

Class meets Wednesdays 9:30 am to 12:30 pm in TC 141

Instructor: Dr. Anna Zajacova

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Office hours: TBD

Prerequisite(s) 1.0 from: [Sociology 1020](#), [1021E](#), [1025A/B](#), [1026F/G](#), [1027A/B](#).

Antirequisite(s): [Sociology 2245](#).

COURSE DESCRIPTION

In this course, we explore the idea that health and illness cannot be understood simply as biological phenomena or individual medical issues. Instead, we must consider broad societal influences and contexts, from structural and cultural to political and economic forces. In the first part of the course, we will study social causes, correlates, and consequences of health and illness. We will explore how social structures and inequalities with respect to social class, age, gender, race, etc., impact the patterns of health and illness in Canada and worldwide. In the second part of the course, we will examine how people experience illness, analyze the roles of the patients and health care providers and their interactions, and discuss the basics of health care systems in Canada and globally from a sociological perspective.

Issues surrounding health and health care are at the forefront of economic, social, and political discourse in most countries around the world. The overarching goal of this course is to help you become a better informed citizen with respect to health and health-care issues by analyzing health and medical institutions sociologically.

LEARNING OUTCOMES

At the completion of the class, students will be able to

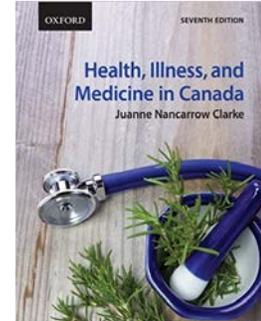
- Provide a broad overview of the field of medical sociology
- Understand the links between social factors and health
- Appreciate how age, sex, race/ethnicity, social class, and other sociodemographic characteristics shape health and illness over the lifecourse
- Explain major historical and current issues related to medical institutions, the medical professions, and health care in Canada
- Critically evaluate the how a society's views on health and medical care fit within its broader cultural and structural perspectives.

CLASS STRUCTURE

The classes will combine lectures with student participation, individual and group exercises, in-group discussions, and active documentary viewing. In order to participate in the class, students are expected to complete all assigned readings prior to the class.

REQUIRED MATERIALS

- **Health, Illness, and Medicine in Canada, 7th edition** (2016), by Nancarrow Clarke. ISBN-10: 0199018529 / ISBN-13: 978-0199018529. The University bookstore carries this text for about \$91.
- **Additional readings as posted on OWL.**

**METHOD OF EVALUATION****Evaluation Breakdown**

- | | |
|--|------------|
| • Class preparation and participation | 10% |
| • 3 short written assignments | 30% |
| • Mid-term exam | 25% |
| • Final exam | 35% |

There is no extra credit. Please work consistently throughout the semester. The timing, quantity, and types of assessment are carefully chosen to give you timely feedback on your performance and to draw on a broad spectrum of your skills and strengths.

In keeping with departmental grade guidelines, it is expected that the **class average for this course will be around 67-70%**. Should the final overall grades yield a value significantly below of this range, grades will be adjusted upward to ensure an appropriate mean for the class.

There is no routine provision for make-up examinations, tests or assignments.

Evaluation Details

- **Class preparation and participation (10% of the final grade).** Before we discuss a new chapter, you may answer an easy question or two based on all assigned readings for that week. The question(s) will be answered in writing at the beginning of some classes. I may also do occasional writing exercises in class as we work through text or discussions and collect those for grading. The rationale behind this part of your grade is to come to class prepared. You are of course not expected to master the material prior to the lecture, only to read the texts so you are primed to absorb the material optimally, and ask questions about challenging issues.

- **Short written assignments (30% of the final grade).** There will be **3** assignments during the semester, each worth the same proportion of the final grade (10%). The assignment may be a few mini-essay/short answer items, or a short (about 10-slide) PowerPoint on an assigned topic, or a 2-3-page reflection or other writing as assigned. The rationale of this item is to encourage you to think more deeply about select issues and practice writing in a low-stakes non-exam setting.
- **Midterm exam (25% of the final grade).** The test may include a combination of short-essay (1-3 paragraphs) items, fill-in-the-blank, definitions, multiple choice, and/or true/false items.
- **Final exam (35% of the final grade).** A cumulative test, with greater emphasis on material covered since the midterm. The format will be similar to the midterm.

Late assignments will be penalized at the rate of 10 percent of the assignment value per day late. Any assignment not received within 5 days of the due date will not be accepted except with appropriate documentation.

IMPORTANT DATES

Wednesday 9/13	First class
Wednesday 10/4	Assignment 1 due
Wednesday 10/11	Reading week, no class
Wednesday 10/25	Mid-term exam
Wednesday 11/8	Assignment 2 due
Wednesday 11/29	Assignment 3 due
Wednesday 12/6	Last class
TBD	Final exam

Additionally, September 15 is the last day to add a class and November 12 the last day to drop a ½ course.

Please make sure your travel plans allow for taking your final exam as scheduled by the University. I am not able to move the date of the final exam and cannot administer the exam at an earlier date for a student who leaves the campus prior to final exam date.

TENTATIVE WEEKLY LIST OF TOPICS AND ASSOCIATED READINGS

Please note the specifics of the weekly topics and assigned readings may be updated during the semester with at least one week prior notice via OWL and in-class announcements.

Week 1, 9/13	<p>Introductions.</p> <p>Readings: Chapter 1</p> <p>Hoffman, J. 2017. "Hunting a Killer: Sex, Drugs and the Return of Syphilis." The New York Times, article available here</p>
Week 2, 9/20	<p>Health in historical and global context</p> <p>Readings: Chapter 2</p> <p>World Health Organization. 2017. Global Burden of Disease Facts. Select topics, available here</p> <p><u>Optional:</u> Omran, Abdel R. 1971. "The Epidemiologic Transition: A Theory of the Epidemiology of Population Change." The Milbank Memorial Fund Quarterly, 49(4): 509-538.</p>
Week 3, 9/27	<p>Social status and health</p> <p>Readings: Chapter 4</p> <p>Phelan, Jo C., Bruce G. Link, Ana Diez-Roux, Ichiro Kawachi and Bruce Levin. 2004. "'Fundamental Causes' of Social Inequalities in Mortality: A Test of the Theory." Journal of health and social behavior 45(3):265-85.</p> <p><u>Optional:</u> Link, Bruce G. and Jo Phelan. 1995. "Social Conditions as Fundamental Causes of Disease." Journal of health and social behavior 35(Extra Issue):80-94.</p>
Week 4, 10/4	<p>Demographic inequalities in health</p> <p>Readings: Chapter 5</p> <p>Stewart, Miriam J., et al. 2011. "Where There Is Smoke, There Is Stress: Low-Income Women Identify Support Needs and Preferences for Smoking Reduction." Health Care for Women Int. 32(5):359-83</p>
Week 5, 10/18	<p>Social-psychological factors in health</p> <p>Readings: Chapter 6</p> <p>Kiecolt-Glaser, Janice K, Timothy J Loving, Jeffrey R Stowell, William B Malarkey, Stanley Lemeshow, Stephanie L Dickinson and Ronald Glaser. 2005. "Hostile Marital Interactions, Proinflammatory Cytokine Production, and Wound Healing." Archives of General Psychiatry 62(12):1377-84.</p> <p><u>Optional:</u> Kiecolt-Glaser, J. K. and S. J. Wilson. 2017. "Lovesick: How Couples' Relationships Influence Health." Annual Review of Clinical Psychology 13:421-43.</p>
Week 6, 10/25	Mid-Term Exam

<p>Week 7, 11/1</p>	<p>Experiencing illness, patients in medical practice Readings: Chapter 7, parts of Chapter 8 (sections or page numbers to be announced in advance) Additional reading may be added.</p>
<p>Week 8, 11/8</p>	<p>Social factors in medical knowledge, medicalization Readings: parts of Chapter 8, Chapter 9 Additional reading may be added.</p>
<p>Week 9, 11/15</p>	<p>The medical profession from a sociological perspective Readings: Chapter 10, Chapter 11 Additional reading may be added.</p>
<p>Week 10, 11/22</p>	<p>Nursing and allied health professions Readings: Chapter 12 Stein, L. (1967). "The doctor-nurse game." <i>Arch Gen, Psych.</i> 16(6): 699-712.</p>
<p>Week 11, 11/29</p>	<p>Health care system in Canada Readings: Chapter 10, Chapter 14 Additional reading may be added.</p>
<p>Week 12, 11/6</p>	<p>Globalization and health care systems Readings: Chapter 14, 15</p>

SOC 2246 POLICIES**What if I miss deadlines?**

Due dates for the assignments will be posted on OWL. Late assignments will be penalized at the rate of 10 percent of the assignment value per day late. Any assignment not received within 5 days of the due date will not be accepted except with appropriate documentation.

Do I need to attend classes?

Regular class attendance is essential to learning at the university level. I strongly encourage you to come to class regularly in order to maximize your opportunities to learn. Attending lectures AND doing all assigned readings is a necessary (though not sufficient) condition for earning a high grade in this class.

Students are responsible for all announcements, lecture notes, and activities we cover in class even if they have a valid reason to miss a class. If you miss a class, please contact your classmates to obtain information about the class.

What can I have with me on exams? Policies on Examinations

Only pen or pencil is allowed for mid-term and final tests. Electronic devices of any sort, including phones, are not allowed.

Note that computer-marked multiple-choice tests and/or exams will be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

What if I have questions about the class or my performance?

You can contact your teaching team (instructor and/or T.A.) via email. We strongly encourage you to do so as soon as questions or problems arise so we can work with you to help. You can expect replies within 24 hours during regular work days or 48 on weekends. We will aim to answer faster than that.

Please make sure to write "SOC 2246" in the subject line – if you don't, we may neglect to notice your email and you may not receive a timely reply.

What's expected of me in class?

Regular class attendance is essential to learning at the university level, especially in a course like this one, where considerable practice of important concepts occurs in the classroom, and where each element of the course serves as a building block for what follows. I strongly encourage you to come to class regularly in order to maximize your opportunities to learn.

Appropriate behavior is expected of all students, in order to facilitate a supportive learning environment. Any activities not related to the class material must be conducted outside of the classroom, including any online networking or in-person communication. Cell phones must be turned off and no conversation or texting is acceptable.

Please consider reading this short post on professors' pet peeves regarding student behavior – many faculty feel it's spot on: <http://thesocietypages.org/socimages/2014/08/25/professors-pet-peeves/>

What is the policy on electronics in class?

Laptops are permitted in class for note-taking and other approved in-class use. However, if a student is observed browsing the web including social networking sites such as Facebook or Twitter, they may be reprimanded, asked to close the device, or possibly even asked to leave the class. Even if *you* feel you can still follow the class while browsing, such behavior is disruptive to those around you and disrespectful to the class.

Please make sure that your cell phones are silent or turned off at the beginning of class; beeping and ringing distracts your colleagues and is impolite in a classroom setting.

How do I communicate with my teaching team?

You correctly expect that your teaching team treats you with respect and in a professional manner. We expect the same from students. Please make sure your email communication is professional and fairly formal. Emails to your teaching team are NOT like texting your friends – please be polite and use correct spelling and grammar.

A nice perspective from the New York Times on student emails is [here](#). Embedded in the article is the [handout sheet on email etiquette by Dr. Worthen at University of North Carolina](#).

Please make sure to write “SOC 2246” in the subject line – if you don’t, we may neglect to notice and answer it in a timely manner. (yes, I did write it just above – but it bears repeating)

What if I miss a class?

If you are absent from a class, two rules apply:

- 1) Do not email your teaching team
- 2) Do get notes and all information from your classmates. You are responsible to keep up with the class. I will post most key information on OWL but make sure you talk to your colleagues in advance and ask them to take notes for you.

GENERAL UNIVERSITY-WIDE POLICIES

Note Regarding Plagiarism

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at

www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health @Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.