

Soci 603, Seminar in the Sociology of Health and Illness  
Instructor: Dr. Ariel Ducey  
Winter 2013  
Office Hours: Fridays 1:00-2:30, and by appointment  
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## **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.

The course may include sections on the following topics: medical knowledge and practices; the place of biomedicine and health in emergent forms of sociality and governmentality; the experience of illness; the dynamics of health care work; the political economy of health care systems and policies; and the social determinants of health (broadly understood, including structural violence and biopolitics).

The decision about which topics to cover will be based in part on the preferences and interests of course participants. Many of the texts used in the course advance critical arguments and use qualitative methods--although this is not exclusively the case and "qualitative methods" encompasses a wide range of approaches to research. 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?
- 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?
- 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 (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.

We will be reading substantial excerpts from the following books, which I recommend purchasing:

- Foucault, Michel. *Discipline & Punish*, NY: Random House, 1995.
- Foucault, Michel. *History of Sexuality: Vol 1*. NY Vintage Books.
- Frank, Arthur. *The Wounded Storyteller*, University of Chicago Press, 1995.
- Rankin, Janet and Marie Campbell. *Managing to Nurse: Inside Canada's Health Care Reform*, University of Toronto Press, 2006.
- Ehrenreich, Barbara and Deirdre English. *Complaints and Disorders: The Sexual Politics of Sickness*. CUNY Feminist Press, 1973. [I will order copies of this book for the class, to be reimbursed]

### 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 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 Sunday for class the following day. 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 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; 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 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 25th.** 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

- 30% -- Participation (composed of in-class participation, discussion of prepared critique sheets, presentation of paper and, if relevant, facilitation of seminar)
- 30% -- Critique sheets
- 40% -- 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 21: Intro: The social construction of health and illness**

- 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.
- Conrad, Peter and Kristin Barker. 2010. "The Social Construction of Illness: Key Insights and Policy Implications," *Journal of Health and Social Behavior* 51(S): S67-S79.
- Frank, Arthur. "Emily's Scars: Surgical Shapings, Technoluxe, and Bioethics," *Hastings Center Report* 34 (2): 18-29, 2004. (CP)

**Jan 28: Experience of illness**

- Frank, Arthur. "When Bodies Need Voices," "The Restitution Narrative," "The Chaos Narrative," "The Quest Narrative," chs. 1, 4-6 in *The Wounded Storyteller*, University of Chicago Press, 1995.
- Ehrenreich, Barbara. "Welcome to Cancerland." *Harper's*, November 2001, 43-53.
- Winance, Myriam. 2006. "Trying Out the Wheelchair: the Mutual Shaping of People and Devices through Adjustment," *Science, Technology and Human Values* 31(1): 52-72.

**Feb. 4: "Social determinants" of health**

- 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.
- Farmer, Paul. "On Suffering and Structural Violence" (Ch. 1, 29-50) from *Pathologies of Power*, University of California Press, 2003.
- Biehl, Joao. 2004. "The Activist State: Global pharmaceuticals, AIDS, and Citizenship in Brazil" *Social Text* 22 (3): 105-132.
- Schüll, Natasha Dow. 2006. "Machines, medication, modulation: circuits of dependency and self-care in Las Vegas." *Culture, Medicine and Psychiatry* 30: 223-247.

**Feb 11: "Social determinants" of medical knowledge and practice**

- 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.
- Silverman, David. 1981. "The child as social object: Down's Syndrome children in a paediatric cardiology clinic," *Sociology of Health and Illness* 3(3): 254-274.
- Ehrenreich, Barbara and Deirdre English. *Complaints and Disorders: The Sexual Politics of Sickness*. City University of New York, Feminist Press, 1973.
- Roberts, Dorothy. "The Dark Side of Birth Control," pp. 57-103 in *Killing the Black Body*. Pantheon Books, 1997.

**Feb. 25: Care and knowledge in health care work**

- Diamond, Timothy. "If It's Not Charted, It Didn't Happen," ch. 5 in *Making Gray Gold*, University of Chicago Press, 1992.
- Rankin, Janet and Marie Campbell. Chapters 1-3 from *Managing to Nurse: Inside Canada's Health Care Reform*, University of Toronto Press, 2006.
- 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.

**March 4: Discipline, health and health care**

- 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]
- William Ray Arney and Bernard J. Bergen. 1983. "The anomaly, the chronic patient and the play of medical power." *Sociology of Health and Illness* 5(1): 1-24.
- *Possible visit to new Calgary South Health Campus*

**Mar 11: Biopolitics, governance, and health**

- Foucault, Michel. Ch.11, "17 March 1976" in "*Society Must be Defended*": *Lectures at the College de France, 1975-76*, ed. Mauro Bertani and Alessandro Fontana, NY: Picador: 2003
- Foucault, Michel. 1980. Section V from *The History of Sexuality, Vol 1: An Introduction*. (Robert Hurley, trans.) NY: Vintage Books.
- 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].
- 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.
- Hacking, Ian. "Biopolitics and the Avalanche of Printed Numbers," *Humanities in Society* 5 (1982)

**March 18: Biological Citizenship**

- 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)
- Rabinow, Paul and Nikolas Rose. 2006. "Biopower today," *BioSocieties* 1: 195-217.
- Good, Mary-Jo DelVecchio. 2001. "The biotechnical embrace," *Culture, Medicine and Psychiatry* 25(4): 395-410.
- Duffield, Mark. 2008. "Global civil war: the non-insured, international containment and post-interventionary society," *Journal of Refugee Studies* 21(2): 145-165.
- 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.

**March 25: Biopolitics and Colonialism**

- Comaroff, John and Jean. 1992. "Medicine, colonialism, and the black body," ch. 8 in *Ethnography and the Historical Imagination*. Westview Press.
- Haraway, Donna. "Teddy Bear Patriarchy: Taxidermy in the Garden of Eden, New York City, 1908-1936," pp. 26-58, in *Primate Visions*, New York: Routledge, 1989.
- Pinto, Sarah. 2008. "Consuming grief: infant death in the postcolonial time of intervention," ch. 13 in *Postcolonial Disorders*, M. Good et al., eds. University of California Press.
- Mbembe, Achille. "Necropolitics," *Public Culture* 15(1): 11-40, 2003.

**April 1: Comparative Health Care Systems**

- Thomas Bodenheimer and Kevin Grumbach. "Paying for Health Care," *Journal of the American Medical Association*, 272, 634-39, 1994.
- Evans, Robert G. "Canada," *Journal of Health Politics, Policy and Law*, 25 (5): 889-897, October 2000. (CP)
- Stone, Deborah. "United States," *Journal of Health Politics, Policy and Law*, 25 (5): 953-958, October 2000.
- Kaiser Family Foundation, *Summary of Coverage Provisions in the Affordable Care Act*
- Gabe, Jonathan. 2013, "Continuity and Change in the British National Health Service," ch. 46 in *The Sociology of Health and Illness*, Peter Conrad and Valerie Leiter, eds. Worth Publishers, 9<sup>th</sup> edition.
- Evans, R.G. "Sharing the Burden, Containing the Cost: Fundamental Conflicts in Health Care Finance," Pp. 265-287 in Litman and Robins, *Health Politics and Policy*. 3rd edition. Albany, NY: Delmar Publishers, 1997.
- 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.



- Navarro, Vicente. "Why Some Countries Have National Health Insurance, Others Have National Health Services, and the U.S. Has Neither," Social Science and Medicine 28 (9): 887-898, 1989.

#### **April 8: Politics and Dynamics of Canadian Health Care**

- Skinner, Brett, Mark Rover & Marisha Warrington. 2008. *The Hidden Costs of Single Payer Health Insurance*. Fraser Institute.
- Evans, Robert. "Going for Gold: the Redistributive Agenda behind Market-Based Health Care Reform," Journal of Health Politics, Policy and Law 22 (2): 427-465, 1997.
- 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.
- Sepehri, Ardeshir, and Robert Chernomas. 2004. "Is the Canadian Health Care System Fiscally Sustainable?" *International Journal of Health Services* 34 (2): 229-243.

#### **April 15: Catch-up, finish paper presentations**