

UNIVERSITY OF CALGARY
Department of Sociology
Sociology 321
SOCIOLOGY OF HEALTH AND ILLNESS

Course Outline

Spring 2011

Sociology Department Website: www.soci.ucalgary.ca

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COURSE DESCRIPTION AND OBJECTIVES

Sociology of health and illness is one of the largest sub-disciplines in sociology. The purpose of this course is to provide an introductory and critical examination of the sociological study of health, illness, and social organization of health care. While this course covers a variety of intersecting topics, three questions are asked throughout the course. The first question asks “so what”: why is what we are studying interesting and important? The second question asks students to consider “what counts” as health, illness, and knowledge (dialectically related to what does not count). The third question, which intersects with the aforementioned questions, draws attention to the different power and socially organized relations central to how “what counts” is put together.

The course is separated into three sections. The first two sections of the course provide a more *introductory* examination of a variety of theoretical and substantive topics that sociologists investigate. Topics include: theory, methods, epidemiology, social determinants of health, social inequality, stress, coping, and social support, illness experience, the social construction of medical knowledge and practice, and medicalization. The third part of the course provides a more *in-depth* examination of health care organization in Canada, with a specific focus on nurses’ work and how their work is organized and made accountable under current reform and restructuring practices in Canada.

OBJECTIVES

The objectives for this course are as follows:

- To learn and understand different terms and concepts central to sociology of health and illness
- To understand and be able to explain how sociology provides critical insights into understandings of health and illness
- To understand the social determinants of health
- To understand how health and illness are structured by the society in which we live
- To understand the significance of the study of illness experiences
- To gain an understanding of how medical knowledge and practice is shaped by

- social, cultural, historical and political forces
- To become familiar with the medicalization thesis
 - To understand how health care in Canada is being socially organized and how it is impacting the work of those on the front-line of health care

To be successful in this course, students will be asked to “think sociologically” about health, illness, and health care organization.

COURSE TEXTS

Clarke, Juanne. (2008). *Health, Illness, and Medicine in Canada, 5th Edition*. Don Mill, Ontario: Oxford University Press.

Rankin, J., & Campbell, M. (2006). *Managing to Nurse: Inside Canada's health care reform*. Toronto, ON: University of Toronto Press.

Williams, A. Paul, Raisa Deber, Pat Baranek, and Alina Gildiner. “From Medicare to Home Care: Globalization, State Retrenchment, and the Profitization of Canada’s Health-Care System,” pp. 7 – 30 in Armstrong, Armstrong, and Coburn, eds. *Unhealthy Times*, Oxford University Press, 2001. [Posted on Blackboard]

Evans, R. (2000). Canada. *Journal of Health Politics, Policy and Law*, Vol. 25, No. 5. [Posted on Blackboard]

Additional readings may be assigned as deemed necessary.

NOTE: Please bring Rankin and Campbell’s (2006) book to class for the dates assigned. It is also recommended that you bring the Clarke text to every class.

METHOD OF INSTRUCTION

This course will consist of lectures, audiovisual presentations, videos, and group exercises and discussions. Students are required to attend class regularly and to read each assigned reading **BY THE DATE INDICATED** before class. Students are responsible for all lecture material, some of which is not available in the assigned readings. You are unlikely to succeed in this course if you ignore the book and only attend the lectures or if you simply read the text and miss class.

CLASS PARTICIPATION

Discussion and the debate of ideas are valuable methods for developing critical thinking skills, as well as communication skills. While there is no grade for **class participation**, you are strongly encouraged to actively participate in the class dialogue and group activities. Students who attend and actively participate in class are likely to do much better in the course.

AUDIO/VIDEO RECORDINGS OF CLASS LECTURES

Students are **NOT** permitted to record lectures in any manner without expressed written consent from the instructor.

STUDENT ASSESSMENT

Assessment for this class will consist of one midterm, a final exam scheduled by the Registrar's Office, and a critical book review. The exams are NOT cumulative.

Midterm #1	35%	June 2
Final Exam	45%	Scheduled by the Registrars Office
Critical Book Review	20%	June 16

EXAMS

Exams may consist of a combination of multiple choice, true and false, short answer and long answer questions. The first exam is scheduled for **June 2**. The final exam will be schedule by the Registrar's Office and will occur during the exam period in June. Exams will cover material up until the exam date. As such, exams are **NOT cumulative**; only the material assigned prior to the exam, and after the previous exam, will be included on that exam.

CRITICAL BOOK REVIEW – DUE JUNE 16:

Students are to write a three to five-page double-spaced (five pages are maximum) critical review/assessment of *Managing to Nurse* by Rankin and Campbell in preparation for our discussion of the book. The assignment should include a brief summary of the book and some key insights that you gained from reading the text. Some questions you may consider include: how does the book relate to course content? How has the book informed your understanding of the social organization of health care in Canada? What are some limitations of the book? Additionally, a key component of the assignment is to include critical and/or clarification questions from your reading of the book. Please feel free to refer to page numbers and specific passages. Grading criteria will be posted on Blackboard.

GRADING SYSTEM

A+ = 95-100	B+ = 80-84	C+ = 67-69;	D+ = 55-59
A = 90-94	B = 75-79	C = 63-66	D = 50-54
A- = 85-89	B- = 70-74	C- = 60-62	F = 0-49

Please note that the grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

COURSE POLICIES

*****IMPORTANT NOTICE ABOUT SOCIOLOGY 321 E-MAIL PROTOCOL*****

You are welcome to come see me during my office hours. Please use email for administrative purposes only. With that said, BEFORE e-mailing me: Check this syllabus

&/or the university regulations for the answers to your questions. Keep your messages short and concise, and DO NOT ask me to explain course requirements over e-mail, this will be done in class so be sure to attend. Any substantive questions should be handled in person. If you do e-mail...

ALWAYS put SOCIOLOGY 321 in the SUBJECT line

Otherwise, your e-mail could be deleted as spam or directed to a junk mail file.

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- Our office hours are posted on my office door and listed on the course outline. If you are unable to make it to my office hours, **I will be happy to meet with you at other times depending on availability.** I check email daily, so this is the best way to schedule an appointment.
 - If you are aware of events that may preclude you from completing exams, you *must* let me know as soon as reasonably possible.
 - **All assignments are due at the beginning of class on the date indicated.** Students missing deadlines for assignments may only submit their work once they have presented valid documentation. Late penalties may be applied (up to 10% per day. Students will have 10 days to turn in their assignment, after which time the assignment will no longer be accepted and the student will receive a zero).
 - Assignments **MUST** be stapled when handed in. Assignments without a staple will lose 10% of their mark for that assignment.

➤ **TENTATIVE CLASS SCHEDULE (Subject to change)**

Date	Topic	Readings
WEEK 1		
May 12	- Intro to class - Theory and Methods	Clarke – Chapters 1
WEEK 2		
May 17	- Theory and Methods continued - Social Determinants of health and structured inequality	Clarke Chapter 2 + 3
May 19	- Social Determinants of health and structured inequality continued	Clarke – Chapter 5
WEEK 3		
May 24	- Structured inequality continued	Clarke – Chapter 6
May 26	- Illness experience	Clarke – Chapter 8
Week 4		
May 31	- Stress and positives of caregiving, social support, and coping	Clarke – Chapter 7
June 2	- Exam 1 - Social construction of Scientific and medical knowledge and medical practice	
WEEK 5		
June 7	- Social construction of Scientific and medical knowledge and medical practice continued - Medicalization	Clarke – Chapter 9
June 9	- Medicalization continued	Clarke – Chapter 10
Week 6		
June 14	- Medical practitioners, Medicare and the State	Clarke – Chapter 11, and Evans and Williams (both are posted on blackboard)
June 16	- Critical Book Review due - Introduction to Nurses’ work and Social Organization	Rankin and Campbell
Week 7		
June 21	- Nurses’ work and Social Organization	Rankin and Campbell
June 23	- Nurses’ work and Social Organization - Wrap up and review	Rankin and Campbell
FINAL Exam	See final exam time table	

Other Administrative Information

Emergency evacuations:

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by ICT food court.

Deferrals:

If at all possible you must provide *advance* notice to the instructor if you are unable to take a test or pass in an assignment or essay 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 physical or emotional problem 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://ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM_0.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).

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 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.

Academic Misconduct: Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department main office. Written assignments must be returned to students individually, during class, or during the instructor's office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

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.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, phone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

Handing in papers outside of class, return of final papers, and release of final grades:

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant. Papers will not be accepted in the main Sociology Department office.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor's office, the department office etc.) Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor's office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.