

UNIVERSITY OF MANITOBA
Department of Sociology
SOC 2490, A01
Sociology of Health and Illness
Fall 2006, 3 credit hours

“But it is particularly necessary, in my opinion, for one who discusses this art to discuss things familiar to ordinary folk. For the subject of inquiry and discussion is simply and solely the sufferings of these same ordinary folk when they are sick or in pain.”

-- Ancient Medicine - The Hippocratic Corpus, circa 400 BCE -

Instructor: Dr. Christopher J. Fries, PhD
Time & Place: Mondays, Wednesdays, & Fridays: 1:30pm - 2:20pm, 403 Tier Building
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1. Nature and Scope of the Course

Though most people have some idea of what it means to be in good health, health is not as straightforward a concept to understand as may appear. In a sociological perspective health is understood as a social construction. That is, both the health and illness of our bodies and the manner in which we understand these concepts are influenced by social factors. The purpose of the course is to provide a sociological framework for understanding the factors that shape the population health and health and illness behaviour of Canadians.

2. Objectives of the Course

- ✓ Students will develop their own sociological imaginations which will help them to think about health and illness sociologically; examining and understanding this aspect of their own lives.
- ✓ Students will learn to think of health, medicine, and the body as social constructions.
- ✓ Students will become familiar with the range of themes and topics that sociologists of health and medicine study.
- ✓ Students will learn to interpret events in health, medicine, and health care from a sociological perspective.
- ✓ Students will develop their ability to communicate their sociologically-based analysis orally and in writing.

3. Required Texts

- ⇒ Segall, A. and Chappell, N. (2000). *Health and Health Care in Canada*. Toronto: Prentice-Hall (available at the University of Manitoba Bookstore).
- ⇒ In addition to the required textbook, a number of supplementary readings have been selected from various sources (i.e., published journal articles and chapters). These readings have been duplicated and placed on 2 HOUR RESERVE in the Elizabeth Dafoe Library. These readings are also available on Eres - the Electronic Reserves System at University of Manitoba Libraries. This service provides remote access to reserve course material. The readings are listed by course number (SOC 2490), as well as course title and instructor's name and are available at: <http://reserves.lib.umanitoba.ca>. For those of you wishing to purchase a package of course readings, this may be bought through the University of Manitoba Bookstore.

4. Organization of the Course

This class will meet in the place and at the times indicated in the timetable. Basically, the course will consist of informal lectures - consequently, students are encouraged to participate in the class by making points and asking questions. From time to time, there may be guest lecturers, films may be shown, and we may do some group work.

5. My Expectations

☛ **Collegiality:** Together, we can create and maintain a collegial learning environment; one in which we all develop as individuals and scholars and in which the free and respectful exchange of ideas occurs. Please be polite and respectful of your fellow students and myself!

☛ **Participation:** This is **YOUR** class so I expect you to take ownership of it through your contribution. Questions and discussion are as much a part of the class as are the lectures. As critical sociological theorist, Theodor Adorno said, “what is vaguely put is poorly thought”. Your participation will be evaluated on the quality of your research, communication, writing, and presentation skills.

☛ **Independent Scholarship:** You will be held responsible for all required readings and course materials, such as films and study guides, whether discussed further in class or not. Please do your homework!

☛ **Attendance and Missed Tests / Assignments:** If it is necessary for you to miss a lecture please inform me by email **prior** to your absence so that you may find out what material you will miss. Tests and assignments missed due to un-excused absences will result in a grade of zero, except under documented reasons for missing an test or assignment, i.e., a doctor’s note. Ordinarily, tests must be made-up within one week. Failure to request a make-up test within the expected time frame may result in ineligibility for a make-up test and a mark of zero for the missed test.

☛ **Late Assignments:** Late assignments will not be graded. In exceptional circumstances (illness, etc.) an extension may be granted, provided you receive the instructor’s permission **beforehand**. If an extension is granted, a new due date will be set. Work missing this date will not be graded.

☛ **Academic Integrity:** I encourage collaborative and cooperative work ethics. Feel free to discuss your thoughts with other members of the class and thereby develop your comprehension and critical analysis. But remember, when it is time to prepare for your tests and assignments, do your own work. Please don’t be a cheat!

☛ **Instructor Availability:** I appreciate that sociology may be a relatively new area of study for you and you may feel overwhelmed by the material. Anxiety over one’s performance on, and preparation for, lectures and tests is normal. If you are unclear about the material, my lectures, or my expectations, please ask for clarification during class, or if you prefer, make an appointment to meet with me individually.

☛ **Sociological Engagement:** As the central learning objective of this course is the development of your own sociological imagination, I expect you to think about and discuss course material with others outside class. That is, you are to be a “sociologist of life”!

☛ **Roadmap:** Read and use this outline as your roadmap for the course: It will be your course reference throughout the term. Most of the questions students ask are answered on it. Further copies are downloadable through WebCT.

☛ **WebCT:** An abundance of course and supplementary material is made available to you through WebCT. For example, here you will find lecture notes containing basic terms and concepts that form the basis of my course overheads and film study guides. Please check the course website regularly for newly posted material.

6. Student Expectations

☛ Students are encouraged to review the University of Manitoba's "Responsibilities of Academic Staff with regard to Students" document, which can be found online at:

<http://www.umanitoba.ca/student/rulebook/roass.html>

☛ As supplement to the above policies, by the second full week of classes, I will collect, summarize, and attach as an addendum to this syllabus your expectations of myself; your instructor.

7. University Policies and Resources

☛ **Religious Holidays:** The university recognizes the right of all students to observe recognized holidays of their faith, which fall within the academic year. With instructor discretion, necessary arrangements can be made to ensure studies are not jeopardized. The instructor should be notified **in writing** of a student's intended absence in advance and at least three weeks notice of absence should normally be given where special arrangements are sought.

☛ **Missed Films:** If you miss a film, you will need to arrange to view it at an alternate time. Making this arrangement is a student responsibility, and must be undertaken in ways that do not inconvenience Educational Support Services or the instructor. To view a missed film, you will need a form which is available from 123 Fletcher Argue and which requires the instructor's signature. It is your job to bring the form to the instructor for signing.

☛ **Disruptions:** Disruptions due to excessive talking or early departures from the classroom are especially distracting to large classes. Please be considerate and respectful of the needs and rights of others in the class. Students should be aware that persistent disruption may result in disbarment from the course. Any student who has a legitimate reason for leaving class early should inform the instructor at the beginning of class.

☛ **Voluntary Withdrawal:** Last day for voluntary withdrawal from the course without academic penalty is **Wednesday, November 15, 2006**. Students will have received grades amounting to at least 60% of their final grade by this date (except for late assignments).

☛ **Academic Integrity:** Acts of academic dishonesty or plagiarism are serious offenses and are subject to academic discipline. Students should acquaint themselves with the University's policy on 'Personation at Examinations' (Section 4.2.8) and 'Plagiarism and Cheating' (Section 7.1) found in the Undergraduate Calendar. The Faculty of Arts reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

☛ **Special Learning Needs:** Students with special learning needs (who for legitimate reasons require extra time to write a test, or who require aids or other supports) should identify themselves to the instructor at the beginning of the term in order to arrange suitable accommodation. Disability Services is located at: 155 University Centre, Phone: 204 474-6213, TTY: 204 474-9790, Fax: 261-7732,

Email: disability_services@umanitoba.ca

☛ **Safewalk:** The Safewalk Program was created by utilizing the theory that there is safety in numbers. It is available on both the Fort Garry and Bannatyne campuses. The Student Patrols, under the supervision of the Security Services, walk/escort individuals to any destination within the campus boundaries. The Safewalk service is available twenty-four hours a day, seven days a week, all year round. A Safewalk escort can be initiated by calling 474-9312 or an individual may want to approach the Student Patrol when seeing them on campus to request an escort.

8. Course Requirements

There is no final exam in this course!

→**Tests:** Seventy-five percent of your grade will be based upon three in-class tests covering readings, lectures, films, film study guides, and class discussions. Additional specific information will be provided in class regarding the format and the material to be covered on each of these tests. **Purpose:** To encourage you keep up with lecture and reading material (so please come to class prepared) and to provide you with ongoing feedback as to your performance in class.

→**Assignments:** Twenty-five percent of your final grade will be based upon a Health Diary Project. Each student will be required to keep a daily health record for the period of one week and then, using the conceptual framework provided in this course, interpret and summarize the information in an eight (8) page written report. A separate handout will be provided later in the course (October 23, 2006) describing the Health Diary Project in detail. **Purpose:** To provide you with an opportunity to demonstrate your sociological imagination, thinking about your health sociologically, and to communicate your sociologically-based analysis of the factors influencing your health in writing.

9. Composition of Final Grade

Requirement	Mark	Date Due
Term Test 1	25%	October 11, 2006
Term Test 2	30%	November 13, 2006
Health Diary Project	25%	November 20, 2006
Term Test 3	20%	December 6, 2006

Voluntary withdrawal date without academic penalty is November 15, 2006.

10. Letter Grade Assignment

The following percentage / letter / GPA / descriptive scale will be used:

90 – 100	A+	(4.5)	Exceptional	66 – 69	C+	(2.5)	Satisfactory
80 – 89	A	(4.0)	Excellent	60 – 65	C	(2.0)	Adequate
76 – 79	B+	(3.5)	Very Good	50 – 59	D	(1.0)	Marginal
70 – 75	B	(3.0)	Good	0 – 49	F	(0)	Failure

11. Proposed Course Topics and Readings

Note: - This proposed outline is subject to change. Changes announced in class will take precedence over the written schedule.

- You are expected to read about 50 pages per week, though in some weeks it will be less and in several weeks it will be more, particularly when the readings are relatively accessible.

- Additional readings may be assigned for topics. (I will provide you with plenty of advanced warning.)

(i) **Pursuing The Sociology of Health, Illness, and the Body**

Health Sociology: An Introduction

☛ Segall and Chappell - Chapter 1 - An Introduction to Health Sociology, pp. 2-20.

☛ Coburn, D. & Eakin, J. (1998). "The Sociology of Health in Canada", in Coburn, D'Arcy, and Torrance, (eds.), *Health and Canadian Society*, pp. 619-634.

Trying to Understand and Define Health

☛ Segall and Chappell - Chapter 2 - Defining Health, pp. 21-51.

☛ Cockerham, W. C. (2001). "Medical Sociology and Sociological Theory", in Cockerham (ed.), *The Blackwell Companion to Medical Sociology*, pp. 3-22.

☛ Segall, A. (1997). "Sick Role Concepts and Health Behavior", in Gochman (ed.), *Handbook of Health Behavior Research*, pp. 289-301.

The Sociology of the Body

☛ Shilling, C. (2003). "The Body in Sociology", in Shilling, *The Body and Social Theory*, pp. 17-36.

Measuring and Researching Health

☛ Segall and Chappell - Chapter 3 - Measuring Health, pp. 52-71.

☛ Millar, J. and Hull, C. (1997) "Measuring Human Wellness". *Social Indicators Research*, (40), pp. 147-158.

(ii) **Factors that Shape Health and the Pursuit of Health**

☛ Segall and Chappell - Chapter 4 - General Determinants of Health, pp. 74-93.

Lay Beliefs about Health and Illness

☛ Segall and Chappell - Chapter 5 - Health Beliefs: Accounting for Health and Illness, pp. 94-126.

☛ Radley, A. and Billig, M. (1996) "Accounts of Health and Illness: Dilemmas and Representations". *Sociology of Health and Illness*, (18), pp. 220-240.

Health Behaviour and Lifestyles

- ☛ Segall and Chappell - Chapter 6 - Personal Health Behaviours: Adopting a Healthy Lifestyle, pp. 127-158.
- ☛ Verbrugge, L. (1980). "Health Diaries". *Medical Care*, (18), pp. 73-95.
- ☛ Conrad, P. (1994). "Wellness as a Virtue". *Culture, Medicine, and Psychiatry*, (18), pp. 385-401.
- ☛ Segall and Chappell - Chapter 7 - Social Structure and Health, pp. 159-182.
- ☛ Cockerham, W.C. (2005). "Health Lifestyle Theory and the Convergence of Agency and Structure". *Journal of Health and Social Behavior*, (46), pp. 51-67.

Social Support and Health

- ☛ Segall and Chappell - Chapter 8 - Social Support and Health, pp. 183-207.
- ☛ Coburn, D. (2000). "Income Inequality, Social Cohesion and the Health Status of Populations: the Role of Neo-liberalism", *Social Science and Medicine*, (51), pp. 135-146.

The Global Pandemic

- ☛ Lewis, S. (2001). "J'accuse!", *Current Sociology*, 49, pp.1-3.
- ☛ Maticka-Tyndale, E. (2001). "Twenty Years in the AIDS Pandemic: A Place for Sociology", *Current Sociology*, 49, pp.13-21.

(iii) Pursuing Health: Biomedicine

- ☛ Segall and Chappell - Chapter 9 - Formal Care and Health, pp. 208-233.
- ☛ Armstrong, D. (1995). "The Rise of Surveillance Medicine", *Sociology of Health and Illness*, 17, pp. 393-404.
- ☛ Conrad, P. (2005). "The Shifting Engines of Medicalization". *Journal of Health and Social Behavior*, 46(1), pp. 3-14.

(iv) Pursuing Health: Complementary / Alternative Medicine

- ☛ Fries, C.J. (2006). Labelling Alternative Medicine.
- ☛ Fries, C.J. (2006). Complementary / Alternative Medical Practices: Two Variants; Accepted and Rejected.
- ☛ Fries, C.J. and Menzies, K.S. (2000). "Gullible Fools or Desperate Pragmatists? A Profile of People Who Use Rejected Alternative Health Care Providers", *Canadian Journal of Public Health*, 91, pp. 21-219.

(v) Pursuing Healthy Futures

- Segall and Chappell - Chapter 10 - Creating a Health Care System, pp. 236-269.
- Segall and Chappell - Chapter 11 - Health as a Personal and Societal Value, pp.270-289.
- McGregor, S., (2001). “Neo-Liberalism and Health Care”, *International Journal of Consumer Studies*, 25, pp. 82-89.
- Chappell, N.L. (1993). “The Future of Health Care in Canada”, *Journal of Social Policy*. 22(4), pp. 487-505.

REAL LIFE ADVENTURES by Gary Wise and Lance Aldrich



Your mother's worst nightmare.