

SOCIOLOGY OF HEALTH SOC 3HH3 COURSE SYLLABUS - TENTATIVE

Winter 2019

Lectures: Tuesdays & Fridays 2:30-3:20

Lecture Hall Location: KTH B135

Office Hours: Tuesdays 1:00 - 2:00pm or by appointment

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Course Description

This course offers students a critical examination of sociological perspectives on health and illness. Topics to be addressed are wide ranging, and will include discussions on the import of social determinants of health and illness (social class, gender, ethnicity, sexual orientation), “doing health” and engagement in “risk behaviours”, the relationship between food and health, chronic illness and the body, medicalisation and regenerative medicine, and the relationship between health and the environment. Attention will also be given to sociological theories of health and illness, as well as a discussion of the character and organisation of medical knowledge.

Course Learning Objectives

This course addresses three University Undergraduate Degree Level Expectations (see, <http://csl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>). First, theoretical perspectives of the lived experiences of health and illness are multiple and diverse in their conceptualizations and truth claims. Acquiring knowledge of these diverse approaches will expand students’ depth and breadth of knowledge of this field of inquiry. Second, there is no single method (sociological and otherwise) that has been accepted as the final or best approach to explaining the complexities of the experience of health and illness. As such, this course requires that students consider and critically evaluate all competing theoretical and empirical approaches. In so doing, students will gain an awareness of the problematics and limits of knowledge regarding our understanding of health and illness. Finally, this course will encourage students to discuss theoretical and practical issues in class. Grading for this course will be based on tutorial attendance and participation, one term paper and two examinations (mid-term and final). In each case, the student’s communication skills will be challenged as well as enhanced.

Important Note: Introductory Sociology (1Z03 or 1A06) is a prerequisite for this class.

Required Readings

(i) Germov, J & Hornosty, J. (Eds.) (2017). *Second Opinion. An Introduction to Health Sociology*. Don Mills: Oxford University Press.

(ii) *Additional required readings will be made available on Avenue to Learn.*

Evaluation:

1. Tutorials (10%)

Students are expected to regularly attend tutorial, *sine qua non* (i.e. attendance is a must). Failure to do so will result in a loss of this grade. Students **must attend a minimum of 75% of tutorials in order to receive partial marks.** **Full attendance is necessary in order to receive the full 10%.**

2. Mid-term Examination (30%)

The mid-term examination will cover lectures, required readings, and excerpts from documentaries and videos. The exam will consist of multiple-choice, and true & false questions. **It will be scheduled during class on Tuesday February 26th in class.**

3. Research Paper (30%)

Your research paper may be on any topic, as long as it related to the experience of health or illness. A list of *suggested* topics will be posted on Ave to Learn. Your paper will involve a synthesis and critical analysis of sociological research on a particular health or illness related topic. A detailed handout on "How to write a research paper" and other details will be provided on Avenue to Learn. **The paper is due at the beginning of class.**

4. Final Examination (30%)

The format for the final exam will be similar as that of the mid-term, but will also include a series of short answer questions. You will be responsible only for the material covered since the mid-term exam. **The final exam will be scheduled by the Registrar's Office.**

Additional Information on Assignments

Assignments must be turned in during the beginning of class. All pages **must be numbered** and have 1" margins on all sides. All text should be double-spaced in an easy-to-read 12-point font. **Failure to adhere to these guidelines will be reflected in the mark for the assignment.**

Academic Dishonesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. In assignments, complete citations are required for all quotes and paraphrases. Consult the required writing style guide for information on how to properly cite the work of others.
2. Improper collaboration in group work. In this course, I encourage students to work together to understand concepts, discuss ideas, study for exams, etc. Improper

collaboration would be defined as using the work of others to get out of doing your own work, claiming the work of others as your own, etc.

3. Copying or using unauthorized aids in tests and examinations.

Review of Marks

I will be diligent in marking all assignments fairly and accurately. Nonetheless, occasionally students disagree with the marks they receive. When this occurs, we will be happy to review the mark of any assignment or exam, if the procedure outlined below is followed. ***Please note that when a mark is reviewed, the new mark may be lower than the original.***

To request a review of a mark, write a 1-page memo (on paper, not email) describing in detail the nature of the perceived marking error. Submit this memo, with the original marked assignment to me. You may submit requests for review no sooner than one week and no later than one month after assignments/exams are handed back to the class.

Late Assignments and Absences

The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf>) is a self-reporting tool for undergraduate students to report absences that last up to 3 days. This form allows students to request accommodation for any missed academic work. This tool cannot be used during any final examination period. You may submit a maximum of one Academic Work Missed request per term. It is your responsibility to follow up with your instructor immediately regarding the nature of the accommodation. If you are absent more than 3 classes, exceed 1 request per term, or are absent for a non-medical reason, you must visit the office of the Associate Dean of your Faculty. You may be required to provide supporting documentation. Any disruption this causes to turning in assignments on time, completing exams, and so forth, must be addressed directly with me as soon as possible. **For late assignments without approved excuses, you must make arrangements directly with me to submit the assignment. Assignments will be marked down 5 percentage points for each day it is late, including weekend days and holidays. I will NOT accept late papers that are 3 or more days late, and you will be given a mark of 0 for the assignment.**

Accommodations

We are committed to making appropriate accommodations for students' observance of religious holidays. Please contact your instructor as early in the term as possible to make individual arrangements.

We are also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through the Student Accessibility Services department. Please drop by the instructor's office hours at the beginning of the term to make individual arrangements and to complete the necessary paperwork. All such arrangements will be kept confidential.

Email

Please consider email equivalent to any other form of written communication. Students who write to their professors and teaching assistants are expected to follow rules of spelling, grammar

and punctuation. In addition, please include a proper greeting, such as "**Dear Dr. Shaw,**" and a closing that includes your full name, such as "**Sincerely, Anita Koctail.**" Email failing to meet these standards may be returned unanswered. Email containing questions that can be answered by referring to this syllabus or to Avenue to Learn may not be answered. I do check the separate Avenue to Learn email, but only intermittently, so please do not try to contact me that way. *All email communication must come from your mcmaster.ca email account.*

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in certain or extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term in order to note any changes.

Sociology Department Policies

The Sociology staff will not date-stamp assignments or monitor the submission or return of papers. Turn in assignments via Avenue to Learn. Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (e.g., class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.). Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

Week No.	TOPICS & READINGS
Week 1 Jan 8 th Jan 11 th	Introduction & Overview of course <i>Begin thinking of a research topic for your paper now.</i> The Sociology of Health and Illness & Defining Health Readings: (i) Chapter 1 – Imagining Health Problems as Social Issues.
Week 2 Jan 15 th & 18 th	Sociology of Medicine & Medical Knowledge Readings: (i) Chapter 12 – Medicine & Medical Dominance. pgs 258-275
Week 3 Jan 22 nd & 25 th	Theoretical Approaches Readings: (i) Chapter 2 – Theorizing Health: Major Theoretical Perspectives in Health Sociology. (ii) Foucault and Modern Medicine. – AVE
Week 4 Jan 29 th & Feb 1 st	Social Determinants of Health – Class & Ethnicity Readings: (i) Chapter 4 – Class, Health Inequality, and Social Justice. (ii) Chapter 6 – Racialization, Ethno-Cultural Diversity, and Health. (ii) Chapter 7 – Canada’s Aboriginal Peoples and Health: The Perpetuation of Inequalities.

Week 5 Feb 5 th & 8 th	Social Determinants of Health – Gender & Sexuality Readings: (i) Chapter 5 – Women’s Health in Context: Gender Issues. (ii) The Social Construction of Gay Oppression. – AVE
Week 6 Feb 12 th & 15 th	Lay Beliefs of Health & Illness Readings: (i) The Causes of disease. Women Talking. – AVE
Week 7 Feb 19 th & 22 nd	READING WEEK – NO CLASSES
Week 8 Tues Feb 26 th	MIDTERM EXAM – IN CLASS
Fri Mar 1 st	Mental Illness (i) Chapter 1 - Perspectives on Mental Health & Illness. – on AVE
Week 9 Mar 5 th & Mar 8 th	Doing Health & Risk Readings: (i) Risk Ritual & the Management of Control and Anxiety in Medical Culture. – AVE
Week 10 Mar 12 th & 15 th	Food & Health Readings: (i) Determinants of healthy eating in Canada. – AVE (ii) Determinants of healthy eating among low-income Canadians. – AVE
Week 11 Mar 19 th & 22 nd	Health, Illness & the Body Readings: (i) Chapter 10 – Constructing Disability and Living with Illness.
Week 12 Mar 26 th & 29 th	Medicalization Readings: (i) Chapter 9 – The Medicalization of Society.
Week 13 Apr 2 nd & 5 th	Regenerative Medicine Readings: (i) The Role of Social Scientists in Accelerating Innovation in Regenerative Medicine. – AVE
Week 14 Tues Apr 9 th Term Papers due beginning of class	Health and the Environment Readings: (i) Chapter 8 – Environmental Links to Health.