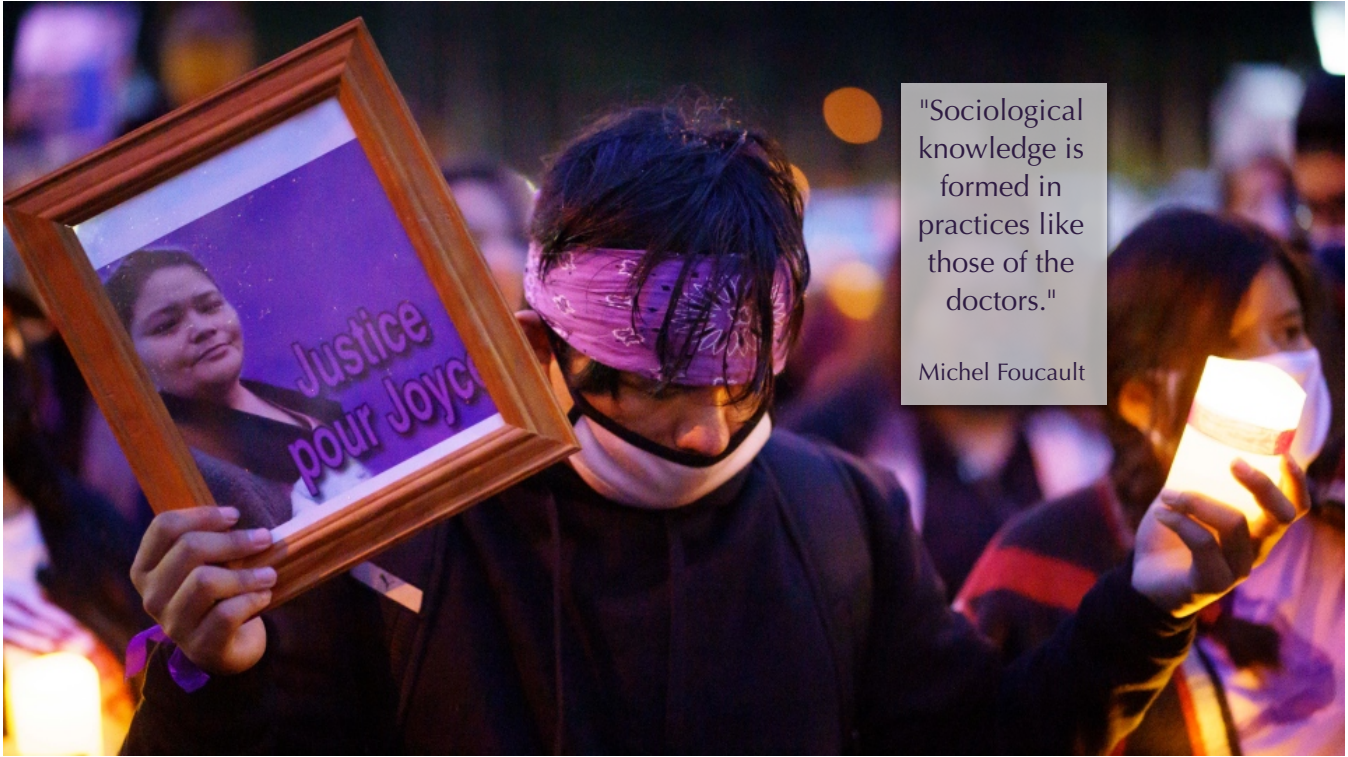


# SOCIOLOGY 3102: Sociology of Medicine

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## Course Description

The focus of this course is on the social context of disease and medical care. Topics to be covered include stress and psychosomatic illness, causes and consequences of mental illness, the sick role, variations in illness behaviour, doctor-patient relationships, unorthodox systems of medical practice, psychiatric therapies, organization of the medical profession, social structure of the hospital and politics of the health care system.

(NOTE: Not all topics listed here may be covered.)

## Course Logistics

- Instructor: Bill Kirkpatrick, [billkirkp@gmail.com](mailto:billkirkp@gmail.com) (preferred) or [b.kirkpatrick@uwinnipeg.ca](mailto:b.kirkpatrick@uwinnipeg.ca). Please do **not** use Nexus to email me—I can only keep up with so many inboxes!
- Office Hours: I have dedicated office hours on Zoom solely for this class: Wednesdays over the lunch hour 12:00-1:00 p.m. (beginning Sep. 7) and Monday evenings 5:30-6:30 p.m. (beginning Sep. 12). [Here is the link](#). I am also happy to make an appointment with you as needed.
- Format/Schedule: The class is online and asynchronous. The schedule is arranged in a 24-week sequence, but students are free to work at their own pace (within the limits of the due dates, which are firm unless an extension is granted). Students can find answers to [frequently asked questions related to remote learning here](#). The last day to drop the course for a full refund is Sep. 19, 2022. The final date to withdraw without academic penalty is Feb. 14, 2023. The evaluation period is Apr. 10-21.

## Learning Goals

By the end of this class, you should:

- Become familiar with many of the most important concepts and gain a solid grounding in functionalist, symbolic, and critical approaches to the sociology of medicine.
- Be able to apply the "sociological imagination" to questions of medicine and health, including drawing on the sociological history of medicine and alternative understandings of health and medicine in order to better understand and critique the hegemonic (Western) medical system.
- Improve your ability to read, comprehend, and apply challenging sociological scholarship.
- Develop your research skills by synthesizing and applying course concepts and approaches to a topic of your own choosing.
- Better understand your own role and agency in the politics and structures of health care, including as a patient, citizen, and potential worker within or outside of the dominant medical system.

## Required Materials

One book is required for this course:

Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Farrar, Straus and Giroux, 2012.

All other course materials will be linked to from the course outline.

## Assignments

All assignments must be completed in order to pass the course.

Reading Notes (rolling due dates)	30%
Exam 1 (due Nov. 18)	20%
Summary and Reflection 1 (due Dec. 9)	05%
Exam 2 (due Mar. 10)	20%
Summary and Reflection 2 (due Mar. 31)	05%
Review Essay (topic due Jan 27; bibliography due Mar. 24; final essay due Apr. 19)	15%
Homework and Discussion Forums	05%

# Daily Schedule

You may work at your own pace, **please don't work too far ahead:** I reserve the right to make changes to this course outline, and we may not get to all the readings/topics listed on this course outline. However, I will never change due dates on assignments to be earlier than originally stated.

T = This reading is from the required textbook (Fadiman, *The Spirit Catches You ...*)

**\* = You may write a DERN on this reading (max. 1 DERN per outlined week)**

## Week 1: Sep. 5-9

### Bill's introduction to the course

### Bill's introduction to the week

- |     |                            |                              |  |
|-----|----------------------------|------------------------------|--|
| 1.1 | Introduction to the Course | <u>Watch:</u>                | <a href="#">"Health and Medicine"</a><br><a href="#">"Population Health"</a><br><a href="#">"Canada's Healthcare System Explained!"</a>              |
| 1.2 | How We Got Here            | <u>Read:</u><br><u>Post:</u> | *Rosenberg, <a href="#">"The History of Our Present Complaint"</a><br><a href="#">Your introductory video to Nexus by 10:00 p.m. on Fri., Sep. 9</a> |

## Week 2: Sep. 12-16

### Bill's introduction to the week

- |     |   |                               |   |
|-----|---|-------------------------------|---|
| 2.1 | Studying Medicine as a Sociological Phenomenon  | <u>Watch:</u><br><u>Read:</u> | <a href="#">"Major Sociological Paradigms"</a><br>*Freidson, <a href="#">"Sociology and Medicine: A Polemic"</a> (NOTE: You may skip the section "The myth of administrative data")<br>*Turner, <a href="#">"Medical Sociology"</a> (Ch. 1 of <i>Medical Power and Social Knowledge</i> ) (NOTE: You may stop when you get to "Foucault and Medical Sociology") |
| 2.2 | Overview of Sociological Approaches to Medicine | <u>Read:</u>                  | *Cockerham and Scambler, <a href="#">"Medical Sociology and Sociological Theory"</a> (You may skip the sections "Critical Theory and Jürgen Habermas" and "Postmodern Theory")  |

## Week 3: Sep. 19-23

### Bill's introduction to the week

- |     |   |              |  |
|-----|---|--------------|--|
| 3.1 | Structural Functionalism: Parsons and the "Sick Role" | <u>Read:</u> | *Parsons, <a href="#">"Social Structure and Dynamic Process: The Case of Modern Medical Practice"</a> pp. 428-447 ONLY (stop at "B. The Situation of the Physician") |
| 3.2 | Parsons' Relevance Today                              | <u>Read:</u> | *Williams, <a href="#">"Parsons Revisited: From the Sick Role To . . . ?"</a>  |

## Week 4: Sep. 26-30

### Bill's introduction to the week

- |     |  |              |   |
|-----|--|--------------|---|
| 4.1 | Applying the Sick Role to Chronic Illness                | <u>Read:</u> | *Schipke, <a href="#">"The Chronic Sick Role: Its Time Has Come"</a>  |
| 4.2 | Applying the Sick Role to Medically Unexplained Symptoms | <u>Read:</u> | *Mik-Meyer & Obling, <a href="#">"The Negotiation of the Sick Role: General Practitioners' Classification of Patients With MUS"</a> |

Week 5: Oct. 3-7

Bill's introduction to the week

- |     |   |              |   |
|-----|---|--------------|---|
| 5.1 | Social Determinants of Health I:<br>Introduction              | <u>Read:</u> | *Evans, <a href="#">Introduction to "Why Are Some People Healthy?"</a>  |
| 5.2 | Social Determinants of Health II:<br>Fundamental Cause Theory | <u>Read:</u> | *Link and Phelan, " <a href="#">Social Conditions as Fundamental Causes of Disease</a> "<br>Williams, " <a href="#">COVID-19 and Health Equity—<br/>A New Kind of 'Herd Immunity'</a> " |

Week 6: Oct. 17-21

Bill's introduction to the week

- |     |   |              |   |
|-----|---|--------------|---|
| 6.1 | Social Determinants of Health III:<br>The role of power | <u>Read:</u> | * <a href="#">McCartney et al., "Health Inequalities, Fundamental Causes, and Power"</a>                                  |
| 6.2 | Social Determinants of Health IV:<br>SDH in Canada      | <u>Read:</u> | * <a href="#">Bryant et al., "Canada: A Land of Missed Opportunity for Addressing the Social Determinants of Health "</a> |

Week 7: Oct. 24-28

NO INTRODUCTION FOR WEEK 7: We are continuing with the literature of Social Determinants of Health, and the only reading for this week is a clear/straightforward extension of that research

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|-----|---|--------------|---|
| 7.1 | Social Determinants of Health V:<br>SDH and Indigeneity | <u>Read:</u> | * <a href="#">Richmond &amp; Ross, "The Determinants of First Nation and Inuit Health: A Critical Population Health Approach"</a> |
|     |   | <u>Note:</u> | Exam 1 published on Nexus on Oct. 24; due Nov. 18   |

Week 8: Oct. 30-Nov. 4

Bill's introduction to the week

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|-----|---|---------------|---|
| 8.1 | Foucault and the "Medical Gaze"           | <u>Watch:</u> | <a href="#">"Foucault Power and Knowledge"</a>  |
|     |   | <u>Read:</u>  | * <a href="#">White, "Foucault and the Sociology of Medical Knowledge"</a><br>Turner, " <a href="#">Medical Sociology</a> " (Ch. 1 of <i>Medical Power and Social Knowledge</i> ) (NOTE: Just the section "Foucault and Medical Sociology") |
| 8.2 | Foucault's Relevance to Medical Education | <u>Read:</u>  | * <a href="#">Hodges et al., "Medical Education ... Meet Michel Foucault"</a><br><a href="#">Bradley, "Changing Perspectives: Attempting to De-Colonize the Gaze of a Canadian Medical Student"</a>   |

Week 9: Nov. 7-11

Bill's introduction to the week

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|-----|----------------------------|--------------|--|
| 9.1 | Medicine as Social Control | <u>Read:</u> | * <a href="#">Zola, "Medicine as an Institution of Social Control"</a> |
| 9.2 | Medicalization             | <u>Read:</u> | * <a href="#">Conrad, "Types of Medical Social Control"</a>            |

Week 10: Nov. 14-18

Extra Office Hours TBD

Turn in: Exam 1 by 5:00 p.m. on Friday, Nov. 18

Week 11: Nov. 21-25

Bill's introduction to the week

- |      |                                   |              |   |
|------|-----------------------------------|--------------|---|
| 11.1 | Social Construction Approaches I  | <u>Read:</u> | * <a href="#">Conrad &amp; Barker, "The Social Construction of Illness"</a> |
| 11.2 | Social Construction Approaches II | <u>Read:</u> | * <a href="#">Sikka, "The Social Construction of 'Good Health'"</a>         |

Week 12: Nov. 28-Dec. 2

Bill's introduction to the week

12.1	Social Construction Approaches III	<u>Read:</u>	* <a href="#">Adelson, "Health Beliefs and the Politics of Cree Well-Being"</a>
		<u>Turn In:</u>	Summary and Reflection by 5:00 p.m. on Friday, Dec. 9

— WINTER BREAK —

Week 13: Jan. 9-13

Bill's Introduction to Weeks 13-15

13.1	Thinking Through Cross-Cultural Medical Encounters I	<u>Read:</u>	*Fadiman, <i>The Spirit Catches You ...</i> , Chapters 1-8
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Week 14: Jan. 16-20

14.1	Thinking Through Cross-Cultural Medical Encounters II	<u>Read:</u>	*Fadiman, <i>The Spirit Catches You ...</i> , Chapters 9-15
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Week 15: Jan. 23-27

15.1	Thinking Through Cross-Cultural Medical Encounters III	<u>Read:</u> <u>Turn In:</u>	*Fadiman, <i>The Spirit Catches You ...</i> , Chapters 16-19 Review Essay topic by 5:00 p.m. on Fri., Jan. 27
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Week 16: Jan. 30-Feb. 3

Bill's Introduction to Week 16

16.1	Gender and Health I	<u>Listen:</u> <u>Read:</u>	<a href="#">Bodies (podcast), "The Cost of Silky Soft"</a> * <a href="#">Criado Perez, "The Drugs Don't Work" (Ch. 10)</a>
16.2	Gender and Health II	<u>Read:</u>	* <a href="#">Read &amp; Gorman, "Gender and Health Revisited"</a> <a href="#">Galer, "Women in the UK Are Being Denied"</a>

Week 17: Feb. 6-10

17.1	Pharmaceuticals I	<u>Read:</u>	* <a href="#">Cohen et al., "Medications as Social Phenomena"</a>
17.2	Pharmaceuticals II	<u>Read:</u>	* <a href="#">Watters, "The Mega-Marketing of Depression in Japan"</a>

Week 18: Feb. 13-17

18.1	Mental Health I	<u>Read:</u>	* <a href="#">Rogers and Pilgrim, "Medical Sociology and Its Relationship to Other Disciplines"</a> <a href="#">Garson, "The Helpful Delusion"</a>
18.2	Mental Health II	<u>Read:</u> <u>Note:</u>	* <a href="#">Williams, "Stress and the Mental Health of Populations of Color"</a> Exam 2 published on Nexus; due Mar. 10

Week 19: Feb. 27-Mar. 3

19.1	Perspectives from Disability Studies I	<u>Watch:</u> <u>Read:</u>	* <a href="#">Fixed: The Science/Fiction of Human Enhancement</a> * <a href="#">Bauman and Murray, "Deaf Gain: An Introduction"</a>
19.2	Perspectives from Disability Studies II	<u>Read:</u>	* <a href="#">Kirkpatrick, "Digital Media Economy Through a Disability Lens"</a>



B+	76-79.9%	VERY GOOD. Demonstrated high level of understanding of course material, together with reasonably high degree of skill and/or originality in using knowledge and concepts from the course.
B	70-75.9%	GOOD. Demonstrated above-average level of facility with course material, together with reasonable skill and/or originality in using knowledge and concepts from the course.
C+	66-69.9%	COMPETENT. Demonstrated acceptable level of facility with course material, together with fair skill and/or originality in using knowledge and concepts from the course.
C	60-75.9%	FAIRLY COMPETENT. Demonstrated acceptable familiarity with course material, together with adequate skill and/or originality in using knowledge and concepts from the course.
D	50-59.9%	PASSING. Demonstrated minimal grasp of course material, together with minimal skill and/or originality in using knowledge and concepts from the course.
F	0-49.9%	FAILING. Demonstrated insufficient knowledge of course material, together with inadequate skill and/or originality in using knowledge and concepts from the course.

Communication Policy: I will regularly use email and/or Nexus to send out announcements, changes in the schedule, reminders about due dates, etc. It is your responsibility to check your email regularly to keep up-to-date with these announcements. Except in rare cases of personal or family emergency, I promise to answer all email from students within 24 hours (36 hours on weekends) and will hold you responsible for any announcements made via email within 24 hours of the announced change (36 hours on weekends). Please keep in mind that more involved questions should be asked in drop-in hours, not over email. I prefer billkirkp@gmail.com but b.kirkpatrick@uwinnipeg.ca will work too.

Exams and Papers: The course has two open-book, untimed, take-home exams, which will consist of short-answer and essay questions. The final paper will be a review essay (10-12 pages) on a relevant topic of your choice.

Absences for Religious Observance: Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify me at least two weeks in advance to arrange an alternate due dates if necessary. A list of university-recognized religious holidays can be found at <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>.

Accessibility and Special Accommodations: I am striving to make the class and my teaching materials as accessible as possible. Access needs will be addressed pre-emptively through the following strategies:

- Captions for videos, and transcripts of audio material, will be provided whenever possible.
- The exams are take-home, open-book exams with at least a one-week completion window.
- Flexible deadlines are possible with advance notice.

It is important that the course be accessible to all students. Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 204-786-9771 or [accessibilityservices@uwinnipeg.ca](mailto:accessibilityservices@uwinnipeg.ca) to discuss appropriate options. All information about a student's disability or medical condition remains confidential <http://www.uwinnipeg.ca/accessibility>. If you need any alternative accommodations in the curriculum, instruction, or evaluation procedures in order for you to be able to participate fully in the course, or if there are any external issues that may affect your work in this course, please contact me privately as soon as possible.

Academic Honesty and Non-Academic Misconduct: Students are encouraged to familiarize themselves with the regulations and policies found in the University of Winnipeg's Academic Calendar [here](#). Particular attention should be given to subsections 8 (Student Discipline), 9 (Senate Appeals), and 10 (Grade Appeals). Please note, in particular, the subsection of Student Discipline pertaining to plagiarism and other forms of cheating. Detailed information can be found at the following:

Academic Misconduct Policy and Procedures: <https://www.uwinnipeg.ca/institutional-analysis/docs/policies/academic-misconduct-policy.pdf> and <https://www.uwinnipeg.ca/institutional-analysis/docs/policies/academic-misconduct-procedures.pdf>

Non-Academic Misconduct Policy and Procedures: <https://www.uwinnipeg.ca/institutional-analysis/docs/student-non-academic-misconduct-policy.pdf> and <https://www.uwinnipeg.ca/institutional-analysis/docs/student-non-academic-misconduct-procedures.pdf>

I also encourage you to view the University of Winnipeg library video tutorial "[Avoiding Plagiarism.](#)"

Misuse of Filesharing Sites: Uploading essays and other assignments to essay vendor or trader sites (filesharing sites that are known providers of essays for use by others who submit them to instructors as their own work) is highly problematic, and students who do this can be charged with Academic Misconduct. I'm happy to have a conversation with you about the ethics of participating on such sites.

Respectful Learning Environment: Students are expected to conduct themselves in a respectful manner on campus and in the learning environment irrespective of platform. Behaviour, communication, or acts that are inconsistent with a number of UW

policies (e.g., [Respectful Working and Learning Environment Policy](#), [Acceptable Use of Information Technology Policy](#)) could be considered “non-academic” misconduct. More detailed information can be found [here](#) and [here](#).

Research Ethics: Students conducting research interviews, focus groups, surveys, or any other method of collecting data from any person, including a family member, must obtain research ethics approval before commencing data collection. Exceptions are research activities done in class as a learning exercise. [More information may be found here](#).

Privacy: You have rights in relation to the collecting of your personal data by the University; see [here](#). We will not have in-class testing/proctoring in this course, but you should also be aware of [policies in that regard](#).

Copyright: The University of Winnipeg requires me to including the following: "Course materials are owned by the instructor who developed them. Examples of such materials are course outlines, assignment descriptions, lecture notes, test questions, and presentation slides. Students who upload these materials to filesharing sites, or in any other way share these materials with others outside the class without prior permission of the instructor/presenter, are in violation of copyright law and University policy. Students must also seek prior permission of the instructor/presenter before photographing or recording slides, presentations, lectures, and notes on the board."

However, it should be noted that, unfortunately, this UW-provided statement is not an entirely accurate invocation of Canadian copyright law. For example, in claiming that prior permission must *always* be sought, the statement fails to acknowledge "fair dealing" exceptions when no prior permission is required. I wish that the University's statement would emphasize fair dealing as strongly as it asserts the supposed extent and sanctity of copyright. In any case, in keeping with the University's mission as an educational institution, I encourage you to freely share my course materials, your class notes, etc.