

Soci 603, Seminar in the Sociology of Health and Illness  
Instructor: Dr. Ariel Ducey  
Winter 2011  
Office Hours: Thursdays 9:30-11:00, and by appointment  
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## **Course Overview**

This course will focus on three broad areas within the sociology of health and illness: medical knowledge and practices—and its challengers; the place of biomedicine and health in emergent forms of sociality and governmentality; and to a lesser extent, the politics of health and health care in the context of changes to political, economic, and state structures. The course will acquaint you with major concepts and questions that will prepare you to read more broadly, and critically, in the field.

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?
- How are nature and culture, politics and biology, connected?
- What are the connections between individual interactions 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?

## **Course Requirements**

### Reading

As a graduate seminar, this class requires extensive reading, usually between 100-200 pages a week (less when the reading is dense, more when it is straightforward). 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.

Most of the assigned readings for this course will be posted on the blackboard site. We will be reading substantial excerpts from the following books, which I recommend purchasing:

- Epstein, Steven. *Inclusion: The Politics of Difference in Medical Research*. University of Chicago Press, 2007.
- Katz Rothman, Barbara. *The Tentative Pregnancy*, W.W. Norton, 1986.
- Mol, Annemarie. *The Body Multiple: Ontology in Medical Practice*. Duke University Press, 2002.

We will read more than one chapter from the following books, which you should purchase if interested in the area:

- Bowker, Geoffrey and Susan Leigh Star. *Sorting Things Out: Classification and Its Consequences*, MIT Press, 1999.
- Ducey, Ariel. *Never Good Enough: Health Care Work and the False Promise of Job Training*. Ithaca, NY: Cornell University Press, 2009
- Foucault, Michel. *Discipline & Punish*, NY: Random House, 1995.
- Frank, Arthur. *The Wounded Storyteller*, University of Chicago Press, 1995.
- Petryna, Adriana. *Life Exposed: Biological Citizens After Chernobyl*. Princeton University Press, 2002.
- Rankin, Janet and Marie Campbell. *Managing to Nurse: Inside Canada's Health Care Reform*, University of Toronto Press, 2006.
- Sunder Rajan, Kaushik. *Biocapital: The Constitution of Postgenomic Life*. Duke University Press, 2006.

### 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. Doctoral candidates in the seminar will also be required to facilitate one seminar (see below).

Members of the class can make a constructive and substantial contribution to class discussion in several ways: 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.

Quality of participation will be given more weight than quantity, but regular participation is expected. 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.

In this seminar, we will strive for an environment that is challenging and supportive. I reserve the right to ask anyone who consistently disrupts such an environment to leave the seminar.

## Critique Sheets

Seminar members are responsible for preparing five one-page, single-spaced critiques on topics raised by the readings. 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 must be distributed to everyone in the class (via email) no later than NOON on Monday for class the following day. *All seminar members are required to read any submitted critique sheets before the class meeting.*

You will be randomly 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 of the author's (or authors') ideas 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; 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 written well, 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 thought piece.

### *Grading:*

Thought pieces 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 thought pieces if they are not satisfied with their grade. Revised thought pieces are due no later than the last day of classes.

### Facilitation (doctoral candidates only)

Each doctoral candidate will be assigned to facilitate the first half of one seminar. The facilitator has the responsibility for keeping the discussion moving and making sure pertinent points are covered. Facilitators need to pay especially careful attention to the summary and critique sheets submitted by other seminar members and can use them as a basis for discussion.

## 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.

The papers must include (a) a section in which the topic is discussed theoretically or conceptually; and (b) literature from class readings and additional relevant material which you have found. 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 2,500 words (about 10 pages) not including references, typed and double-spaced. **A one page prospectus or outline of your paper topic is due by March 29th.** 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 on the last day of class, to receive feedback and comments from other seminar members.

## Grading

30% -- Participation (composed of in-class participation, presentation of paper, and, if relevant, facilitation of seminar)

20% -- Critique sheets

50% -- Final paper

## Other Information

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: cheating is regarded as a serious academic offense. 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.

Since it is important that you read and discuss the work of others in academic papers and research, please take the time to review the following website: [Plagiarism: What It Is and How to Recognize and Avoid It](#).

In accordance with University policy, I report all cases of plagiarism. Plagiarized work gets an automatic grade of 0; this includes student work that is only partially plagiarized.

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. Term 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, telephone 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.**

## Course Schedule

### Jan 11 – Introduction to the course

- 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.

### Jan 18 -- The practice and purpose of medicine

- 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]
- 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.
- Dumit, Joseph. 2006. “Illnesses You Have to Fight to Get: Facts as Forces in Uncertain, Emergent Illnesses,” *Social Science & Medicine*, 62: 577-590.
- Frank, Arthur. “When Bodies Need Voices,” and “Chaos Narrative,” chs. 1 and 5 in *The Wounded Storyteller*, University of Chicago Press, 1995.

### Jan 25 -- The Dynamics of Inclusion and Exclusion

- Rothman, David J. *Strangers at the Bedside: A History of How Law and Bioethics Transformed Medical Decision Making*. Basic Books, 1991. [Introduction, Chs. 4, 5, 9]
- Farmer, Paul. “New Malaise,” ch. 8 in *Pathologies of Power*. University of California Press, 2003. [pp. 196-212]
- Epstein, Steven. *Inclusion: The Politics of Difference in Medical Research*. University of Chicago Press, 2007. Chapters 1-3.

### Feb 1 -- The Dynamics of Inclusion and Exclusion (shift into medical practice)

- Ehrenreich, Barbara and Deirdre English. *Complaints and Disorders: The Sexual Politics of Sickness*. City University of New York, Feminist Press, 1973.
- Katz Rothman, Barbara. *The Tentative Pregnancy*, W.W. Norton, 1986. [Chs 1, 2, 4, 6, 7]

### Feb 8 – Medical work and rationalities/logics

- 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.
- Mykhalovskiy, Eric. 2003. “Evidence-Based Medicine: Ambivalent Reading and the Clinical Recontextualization of Science,” *Health* 7 (3): 331-352.
- Bowker, Geoffrey and Susan Leigh Star. “What a Different a Name Makes—the Classification of Nursing Work,” Ch. 7 in *Sorting Things Out: Classification and Its Consequences*, MIT Press, 1999.

### **Feb 15 -- Medical Work and Institutional Rationalities**

- 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.
- Rankin, Janet and Marie Campbell. *Managing to Nurse: Inside Canada's Health Care Reform*, University of Toronto Press, 2006. [Chs. 1-3]
- Ducey, Ariel. "Technologies of Caring Labor: From Objects to Affect," Pp. 18-32 in *Intimate Labors: Cultures, Technologies, and the Politics of Care*, Eileen Boris and Rhacel Parreñas (eds.), Stanford University Press, 2010.
- Ducey, Ariel. *Never Good Enough: Health Care Work and the False Promise of Job Training*. Ithaca, NY: Cornell University Press, 2009. [Intro, Chs. 5-7]

### **Mar 1 -- ANT and Medicine**

- Mol, Annemarie. *The Body Multiple: Ontology in Medical Practice*. Duke University Press, 2002.
- Latour, Bruno. "Give Me a Laboratory and I Will Raise the World," in *The Science Studies Reader*, edited by Mario Biagioli. New York: Routledge, 1999. Pp. 258-275
- Winance, Myriam. 2006. "Trying Out the Wheelchair: The Mutual Shaping of People and Devices through Adjustment," *Science, Technology and Human Values*, 31: 52-72.

### **Mar 8 -- Biopolitics**

- 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 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. "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.

### **Mar 15 – Studies in Biopolitics**

- Bowker, Geoffrey and Susan Leigh Star. "The ICD as Information Infrastructure," Ch. 3 in *Sorting Things Out: Classification and Its Consequences*, MIT Press, 1999.
- Biehl, Joao. 2004. "The Activist State: Global pharmaceuticals, AIDS, and Citizenship in Brazil." *Social Text* 22 (3): 105-132, 2004.
- Roberts, Dorothy. "The Dark Side of Birth Control," Ch. 2 in *Killing the Black Body*. Pantheon Books, 1997.
- Mbembe, Achille. "Necropolitics," *Public Culture* 15(1): 11-40, 2003.

### **March 22 – Biological Citizenship**

- Epstein, Steven. *Inclusion: The Politics of Difference in Medical Research*. University of Chicago Press, 2007. [Chapters 7-Conclusion]
- Petryna, Adriana. “Globalizing Human Subjects Research,” pp. 33-60 in *Global Pharmaceuticals: Ethics, Markets, and Practices*, Adriana Petryna, Andrew Lakoff, and Arthur Kleinman, eds. Duke University Press, 2006.

### **March 29 – Biological Citizenship**

- Petryna, Adriana. *Life Exposed: Biological Citizens After Chernobyl*. Princeton University Press, 2002. [selections]
- 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.

### **Apr 5 – Life, Risk, Capitalism**

- Rabinow, Paul. “Artificiality and Enlightenment: From Socio-biology to Biosociality,” pp. 234-252 in *Zone 6: Incorporations*, eds. J. Crary and S. Kwinter. MIT Press, 1992.
- Sunder Rajan, Kaushik. Chs. 2 & 4 of *Biocapital: The Constitution of Postgenomic Life*, Duke University Press, 2006.
- Cooper, Melinda. *Life as Surplus: Biotechnology and Capitalism in the Neoliberal Era*. University of Washington Press, 2008.

### **Apr 12**

Paper presentations