Transmitted Secrets." (27 minutes). https://www.wnycstudios.org/podcasts/deathsexmoney/episodes/sexually-transmitted-secrets-sti-death-sex-money 	
Thursday Oct 13	Midterm Exam	
Tuesday Oct 18	Phelan, Link & Tehranifar. (2010). Social Conditions as Fundamental Causes of Health Inequalities. <i>Journal of Health and Social Behavior</i> .	<p><i>Health Inequalities & Differences</i></p>
Thurs Oct 20	Syme, S. L. (1998). Social and economic disparities in health: Thoughts about intervention. <i>The Milbank Quarterly</i> .	
Tuesday Oct 25	<p>Bull, J. (2018). A Northern and Indigenous ethical imperative for working with communities. <i>Northern and Indigenous Health and Healthcare</i>. https://openpress.usask.ca/northernhealthcare/chapter/h/</p> <p>MacDonald, N., Hébert, P. C., & Stanbrook, M. B. (2011). Tuberculosis in Nunavut: A century of failure. <i>CMAJ</i>.</p>	
Thursday Oct 27	Barken, R. & Santinele Martino, A. (2020). Doing age, doing disability: The lived experiences of older people receiving home care. <i>The Aging/Disability Nexus</i> .	<p><i>Intersectional Inequities</i></p>

	<p>To be discussed in class:</p> <ul style="list-style-type: none"> - McArthur, P. (2012). Carried and held: Getting good at being helped. <i>IJFAB: International Journal of Feminist Approaches to Bioethics</i>. 	
Tuesday Nov 1	<p>Fassler, J. (2015). How doctors take women's pain less seriously. The Atlantic.</p> <p>Segal, J. Z. (2015). The rhetoric of female sexual dysfunction: faux feminism and the FDA. <i>CMAJ</i>, 187(12), 915-916.</p> <p>To be discussed in class:</p> <ul style="list-style-type: none"> - Braedley, S. (2013). A gender politics of long-term care: Towards an analysis. <i>Troubling Care</i>. 	
Thursday Nov 3	<p>Leitch, S et al. (2021). Black Lives Matter in health promotion: Moving from unspoken to outspoken. <i>Health Promotion International</i>.</p> <p>To be discussed in class:</p> <p>[Video] Williams, D. (2017). How racism makes us sick. TED Talk.</p> <p>Creative Project due by 12midnight Friday Nov 4</p>	
BREAK November 6-12		
Tuesday Nov 15	Shadaan, R. (2022). Healthier nail salons: From feminized to collective responsibilities of care. <i>Environmental Justice</i> .	<p>Unit 3: Politics of Health and Social Change</p> <p><i>Social and Ecological Issues</i></p> <p><i>Learning from the Response</i></p>
Thursday Nov 17	[Podcast] Alberta, This is Going to Hurt. (2021). "Our Health System is Hurting." (24 minutes). https://podcasts.apple.com/ca/podcast/our-health-system-is-hurting/id1549709786?i=1000527411343	
Tuesday Nov 22	Racine, C. (2021). James' Story. In <i>Beyond clinical dehumanisation toward the other in community mental health care: Levinas, wonder and autoethnography</i> .	
Thursday Nov 24	Pratt, G., & Kirby, E. (2003). Performing nursing: BC Nurses' Union theatre project. <i>ACME: An International Journal for Critical Geographies</i> , 2(1), 14-32.	
Tuesday Nov 29	Conrad, R., & Shotwell, A. (2018). "This is My Body": Historical Trauma, Activist Performance, and Embodied Rage. <i>a/b: Auto/Biography Studies</i> , 33(2), 449-453.	
Thursday Dec 1	Course Wrap up!	
Tuesday Dec 6	<p>In-class workshop #3 (course materials will be presented in class)</p> <p>To watch and discuss in class:</p> <ul style="list-style-type: none"> - [Film] CBC. (2019). Town of Widows. CBC POV. (44 minutes) https://gem.cbc.ca/media/cbc-docs-pov/s03e02?cmp=pov-pareto-docs <p>Mojtehedzadeh, S. (2016, Dec 17). Lethal legacy: General Electric's Peterborough plant was a symbol of opportunity for generations of workers – but did it also make them sick? Toronto Star. https://projects.thestar.com/lethal-legacy/</p>	

Methods of Assessment and Grading Weights

COMPONENT	WEIGHTING	DUE DATES/DAY
Participation (Top Hat)	10%	Ongoing
Mid-term Exam	30%	Thursday October 13
Creative Project	25%	Friday November 4
Final Exam	35%	TBD (during final examinations)
Total	100%	

Participation (Top Hat) – 10%

Your participation in this course is important, and will be evaluated through your response to ‘Top Hat’ discussion questions or prompts. To give an example of what to expect, questions will, *for instance*, invite you to clearly explain key concepts or arguments from course materials, apply course concepts to unpack contemporary examples, write a two-sentence summary, critically reflect on lectures or in-class conversations and learning activities, share a quote that caught your attention or that you found significant, reflect on your participation and growth, ask questions, push things further, and so on! The goal will be to show your ability to engage in active learning by applying and thinking critically about course concepts and arguments. To accommodate potential absences or technical difficulties, you will be expected to respond to 80% of the total number of questions. These grades will be based on participation and effort. Plan to **bring a device to class**, as Top Hat questions will typically be released to you in-class. Please also note, late submissions will not be accepted and you will not have the option to appeal them.

Mid-term Exam –30%

This exam will cover lectures and required readings covered before Thursday October 13. It will consist of multiple-choice questions and two or three short answer questions (to be answered in full sentences). To give an example of what to expect, questions will, *for instance*, invite you to define or critically evaluate concepts, to compare concepts or theories, or to apply course concepts to analyze particular cases. You will make reference to course materials (readings, lectures, in-class activities). The exam will be conducted in class on Thursday October 13.

Creative Project – 25%

For 25% of the course mark, you will submit a creative project that uses course theories to analyze and unpack a creative vignette about a health or healthcare encounter. The assignment will include: (1) a creative vignette (aka a work of fiction or non-fiction) that you will write that will provide an illustration of someone reorienting to their own or others’ health or navigating a healthcare experience (approx. 300 words); and (2) a reflection that introduces 2-3 course concepts and elaborates how those concepts help us to analyze or unpack the personal story. Papers should be 750 words (excluding references) and should cite at least three course materials (paraphrased in APA format), as well as one insight from class (aka ‘in-class quote’). The project will be due by 12 midnight Friday November 4. Details will be discussed in class; we will also read and analyze examples of the genre you are being asked to produce, so you will have lots of inspiration!

Final Exam – 35%

This exam will cover lectures and required readings. It will consist of multiple-choice questions and two or three short answer questions (to be answered in full sentences). To give an example of what to expect, questions will, *for instance*, invite you to define or critically evaluate concepts, to compare concepts or theories, or to apply concepts to particular cases. You will make reference to course

materials (readings, lectures, in-class activities). The multiple choice portion of the exam is not cumulative, but the short answer questions may be cumulative. You will have 75 minutes to complete the exam.

The specifics?

All written work is to be double-spaced in 12 point, Times New Roman font on pages with 1-inch (2.54cm margins) as per APA guidelines.

All citations should be in APA format. We will discuss how to include in-text citations and how to format references. I will also provide a template for course assignments.

Please name your submissions: LastName FirstName AssignmentName (e.g., Klostermann Janna Research Proposal)

Final Exam Information

Final Exam	Yes
Length	75 minutes
Format	In-person
Type	Multiple choice, short answer
Aids	Additional aids are not allowed for the exam

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 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+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

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>

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

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/P22_deferral-of-term-work_lapseGrade.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.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

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. 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 <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

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 Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student 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 supports 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 the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.