



SOCI 419 - Topics in the Sociology of Health and Illness (Social Construction of Health and Illness)			
Pre/Co-Requisites	SOCI 313, 315, 321, 331, 333		
Instructor:	Janna Klostermann (she/her)	Lecture Location:	SA 245
Phone:	403-220-6856	Lecture Days/Time:	Monday 3-5:45pm
Email:	janna.klostermann@ucalgary.ca		
Office:	SS 934	Office hours:	TBD
Instructor Email Policy	I am happy to meet with you to discuss questions related to the course. You have the option to book an individual appointment or to drop in during group office hours (typically on Wednesday afternoons). Please confirm your attendance in the ‘Google Doc’ form. Please include the course name in any emails, and please do not use email for things that could be addressed in office hours.		

Course Description

With a focus on local practices and social relations, this course will examine health, illness and healthcare, as they are socially constructed, and as we contribute to ‘constructing’ them. You’ll engage with both **ethnographies of care** and research methods guides, while developing and applying ethnographic approaches to analyze everyday life and bring dimensions of social organization into view. As part of a community of scholars, you’ll develop theoretically-informed sociological modes of reading, researching and writing that honour alternative ways and forms of knowing and that center on making discoveries, rather than generating definitions or arguments. The course focuses on three major areas:

- sociological ways of knowing;
- the social organization of health and healthcare;
- shared health problems and transformative projects.

The course will also involve a range of low stakes learning activities and workshops to support your intellectual and professional development.

Course Objectives/Learning Outcomes

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

- distinguish key arguments, methods and theories that can be used to study health and healthcare;
- apply ethnographic research methods to analyze local cases, with the goal of identifying social processes, relations or metaphors;
- demonstrate an understanding of conventions in academic writing;
- demonstrate critical, reflexive thinking and a nuanced sociological analysis;

- participate actively in classroom activities and discussions in a collegial and curious manner to help foster an inclusive and supportive learning environment.

Required Textbooks, Readings, Materials, Electronic Resources

The following books is required:

Culhane, D., & Elliott, D. (Eds.). (2016). *A different kind of ethnography: Imaginative practices and creative methodologies*. University of Toronto Press.

Learning Technologies and Requirements

You may wish to bring a device to some classes and will need to access a printer for assignments.

Schedule of Lectures and Readings

Date	Reading
Unit 1: Sociological Ways of Knowing	
Mon. Jan. 9	Course outline
[refusing]	Tuck, E., & Yang, K. W. (2014). Unbecoming claims: Pedagogies of refusal in qualitative research. <i>Qualitative Inquiry</i> .
Mon. Jan. 16	Stevenson, L. (2014). Introduction. <i>Life beside itself: Imagining care in the Canadian Arctic</i> .
[imagining]	Different Kind of Ethnography – Imagining (Introduction)
Mon. Jan. 23	Ellingson, L. (2015). Embodied practices in dialysis care: On (para) professional work. In <i>The body in professional practice, learning and education</i> (p. 173-189).
[writing]	Symonds-Brown et al. (2022). ‘Sand in the works?’ Infrastructural affordances and life with dementia in the community. <i>Sociology of Health & Illness</i> . [selected excerpts]
	Different Kind of Ethnography – Writing (Chapter 2)
Mon. Jan. 30	Braedley, S. (2018). Reinventing the nursing home: Metaphors that design care. In <i>Ageing in Everyday Life</i> (pp. 45-62). Policy Press.
[situating]	Garofalo, L. (2020). Wounded attachments: infrastructure, intimacy, and harm in the national public hospital. <i>Somatosphere</i> .
Unit 2: The social organization of health and healthcare	
Mon. Feb. 6	No readings; in-class workday to peer review a <u>hard-copy</u> draft of your observation assignment
Mon. Feb. 13	Mantel, H. (2004). Every Part of My Body Hurt. <i>The Guardian</i> . Link .
[sensing]	Steinke, D. (2019). Night Fire. <i>Flash Count Diary</i> . Preview Link .
	Different Kind of Ethnography – Sensing (Chapter 3)

	Observation assignment due on D2L by 12 midnight Monday February 13
Break	
Mon. Feb. 27 [drawing]	<p>Luttrell, W. (2019). Motherhood, childhood and love labor in family choreographies of care [Ch. 3]. <i>Children framing childhoods: Working-class kids' visions of care</i>.</p> <p>Causey, A. (2015). "You've got to draw it if you want to see it": Drawing as an Ethnographic Method" <i>Teaching Culture</i>. Link.</p> <p>Crowther, G. (2015). Fieldwork Cartoons Revisited. <i>Teaching Culture</i>. Link.</p> <p>Research proposal for project paper due on D2L by midnight Friday March 3</p>
Mon. March 6 [recording/editing]	<p><u>Read one article (in addition to textbook):</u></p> <ul style="list-style-type: none"> • Cain, C. L. (2012). Integrating dark humor and compassion: Identities and presentations of self in the front and back regions of hospice. <i>Journal of Contemporary Ethnography</i>. • Funk, et al. (2019). More than "petty squabbles"—Developing a contextual understanding of conflict and aggression among older women in low-income assisted living. <i>Journal of Aging Studies</i>. <p>Different Kind of Ethnography – Recording and Editing (Chapter 4)</p> <p>Presentation Day #1</p>
Unit 3: Shared problems and transformative projects	
Mon. March 13 [walking]	<p><u>Read one chapter (in addition to textbook):</u></p> <ul style="list-style-type: none"> • Lester, R. (2019). "Fat" is not a feeling. <i>Famished: Eating disorders and failed care in America</i>. • Watkins-Hayes, C. (2019). Introduction. Injuries of Inequality and the Transformative Project. In <i>Remaking a Life</i>. <p>Different Kind of Ethnography Chapter – Walking (Chapter 5)</p> <p>Presentation Day #2</p>
Mon. March 20 [situating]	<p><u>Read one chapter (in addition to textbook):</u></p> <ul style="list-style-type: none"> • Livingston, J. (2012). Chapter 1 - The Other Cancer Ward. In <i>Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic</i>. • Stonington, S. (2020). 'Jandi: The Spirit Ambulance' AND 'Introduction: Choreographing the End of Life.' <i>The spirit ambulance: Choreographing the end of life in Thailand</i>. (p. 1-9, 17-27) <p>Different Kind of Ethnography – Performing (Chapter 6)</p> <p>Presentation Day #3</p>
Mon. March 27 [performing]	<p>[Video] Grande, S. (2022). The Indigenous Elsewhere of Aging; Elder Epistemologies for Decolonial Futures. Trent Centre for Aging & Society. Link; start at 21:30.</p> <p>Crawford, A. (2018). Dene and Western medicine meet in image-based storytelling. <i>CMAJ</i>.</p>

	Boivin, L. (2018). Image-based storytelling: a visual narrative of my family's story. <i>CMAJ</i> .
Mon. April 3	No readings; in-class workday to peer review a <u>hard-copy</u> draft of your project paper
Mon. April 10	University closed Project Paper due on D2L by 12midnight Wednesday April 12

Methods of Assessment and Grading Weights

COMPONENT	WEIGHTING	DUE DATES/DAY
Participation	10%	ongoing
Presentation	20%	TBD
Observation Assignment	30%	Monday Feb 13
Project Paper	40%	Monday February 27 (proposal) Wednesday April 12 (final)
Total	100%	

Participation – 10%

Your active participation is critical to the success of the course, as one goal is to learn from one another and make links between course materials and our everyday lives. Class time will also be used for learning activities and workshops (e.g., related to research design, fieldwork, analysis and academic writing). You will have the chance to experiment with low-stakes, creative, skill-building and free writing activities that will support your success in the course. As part of your participation marks, you will submit two self-evaluations. You will be invited to evaluate your attendance (with the goal of attending 10/12 classes), your preparedness (with the goal of coming to each class with two key insights and two discussion questions), and your contributions to in-class conversations and activities (with the goal of thoughtfully engaging with others and with course materials, while reflecting on your learning process).

Presentation – 20%

For 20% of the course mark, you will develop and present a 'Critical Reflection Presentation' (CRP) that you will use to facilitate a discussion in class. As the student facilitator, you will: (1) succinctly summarize three key take-aways (e.g., key points, concepts, arguments, insights or themes) that stood out to you from that week's readings; (2) apply insights from those readings to introduce and analyze a related contemporary case (not explored in depth in class); and (3) facilitate a group discussion using prepared discussion questions. The purpose of the assignment is to promote active learning, and to support you in developing presentation and facilitation skills in a supportive setting.

Each CRP presentation/discussion will take approximately 30 minutes, with approximately 10 minutes for presentation, and 20 minutes for the group discussion. You will have the option to sign up for a presentation date in the first two weeks of the semester or I will assign you. Your presentation will be evaluated based on your hard-copy, point-form outline (or written script if needed) and questions that you will submit in-class on the day of your presentation. Papers should be no more than three pages, and should cite all weekly readings, as well as two other sources. Details will be discussed in class. We

will also have in-class workshops or learning activities related to giving presentations and posing discussion questions, so you will have some support in the process!

Observation Assignment - 30%

For 30% of the course mark, the 'observation assignment' paper will be based on participant observation research you will conduct in a local public site. The goal will be to describe and analyze ordinary, everyday health-related practices or messages in a particular setting, while identifying any social processes, relations or metaphors shaping those local examples. You will conduct your observations at a local shopping mall or food court. If there is another *public* space or event you are more interested in (that you can access during open/public hours), please get permission from the instructor. The following steps are involved:

- complete CORE research ethics training prior to conducting fieldwork (submit screenshot);
- visit the site for at least 90 minutes, with the option to visit more than once;
- record written field notes following the observation (that you will submit with the paper);
- workshop the paper in class on Monday February 6 if you wish;
- submit on D2L by 12 midnight Monday February 13.

The observation paper will: (1) provide background information about your topic, the site or the social context; (2) describe what you observed; (3) present a sociological analysis that elaborates on any social processes, relations or metaphors shaping those local examples; (4) reflect on *your* experience conducting the research in conversation with course materials related to the research process. Papers should be 5-7 pages, double spaced, size 12 Times new Roman (excluding references), and should cite at least three assigned course materials, one in-class insight from a classmate, and two additional sources not included in readings (paraphrased in APA format). Use APA citation style. Details will be discussed in class; we will also read and analyze examples of the genres you are being asked to produce, so you will have lots of inspiration!

Project Paper – 40%

For 40% of the course mark, your project paper should further pursue your concerns about health, illness or healthcare in relation to course readings and discussions. For instance, you may wish to examine how an individual navigates, negotiates and makes sense of their own or others' health care needs in a particular context. With such a focus, you could draw on the material of your life or on a guided conversation with a friend or family member about their health-related experiences and interpretations (e.g., as patients, volunteers, advocates, family caregivers, healthcare workers, people accessing healthcare). Depending on your area of interest, you also have the option to further reflect on a healthcare issue, compare healthcare programming in different contexts, analyze existing archival material (such as from the AIDS Activist History Project), examine representations of medical conditions or healthcare issues, analyze healthcare organizational processes, mandates or job descriptions, or take up further study of theoretical or research literature.

The paper will: (1) introduce your research objectives; (2) provide an literature review related to your topic that draws on course insights as well as additional sources; (3) briefly introduce your research methods/process; (4) present an illustration of your findings (such as an autoethnographic vignette, account of the conversation, visual essay or arts-based representation) in an engaging, accessible way; (4) make some arguments or offer some conclusions or provocations; and (5) reflect on your experience conducting the research in conversation with course materials related to the research process. Papers should be 8-10 pages, double-spaced, size 12 Times New Roman (excluding references) and should cite at least five course materials (paraphrased in APA format), at least one insight from a classmate, and at least five additional sources. Details will be discussed in class.

For 5% of the course mark, and as a required part of this assignment, you will also submit a **research proposal** to conceptualize the social problem that your final report will address. The proposal will clearly identify: (1) your research objectives and research context; (2) the theory or concept(s) that you will be using to analyze your case; (3) your method and study design; and (4) the major arguments that you will be developing in your paper. Details will be discussed in class. The proposal should be no more than one-page, single spaced.

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.

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/student-accommodation-policy>

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.

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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/>.