

**UNIVERSITY OF MANITOBA**  
**Department of Sociology**  
**Sociology 3540 Section A01**  
**The Sociology of Health Care Systems**  
**Winter 2008, 3 credit hours**

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*"I am merely emphasizing that the fact of "health" is a cultural fact in the broadest sense of the word, a fact that is political, economic, and social as well, a fact that is tied to a certain state of individual and collective consciousness".*

*- Michel Foucault - "The Risks of Security", in J. Faubion, ed., Power, 2000 -*

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**Instructor:** Dr. Christopher J. Fries, PhD  
**Time & Place:** Mondays, Wednesdays, & Fridays: 11:30am - 12:20pm, 302 Tier Building  
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### **1. Nature and Scope of the Course**

How are changes in the political and cultural context affecting health care? How do aspects of social location such as ethnicity, social class, gender, and education affect what people view as health care? How does the pharmaceutical industry affect health care? What accounts for the increasing popularity of complementary and alternative health care? In what ways, if at all, are biomedical and complementary / alternative health care systems compatible? How is it that particular practices, such as the balancing of "*chi-energy*" through acupuncture, come to be understood as a "*cure*" by some in our society and ineffective, illegitimate, or even charlatanism by others? What role does the *postmodern, transnational* character of contemporary social life play in the resurgence of *medical pluralism*? How are *medical consumerism* and the *marketing of ethnicity* implicated in the resurgence of medical pluralism? What are the prospects for developing an *integrative medicine* as part of a future health care system? These questions and debates will be examined in this course through readings, lectures, documentary films, group discussions, and with guest speakers. In analysis of the social organization of formal and informal health care this course will draw upon numerous sociological perspectives to understand the social factors which shape people's health care beliefs and behaviour.

Importation of French social philosopher Michel Foucault's insights into health sociology have allowed health sociologists to adopt as the starting point for our analyses the relationship of medical knowledge to social power and control and the culturally contested nature of medical knowledge and practice. In the West, *biomedicine* has become the dominant health care system. And yet, globally and historically there is a plurality of health beliefs and health care systems. Similarly, there are numerous healing traditions and health care systems that have been used for centuries to prevent and treat illness. The objective of this course is to develop an understanding of how social location acts to socially construct health care beliefs and influence health care systems. Realizing that health care systems are socially constructed will allow us to explore the social dynamics whereby those with differing social locations negotiate differing cultural meanings of health care. Just as definitions of health are socially constructed so too is it possible to understand health care as culturally conditioned.

## 2. Objectives of the Course

- ✓ Students will develop their sociological imaginations which will help them to think about health care systems sociologically; examining and understanding this aspect of their own lives.
- ✓ Students will learn how health care systems are socially constructed and culturally contested.
- ✓ Students will learn how *medical consumerism* and the *marketing of ethnicity* are implicated in health care.
- ✓ Students will become familiar with the social organization of formal and informal health care systems.
- ✓ Students will learn how to improve their written and oral communication effectiveness by participating in group discussions and writing scholarly papers.
- ✓ Students will learn how to produce a scholarly book review.
- ✓ Students will learn how to identify and analyse *discourses* present in contemporary culture and media, which impact upon the delivery of health care.

## 3. Required Texts

- ⇒ In addition to the required textbooks, academic readings have been selected from various sources (i.e., published journal articles and book chapters). Links to these readings are available through WebCT where you may download and print your own copies.
- ⇒ Moynihan R. & Cassels A. (2005). *Selling sickness: How the world's biggest pharmaceutical companies are turning us all into patients*. Toronto: Greystone Press.  
OR:
- ⇒ Shah, S. (2006). *The Body hunters: Testing new drugs on the world's poorest patients*. New York: The New Press. (Available at the University of Manitoba Bookstore.)

## 4. Organization of the Course

This is a senior level course. Course time will be used to discuss issues from a sociological perspective. Students will be expected to have read the required readings for each class and participate in class discussions of the material. The course will consist of informal lectures and facilitated reading reaction seminars in which we will do some group work - consequently, students must participate in the class by discussing course material and asking questions. From time to time, there may be guest lecturers and documentary films will be shown.

## 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 your professor!

☛ **Participation:** This is **YOUR** course 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 class please inform the professor by email **PRIOR** to your absence so that you may find out what material you will miss. Tests and assignments missed due to unexcused absences will result in a grade of zero, except under documented reasons for missing a 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 professor's permission **BEFOREHAND**. If an extension is granted, a new due date will be set. Work missing this date will not be graded.

☛ **Personal Copies:** Students are instructed to always keep a personal copy of any submitted work in the case that they are required to submit another copy.

☛ **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 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 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. Many of the questions students ask about the course 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 updates and 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/admin/governance/governing\\_documents/students/278.htm](http://www.umanitoba.ca/admin/governance/governing_documents/students/278.htm)

I comply fully with all University of Manitoba policies regarding teaching.

☛ 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. Policies and Resources

☛ **Required Prerequisite:** Sociology 1200: Introduction to Sociology is a prerequisite for all other sociology courses, which means students must complete Sociology 1200 with a minimum grade of C if they intend to enroll in more advanced sociology courses. If you have not completed Sociology 1200 with a minimum grade of C, you cannot enroll in this sociology course unless you have written approval!

☛ **Postexamination Review of Final Grades:** University of Manitoba Senate Policy #1307 requires “a postexamination review of final grades in multisectioned courses that will ensure an equitable correspondence between grades and level of performance in all sections.” Accordingly, the final grade distribution in multi-section courses may be raised or lowered to achieve this equity and, therefore, your final grade may be changed.

☛ **Religious Holidays:** The University recognizes the right of all students to observe recognized holidays of their faith, which fall within the academic year. With professor discretion, necessary arrangements can be made to ensure studies are not jeopardized. The professor 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 Information Services and Technology or the professor. To view a missed film, you will need a form which is available from 123 Fletcher Argue and which requires the professor’s signature. It is your job to bring the form to me for signing.

☛ **Disruptions:** Disruptions due to excessive talking, late arrivals, or early departures from the classroom are distracting. 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 and sit near the exit.

☛ **Copyright / Intellectual Property:** The lectures and displays (and all material) delivered or provided in this course including any visual or audio recording thereof, are subject to copyright owned by Christopher J. Fries. It is prohibited to record or copy any means, in any format, openly or surreptitiously, in whole or in part, in the absence of express written permission from Christopher J. Fries any of the lectures, materials provided or published in any form during or from this course.

☛ **Voluntary Withdrawal:** Last day for voluntary withdrawal from the course without academic penalty is **March 19th, 2009**.

☛ **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. (For Graduate level courses see (Sections 7.1 and 7.2) in the Graduate Calendar.)

☛ **Student Counselling and Career Centre:** The Student Counselling and Career Centre is staffed by professional counsellors whose primary goal is to facilitate the personal, social, academic, and vocational development of university students. Located at: 474 University Centre. Phone: 474-8592.

☛ **Aboriginal Student Centre:** Providing student support in a manner consistent with the culture and values of Aboriginal Peoples for the purpose of increasing/enhancing the accessibility and retention of Aboriginal students. Located at: 45 Curry Place. Phone: 474-8850. Email: [asc@umanitoba.ca](mailto:asc@umanitoba.ca)

☛ **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 professor 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](mailto: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

→**Reading Reaction Reports (50%)** – During the semester you will complete **five**, 4 to 6 page essay format, reading reaction reports, each worth 10% of your final for a total of 50% of your final grade. **(Page limits will be strictly enforced!)** You will have the option of completing a Bonus Reading Reaction Report\* and, if you so choose, your lowest reading reaction report mark will be dropped from the calculation of your final grade. Using these two questions (“What is the author trying to do?” and “How well is she/he doing it?”), you are to critically analyze the readings and documentary films for each section of the course. These assignments will demonstrate your understanding of assigned reading materials and documentary films. They will also demonstrate your ability to think critically in that you will not only provide a synopsis of the readings and films, but will also provide critical analysis of them. Your analysis should use sociological terminology presented in course discussions and material to draw out common themes as well as points of departure amongst the readings and films. Assignments that make direct, cited reference to course material including lectures, readings, and films, will receive the highest grades! (I’m looking for evidence that you have read the research literature and used this in your analysis.) In order to help facilitate your critical reflection on the readings and films, Professor Fries will provide a list of reading reaction questions and film study guides. Please note that while your reports should make reference to these questions, your analysis should go beyond answering these questions in order to fully demonstrate your comprehension of the readings and films. Use course discussion to clear up any questions you have about the course material. As with all university assignments, your assignment should be properly referenced (following a recognized academic referencing format), double spaced, in 12 point regular font, one inch margins, stapled together with a cover page (indicating your name and student ID, title of the assignment, date, and name of the professor) and a list of references. **Purpose:** To encourage you to keep up with your reading and to provide you with formative evaluation as to your performance in the course.

→**Scholarly Book Review Proposal (5%) and Scholarly Book Review (15%)** - Twenty percent (20%) of your final grade will be based on a Scholarly / Analytical Book Review assignment. You are to review and critically evaluate your choice of either Moynihan and Cassels’ *Selling sickness* (2005) or Shah’s *The Body hunters* (2006). **You should start reading the book as soon as the course commences.** Reviews should be 7 to 8 typewritten, double-spaced pages. You are to use format, grammar, style, gender neutral language, and diction suitable to an academic paper. The sources you utilize must be properly referenced (following a recognized academic referencing format). As with all university assignments, your assignment should be properly referenced, double spaced, in 12 point regular font, one inch margins, stapled together with a cover page (indicating your name and student ID, title of the assignment, date, and name of the instructor) and a list of references. **You are to submit a detailed outline of your proposed review no later than February 2, 2009.** Your proposal will be worth 5 marks. Your proposal is a detailed plan of your review that will identify: 1) the book you have selected for review, 2) secondary sources / reviews you plan to consult to inform your review, and 3) a brief outline of each of the sections of your review described in Johnson, 1998 (Enticement, Examination, Elucidation, and Evaluation). Scholarly book reviews provide a sociologically informed (i.e., supported with reference to existing literature) “preview” of the book under consideration for their readers. **Purpose:** To allow you to demonstrate your sociological imagination by developing a critical awareness of how sociocultural factors influence health care and to teach you how to produce a scholarly book review, demonstrating your competency in critical reading and writing. You are strongly encouraged to read the following related to this assignment (Available on WebCT):

● Johnson, W.A. (1998). “Book reviews”, *The Sociology Student Writer’s Manual*. New Jersey: Prentice-Hall.

● Boggs, C. (2005). “Review essay: Big pharma and the corporate colonization of American medicine”, *New Political Science*, 27(3), pp. 407-421.

→**Culture / Media Watch File Assignment (20%)** - During the semester you are to keep an ongoing file of items relating to “medical consumerism”. **You should begin collecting items for your file as soon as the course commences.** Items for your file can be gathered from newspapers, magazines, etc. However, you need not limit yourself to the print media. Any current cultural representation of medical consumerism is acceptable for inclusion in your file. To this end, your file can also include short descriptions of non-print items such as radio / television shows and commercials, movies, news reports, web sites etc. You may wish to include digital photographs or other multimedia content in your file. You must identify the source and date of each item you collect. Each item should be accompanied by a short (2 to 4 sentence), sociologically informed description / analysis indicating how it is an instance of medical consumerism. Assignments that make direct, cited reference to course material including lectures, readings, and films, will receive the highest grades! You should also categorize the items into a few broad categories so that the presentation of your file is organized. For example, you may wish to categorize the items according to the type of cultural medium you found them in (i.e. daily newspaper, news report, popular television show etc.) Alternatively, you may wish to group your file items according to an “interpretive-type” thematic categorization, which arises out of the items you collect (i.e. the blurring of health promotion and medical consumerism, healthy eating, beauty and health, the medicalization of ageing, natural health, ethnocultural bases of health, the imperative of health). The main thing is that your presentation be creative, makes sense, and that you justify whatever categorization scheme you choose to employ. Your file will be graded according to the following criteria: Number and Variety of File Items, Proper Sourcing, Item Analysis Indicating Sociological Relevance, Categorization Scheme Including Justification, Overall Presentation. **Purpose:** To stimulate your sociological imagination and awareness of “medical consumerism” as a pervasive feature of your social world, which influences health care delivery.

→**Participation in Class Discussions (10%)** – Your active participation in class discussions is worth 10% of your final grade. This is a senior level course. I expect that every student come to class having read the required materials and thus be prepared to participate in class discussions. During **the week prior to the midterm break**, I will meet with each one of you individually to discuss your participation and present you with an estimate of your participation grade based upon your participation in class discussions thus far. You may increase your final participation grade by implementing any suggestions arising out of our conversation. **Purpose:** To provide you with the opportunity to share your ideas with your classmates, clarify and questions you have about course material, and allow you to develop your skills of effective interpersonal communication.

## 9. Composition of Final Grade

Requirement	Percentage	Date Due
Reading Reaction Report # 1	10%	January 23, 2009
Scholarly Book Review Proposal	5%	February 2, 2009
Reading Reaction Report # 2	10%	February 6, 2009
Scholarly Book Review	15%	February 23, 2009
Reading Reaction Report # 3	10%	March 2, 2009
Reading Reaction Report # 4	10%	March 13, 2009
Culture / Media Watch File Assignment	20%	March 30, 2009
Reading Reaction Report # 5	10%	April 3, 2009
Bonus Reading Reaction Report*	10%*	April 9, 2009
Participation	10%	NA

\*Only your top five reading reaction report grades will be included in the calculation of your final grade.

**If you are satisfied with the grades received on the first five assignments, you need not complete the Bonus Reading Reaction Report!**

## **10. Letter Grade Assignment**

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

95 - 100	A+	Exceptional	(4.5)	66 - 69	C+	Satisfactory	(2.5)
85 - 94	A	Excellent	(4.0)	60 - 65	C	Adequate	(2.0)
80 - 84	B+	Very Good	(3.5)	50 - 59	D	Marginal	(1.0)
70 - 79	B	Good	(3.0)	0 - 49	F	Failure	(0.0)

## **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.

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

### **(i) Introduction to Health Care Systems**

- Miner, H. (1956). "Body ritual among the Nacirema", *American Anthropologist*, 58(3), pp. 503-507.
- Environics Research Group (2004). "Global belief that health care systems are 'in crisis'".
- Evans, R.G. and Stoddart, G.L. (1990). "Producing health, consuming health care", *Social Science and Medicine*, 31(12), pp. 1347-1363.
- Banks, J., Marmot, M., Oldfield, Z. and Smith, J.P. (2006). "Disease and Disadvantage in the United States and in England", *Journal of the American Medical Association*, 295(17), pp. 2037-2045.

**Reading Reaction Report # 1 Due: January 23, 2009**

### **(ii) Medical Consumerism and Health Care**

- Frank, A. (2002). "What's wrong with medical consumerism?" *Consuming Health: The commodification of health care*. (Henderson S, Peterson. A., editors). New York and London: Routledge.
- Sointu, E. (2005). "The rise of an ideal: tracing changing discourses of wellbeing", *The Sociological Review*, 53(2), pp. 255-274.
- Lupton, D. (1997). "Consumerism, reflexivity and the medical encounter", *Social Science and Medicine*, 45(3), pp. 373-381.
- Parry, V. (2003). "The art of branding a condition", *Medical Marketing and Media*, 38(5), pp.43-49.
- Oldani, M.J. (2004). "Thick prescriptions: Towards an interpretation of pharmaceutical sales practices", *Medical Anthropology Quarterly*, 18(3), pp. 325-356.

**Reading Reaction Report # 2 Due: February 6, 2009**

### (iii) Understanding Health Care Belief Systems

- ☛ O’Conner, B. (1995). “Defining and understanding health care belief systems”, *Healing Traditions: Alternative Medicine and the Health Professions*. University of Pennsylvania Press.
- ☛ Freund, P.E.S., McGuire, M.B., and Podhurst, L.S. (2003). The social construction of medical knowledge”, *Health, Illness, and the Social Body*. Toronto: Pearson.
- ☛ Turner, B. S. (1995). “Medical sociology”, *Medical Power and Social Knowledge*. London: Sage.

#### Reading Reaction Report # 3 Due: March 2, 2009

### (iv) The Sociology of Biomedical Health Care

- ☛ Conrad, P. (2005). “The shifting engines of medicalization”. *Journal of Health and Social Behavior*, 46(1), (pp. 3-14).
- ☛ Nye, R. (2003). “The evolution of the concept of medicalization in the late twentieth century”, *Journal of History of the Behavioral Sciences*, 39, pp. 115–129.
- ☛ Rose, N. (2001). “The politics of life itself”, *Theory, Culture and Society*, 18(6), pp. 1-30.
- ☛ Rose, N. (2003). “Neurochemical selves”, *Society*, November / December 2003, pp. 46-59.

#### Reading Reaction Report # 4 Due: March 13, 2009

### (v) The Sociology of Complementary and Alternative Health Care

- ☛ Steuter, E. (2002). “Contesting the rules of medicine: Homeopathy’s battle for legitimacy”, *Journal of Canadian Studies*, 37(3), pp. 92-111.
- ☛ Fries, C.J. (2006a). “Labelling alternative medicine”.
- ☛ Fries, C.J. (2006b). “Complementary / alternative medical practices: Two variants; accepted and rejected”.
- ☛ Fries, C.J. (2008a). “Classification of complementary and alternative medical practices: Family physicians’ ratings of effectiveness”, *Canadian Family Physician*. 2008, 54(11), pp. 1570-1578e.
- ☛ Fries, C.J. (2006c). “Mapping users of complementary / alternative medical practices in social space: Can Bourdieu help us?”.
- ☛ Fries, C.J. (2005). “Ethnocultural space and the symbolic negotiation of alternative as ‘cure’”, *Canadian Ethnic Studies*, 37, pp. 87-100.
- ☛ Fries, C.J. (2008b). “Consuming Distinction and Recognition through the Consumption of Complementary / Alternative Medical Practices”.

#### Reading Reaction Report # 5 Due: April 3, 2009

### (vi) Healthy Futures: Governing the Health of the Hybrid Self

- ☛ Petersen, A. (2003). “Governmentality, critical scholarship, and the medical humanities”, *Journal of Medical Humanities*, 24(3-4), pp. 187-201.
- ☛ Snyderman, R. and Weil, A.T. (2002). “Integrative medicine: Bringing medicine back to its roots”, *Archives of Internal Medicine*, 162(4), pp. 395-397.
- ☛ Bell, I.R., Caspi, O., Schwartz, G.E., Grant, K.L., Gaudet, T.W., Rychener, D., Maizes, V., and Weil, A. (2002). Integrative medicine and systemic outcomes research: Issues in the emergence of a new model for primary health care. *Archives of Internal Medicine*. 162, pp. 133-140.
- ☛ Ruggie, M. (2005). “Mainstreaming complementary therapies: New directions in health care”, *Health Affairs*, 24(3), pp. 980-990.



☛ Fries, C.J. (2008c). "Governing the health of the hybrid self: Integrative medicine, neoliberalism, and the shifting biopolitics of subjectivity", *Health Sociology Review*. 2008, 17(4), pp. 353-367.

**Bonus Reading Reaction Report\* Due: April 9, 2009**

**12. Proposed Course Schedule**

Lecture #	Date	Lecture Topic	Readings
1	Jan. 7	Introduction to Health Care Systems	Miner; Environics Research Group; Evans & Stoddart
2	Jan. 9	Film: <i>Selling Sickness: An Ill for Every Pill</i>	
3	Jan. 12	Introduction to Health Care Systems	Miner; Environics Research Group; Evans & Stoddart
4	Jan. 14	Introduction to Health Care Systems	Miner; Environics Research Group; Evans & Stoddart
5	Jan. 16	Film: <i>Sicko</i>	
6	Jan. 19	Film: <i>Sicko</i>	
<b>Reading Reaction Report # 1 Due: January 23, 2009</b>			
7	Jan. 21	Medical Consumerism and Health Care	Frank
8	Jan. 23	Medical Consumerism and Health Care	Sointu
9	Jan. 26	Medical Consumerism and Health Care	Lupton
10	Jan. 28	Film: <i>Dangerous Prescription</i>	
11	Jan. 30	Medical Consumerism and Health Care	Parry; Oldani
12	Feb. 2	Medical Consumerism and Health Care	Parry; Oldani
<b>Reading Reaction Report # 2 Due: February 6, 2009</b>			
13	Feb. 4	Film: <i>The Myth Makers</i>	
14	Feb. 6	Understanding Health Care Belief Systems	Turner
15	Feb. 9	Understanding Health Care Belief Systems	Turner
16	Feb. 11	Understanding Health Care Belief Systems	O'Conner
17	Feb. 13	Understanding Health Care Belief Systems	O'Conner
18	Feb. 23	Understanding Health Care Belief Systems	O'Conner; Freund, McGuire, & Podhurst
19	Feb. 25	Understanding Health Care Belief Systems	Freund, McGuire, & Podhurst
20	Feb. 27	Understanding Health Care Belief Systems	Freund, McGuire, & Podhurst
<b>Reading Reaction Report # 3 Due: March 2, 2009</b>			
21	Mar. 2	The Sociology of Biomedical Health Care	Conrad
22	Mar. 4	The Sociology of Biomedical Health Care	Nye

23	Mar. 6	The Sociology of Biomedical Health Care	Rose, (2001); Rose, (2003)
24	Mar. 9	The Sociology of Biomedical Health Care	Rose, (2001); Rose, (2003)
<b>Reading Reaction Report # 4 Due: March 13, 2009</b>			
25	Mar. 11	The Sociology of Complementary / Alternative Health Care	Steuter
26	Mar. 13	The Sociology of Complementary / Alternative Health Care	Fries, C.J. (2006a)
27	Mar. 16	The Sociology of Complementary / Alternative Health Care	Fries, C.J. (2006b)
28	Mar. 18	The Sociology of Complementary / Alternative Health Care	Fries, C.J. (2006c)
29	Mar. 20	Film: <i>The Alternative Fix</i>	
30	Mar. 23	The Sociology of Complementary / Alternative Health Care	Fries, C.J. (2005)
31	Mar. 25	The Sociology of Complementary / Alternative Health Care	Fries, C.J. (2008b)
32	Mar. 27	Guest Lecture: <i>Homeopathy: The CAM View</i>	
33	Mar. 30	Guest Lecture: <i>Homeopathy: The Biomedical View</i>	
<b>Reading Reaction Report # 5 Due: April 3, 2009</b>			
34	Apr. 1	Film: <i>The New Medicine</i>	
35	Apr. 3	Film: <i>The New Medicine</i>	
36	Apr. 6	Healthy Futures: Governing the Health of the Hybrid Self	Snyderman & Weil; Bell et al.; Petersen
37	Apr. 8	Healthy Futures: Governing the Health of the Hybrid Self	Ruggie; Fries, C.J. (2008c)
<b>Bonus Reading Reaction Report* Due: April 9, 2009</b>			

