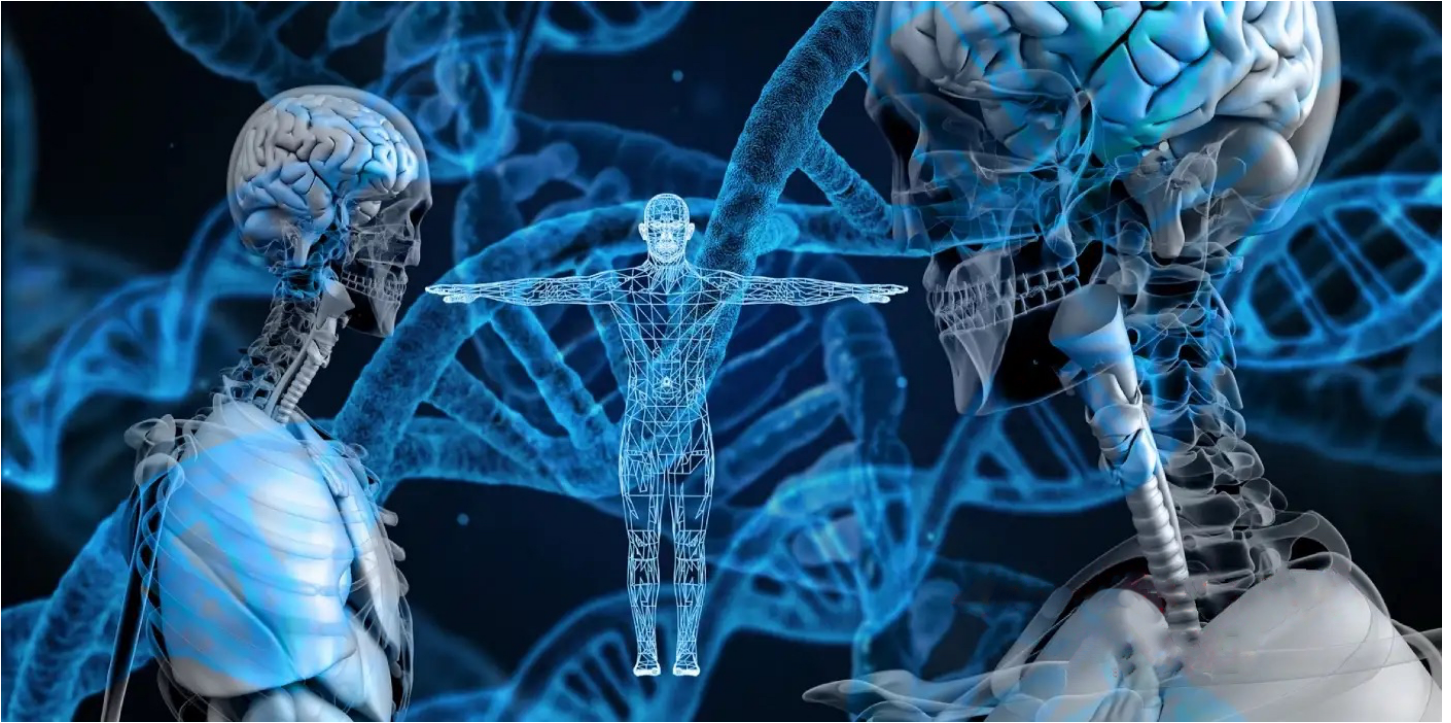


SOCIOLOGY 4409:

Seminar in the Sociology of Science, Medicine, and Technology



Course Description

This course examines major theoretical developments and trends in the interrelated areas of science, medicine and technology. Topics include the political economy of medicine, social history of medicine, bioethics and biopolitics, the pharmaceutical industry, medical imaging and graphics technologies, genetic engineering, the social studies of science and technology, and the sociology of scientific knowledge. (NOTE: Not all topics listed here may be covered.)

Course Logistics

- Instructor: Bill Kirkpatrick, billkirkp@gmail.com (preferred) or b.kirkpatrick@uwinnipeg.ca. Please do **not** use Nexus to email me—I can only keep up with so many inboxes!
- Office: 2RC34 (in the Richardson building; see map below)
- Drop-In Hours: Mondays and Thursdays, 2:30-3:30 p.m., or by appointment. The location is always TBD; to see where I will be for office hours on any given day, click here.
- Schedule: The class meets once a week on Wednesdays, 1:00-3:45 p.m. The first class is Jan. 4, 2023 and the last is Mar. 29. The last day to drop the course for a full refund is Jan. 17, 2023. The final date to withdraw without academic penalty is Feb. 14, 2023.
- Format: The class is foreseen to meet in person. A permitted or necessary change in mode of delivery may require adjustments to important aspects of course outlines, like class schedule and the number, nature, and weighting of assignments and/or exams.

Learning Goals

By the end of this course, you should:

- Gain familiarity with major sociological theories relevant to the study of science, medicine, and technology.
- Be able to apply the "sociological imagination" to questions of science, medicine, and technology, including the ethics and sociological implications of current scientific and medical developments.
- Improve your ability to read, comprehend, and apply challenging sociological scholarship.
- Develop your critical thinking skills by synthesizing and applying course concepts.
- Improve your ability to conduct original sociological research, including your ability to produce effective expository writing.

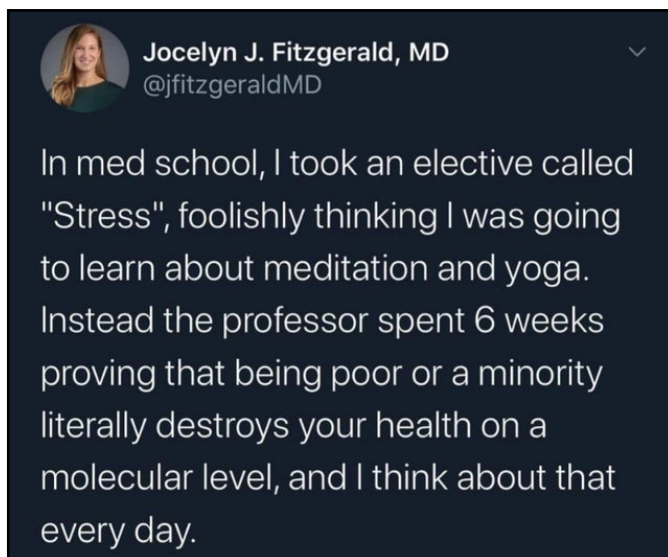
Required Materials

All materials required for this course will be linked to on the course outline.

Assignments

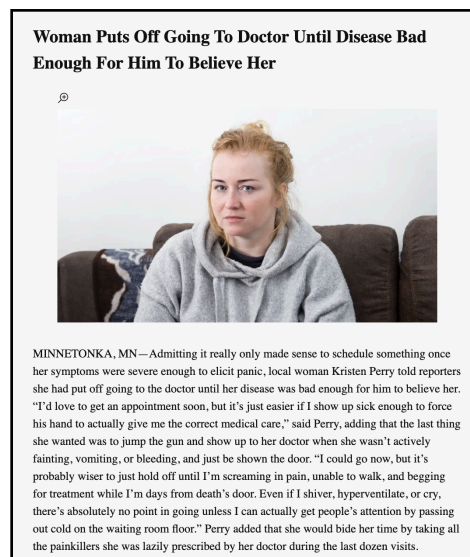
All assignments must be completed in order to pass the course.

Reading Summaries (rolling due dates)	15%
Sources Assignment	05%
Paper Version #1	10%
Blog post	10%
Presentation Session (Mar. 29)	10%
Paper Version #2 (Fri. Apr. 14; conference Apr. 18-19)	30%
Class Participation/Engagement	20%




Jocelyn J. Fitzgerald, MD
@jfitzgeraldMD

In med school, I took an elective called "Stress", foolishly thinking I was going to learn about meditation and yoga. Instead the professor spent 6 weeks proving that being poor or a minority literally destroys your health on a molecular level, and I think about that every day.



Woman Puts Off Going To Doctor Until Disease Bad Enough For Him To Believe Her



MINNETONKA, MN—Admitting it really only made sense to schedule something once her symptoms were severe enough to elicit panic, local woman Kristen Perry told reporters she had put off going to the doctor until her disease was bad enough for him to believe her. "I'd love to get an appointment soon, but it's just easier if I show up sick enough to force his hand to actually give me the correct medical care," said Perry, adding that the last thing she wanted was to jump the gun and show up to her doctor when she wasn't actively fainting, vomiting, or bleeding, and just be shown the door. "I could go now, but it's probably wiser to just hold off until I'm screaming in pain, unable to walk, and begging for treatment while I'm days from death's door. Even if I shiver, hyperventilate, or cry, there's absolutely no point in going unless I can actually get people's attention by passing out cold on the waiting room floor." Perry added that she would bide her time by taking all the painkillers she was lazily prescribed by her doctor during the last dozen visits.

Daily Schedule

Readings/screenings should be completed by that day's class, and you should come prepared to discuss them.

Please don't work too far ahead: I reserve the right to make changes to this course outline; therefore, we may not get to all the topics listed on this course outline, readings may change, etc. However, I will *never* change due dates on assignments to be *earlier* than was stated on the first day of class.

Unit 1: Disability and Transhumanism

Jan. 4	Perfect Bodies, Imperfect Bodies	<u>Read:</u>	<u>Kirkpatrick, "Digital Media Economies through a Disability Lens"</u>
Jan. 11	Humanism, Transhumanism, Posthumanism	<u>Read:</u>	<u>Kant, "What is Enlightenment?"</u> <u>Rose, "The Politics of Life Itself"</u> <u>Kurzweil, "The Six Epochs," pp. 7-21</u> <u>Le Dévédec, "Unfit for the Future?"</u>
		<u>Turn In:</u>	Paper Topic by 5:00 p.m. on Sunday, Jan. 15
Jan. 18	Bioethics	<u>Watch:</u>	<u>Gattaca (1997)</u>
		<u>Read:</u>	<u>McVicar, "Are Designer Babies Ethical?"</u> <u>Mundy, "A World of Their Own"</u> <u>Savulescu, "New breeds of humans: the moral obligation to enhance"</u>

Unit 2: Critique of Science

Jan. 25	The Sociology of Science: Key Texts	<u>Read:</u>	<u>Merton, "The Normative Structure of Science"</u> <u>Kuhn, The Structure of Scientific Revolutions (pp. 1-22)</u> <u>Bloor, "The Strong Programme in the Sociology of Knowledge"</u>
Feb. 1	Race and Gender Critiques	<u>Read:</u>	<u>Haraway, "Situated Knowledges"</u> <u>Archer & Kohler, "Feminist Science Studies"</u> <u>Benjamin, "Coded Exposure"</u>
		<u>Turn In:</u>	Sources Assignment by 5:00 p.m. on Sunday, Feb. 5
Feb. 8	Themes in the Sociology of Science	<u>Read:</u>	<u>Burrell & Fourcade, "The Society of Algorithms"</u> <u>Henriksen et al. "Rethinking the Politics of Creativity"</u> <u>Saker & Frith, "Contiguous identities"</u>
Feb. 15	Case Study	<u>Read:</u>	<u>Fox, "Personal Health Technologies, Micropolitics and Resistance"</u> <u>Esmonde & Jette, "Assembling the Fitbit Subject"</u> <u>Elman, "Find Your Fit"</u>
		<u>Turn In:</u>	Paper Version #1 by Fri., Feb 24

— READING PERIOD: FEB. 20-24 —

Unit 3: Critique of Medicine

Mar. 1	Medicine as a Form of Social Control	<u>Read:</u>	<u>Zola, "Medicine as an Institution of Social Control"</u> <u>Conrad, "Types of Medical Social Control"</u> <u>McRuer, "Compulsory Able-Bodiedness and Queer/Disabled Existence"</u>
Mar. 8	The Medicalization of Mental Health	<u>Read:</u>	<u>Cohen et al., "Medications as Social Phenomena"</u> <u>Watters, "The Mega-Marketing of Depression in Japan"</u> <u>Garson, "The Helpful Delusion"</u>
Mar. 15	Race and Gender Critiques	<u>Listen:</u> <u>Read:</u> <u>Turn In:</u>	<u>Bodies, "The Cost of Silky Soft"</u> <u>The Nocturnists, "Standout"</u> <u>Man Enough, "Understanding Men and Their Trauma"</u> <u>Criado Perez, "The Drugs Don't Work"</u> Blog Post by Fri., Mar. 17
Mar. 22	Some Issues in Medicine and Technology	<u>Read:</u>	<u>Haddow, "'Dirty Pigs' and the Xenotransplantation Paradox"</u> <u>Tait, "The Rights and Interests of First Nations ..."</u> <u>Jonson, "The Ethics of Organ Transplantation"</u> <u>Dumas & Turner, "The Life-Extension Project"</u>
Mar. 29	Slideshow Session	<u>Prepare:</u>	5-minute slideshow based on your seminar paper

Paper Version #2 due Apr. 14; 30-minute conference required the week of April 17 (over Zoom is okay)

Policies and Expectations

Attendance: Attendance is highly encouraged and will greatly enhance your own and others' class experience; it is also a major component of your "class engagement" grade. When it is necessary for me to cancel a class due to exceptional circumstances, I will make every effort to inform students via Nexus and email as soon as possible.

Participation/Engagement: The main responsibilities of creating a productive and enjoyable class rest with you, and that is why class engagement is part of your final course grade (20%). Your active contributions affect not only what you get out of the course but also what your classmates get out of the course.

Assessment Criteria For Participation/Engagement: Merely showing up class and taking notes is not enough for your success in this class: I'll be looking for evidence of preparedness (e.g., referencing the readings), ability to make connections to other readings/discussions, effort to listen to and build on your classmates' comments, and willingness to engage in critical thinking and dialog. You can also demonstrate class engagement outside of class (e.g., sending me your thoughts via email; coming to office hours to talk about ideas; sending relevant links and items of interest; etc.). I will also provide you periodic feedback on your participation grade as we progress through the course so that you can make adjustments as necessary.

Preparation: Please have the day's readings ready to consult during class. The course outline will always state clearly what you should read prior to each class, which assignments you should hand in, and what else you must do for a given day. If you see that you will have difficulty completing an assignment on time, let me know *before* the deadline and I will work with you to the extent possible.

Written Work: All written work must be typed in twelve-point font, with one-inch margins on all sides, and double-spaced. Your name and the date of completion must be given at the top unless otherwise specified.

Marks: All written assignments must be completed in order to receive a passing grade. The calculation of your grade will be based on a 1,000-point scale, and the weight of each assignment is listed above. If you are concerned about your grade, please come talk to me as early as possible. I will use the following scale:

A+	90-100%	EXCEPTIONAL. Demonstrated exceptional mastery of course material, together with exceptional skill and/or great originality in using knowledge and concepts from the course.
A	85-89.9%	EXCELLENT. Demonstrated thorough understanding of course material, together with very high degree of skill and/or considerable originality in using knowledge and concepts from the course.
A-	80-84.9%	OUTSTANDING. Demonstrated very high level of understanding of course material, together with high degree of skill and/or originality in using knowledge and concepts from the course.
B+	75-79.9%	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	70-74.9%	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+	65-69.9%	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	60-64.9%	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 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), with the exception of email sent to me via the Nexus email client, which might never get answered. I 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 a term-length seminar paper. There are no exams.

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 strive 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 in-class videos, and transcripts of audio material, will be provided whenever possible.
- Class discussions may be recorded with advanced notice given to the instructor and the consent of the other students.
- Flexible deadlines are possible with advance notice.
- Class engagement will be evaluated through a variety of modalities: in-class discussion, contributing to Nexus, coming to student drop-in hours, etc.

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) (204-786-9771, 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. I also encourage you to view the University of Winnipeg library video tutorial "[Avoiding Plagiarism](#)." 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>

Misuse of Filesharing Sites: Uploading essays and other assignments to essay vendor or trader sites (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 converse 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 being used. Behaviour, communication, or acts that are inconsistent with 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 *a/ways* 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.

MY OFFICE (but note: *always* check Where Is Bill Today? for where to find me in office hours):

