



The University of Western Ontario
SOCIOLOGY 4408F
Advanced Sociology of Health
Fall 2022

Mon 1:30-4:30pm, SSC 5230

Delivery: In Person

Instructor: Dr. Zajacova

Office Hours: Mon 11 am to 1 pm in SSC 5330, and by appointment

Department of Sociology, Office: SSC 5330

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Course Description: Advanced sociological concepts, principles, and methods are used in the study of selected topics pertaining to the medical care system. The selected topics may include health and illness behavior, epidemiology, the health professionals, psychiatric sociology, health care organization, and patterns of utilization. Extra Information: 3 seminar hours.

Prerequisite(s): Registration in third year or above in a Department of Sociology module, the BHSc Aging, or registration in fourth year in any module.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Anti-requisite(s): None.

Course Objectives and Learning Outcomes:

In this course, we explore the idea that health and illness cannot be understood simply as biological phenomena or individual medical problems. Instead, we must consider broad societal influences, from structural and cultural to political and economic forces.

We will study social aspects of health and illness, the roles of the patients and health care providers and their interactions and discuss the basics of Canada's health care system and policy from a sociological perspective.

Issues surrounding health and health care are at the forefront of economic, social, and political discourse in Canada and globally today. 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 these phenomena sociologically.

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
- Describe how health and illness are socially constructed and how this perspective helps us understand the many developments in medicine
- Explain major historical and current issues related to medical institutions, the medical professions, and health care in the United States
- Critically evaluate the how a society's views on health and medical care fit within its broader cultural and structural perspectives.

Course Material:

Gawande, Atul (2014). *Being Mortal: Medicine and What Matters in the End*. Metropolitan Books. Not available in UWO bookstore; purchase any new or used copy at your favorite bookseller.

All other readings are available for download.

Communication:

Students are responsible for announcements made in class, whether or not they attend.

Students are also responsible for reading emails send to their uwo account and checking the course OWL site (<http://owl.uwo.ca>) on a regular basis for news and updates.

Method of Evaluation:

The evaluation methods described in the course outline are essential requirements for the course.

Evaluation breakdown

Weekly check-ins	15%
Class participation	13%
Exam	29%
Health disparities poster	18%
Final paper	25%

- **Weekly check-ins. 15%.** Regular in-class written responses. One, two, or occasionally three questions, answered on paper, roughly 2 mins per question, administered at any time during the class (typically at the beginning or at the end). The questions will check that you have read the material for that day; i.e., relatively basic questions on the readings to be discussed, with the aim of ensuring you completed the readings, or there will be little more in-depth question that will check your understanding of covered material and class discussion covered up to that point. Each question (not each week) will be marked separately and carry the same weight. 4 lowest marks (4 answers, not 4 weeks' worth) will be dropped, whether they are a function of a weaker answer or being absent from class. No further accommodations will be available. I will not provide written

comments but I encourage you to ask me, and will be always happy to discuss your work with you.

- **Class participation. 13%.** The class participation mark will capture meaningful class presence. Lowest 1 mark (1 week) will be dropped, whether it's a function of weaker performance or class absence. No further accommodations will be available. See table below for assessment rubric. No written comments will be provided but I encourage you to ask me and will be happy to discuss your class participation with you.

0%-49%	Did not attend class or attended but was a negative or disruptive presence
50%-69%	Attended class but offered little scholarly participation and/or spent time on non-class tasks and activities (i.e., social media, other sources of inattention)
70%-79%	Participated appropriately and meaningfully and did not spend time on non-class tasks and activities
80%-89%	Participated appropriately and demonstrated an in-depth understanding of the assigned readings
90%+	Exceptional contributions

- **Exam. 29%.** In-class, 90 minutes, on paper, closed-book, no devices, no notes. Mix of items that may include fill-in-the-blank, single-sentence items such as definitions or explanations, and more involved answers up to 2 or 3 paragraphs. Will cover material from classes 1-6 and take place on **Monday November 7 1:30-3:00 pm in our usual classroom SSC 5230.**

Students with an approved absence from an in-class test or exam will be required to write a makeup exam. Course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam. Students should be aware that the makeup test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test

- **Health disparities poster. 18%.** For this project, you can work by yourself or in pairs. I strongly encourage the latter. This project is due on **Monday October 24 at 9pm uploaded as a pdf to OWL**; however, you have a weeklong grace period with no late penalties. You will identify a research question related to the material covered roughly in classes 1-3 on health disparities/social determinants of health.
 - Choose a research question and get an approval. The question will need to be sufficiently innovative to contribute to scholarly knowledge, but also feasible in terms of having the data to answer it and being phrased in a way that a simple analysis can do so. I will help with this step; we will allocate time to discuss during classes.
 - Brief literature review. 2 pages of single-spaced text plus references, using a reference manager of your choice (Zotero, Mendeley, etc). This document is not

an annotated bibliography but instead lays out what is known about your research question and what your analysis adds to knowledge.

- You will analyze a dataset to answer your question, using Stata or other statistical software; I will clean the dataset so you do not need to prepare or recode any variables. Your output will be a crosstab or other summary statistic, an accompanying t-test or chi-squared test, and a figure.
- You will prepare a research poster. We will look at templates and discuss how to make a poster. You will not need to print it out (that's a pricey proposition)
- You will turn in the poster and the literature review, both as pdf files uploaded to OWL.
- **Final paper. 25%.** The paper will focus on experiencing illness. It will be a case study with information from a single in-depth interview with a person experiencing chronic illness, disability, or chronic pain. This is an individual project (no pairs of groups). The aim is to appreciate experiences of illness and to connect class material with real life. This project is due on **Monday December 5 at 9pm uploaded as a pdf to OWL**; however, you have a weeklong grace period with no late penalties. We will develop a semi-structure interview schedule together in class. You will identify an adult interviewee (can be a family member, an acquaintance, neighbor, etc). We will discuss issues of informed consent, confidentiality, and all other key ethics considerations in class. The project will combine a narrative of the interviewee's illness experience with material from class, such as discussing how a particular aspect of the experience exemplifies a construct. The marking will be based on the depth of engagement with the class material, the richness of your paper, and overall writing quality. The paper should be about **5-7 pages in length**; references to material beyond what we covered in class are a plus.

For all written assignments, late submissions (after grace period) will be penalized 5 percentage points per day deducted from the earned mark. For instance, if an assignment is 2 days late and the mark on it is 82%, then the penalized score would be 72%

Crosswalk between letter, number, and adjectival grading

A+	90-100	Exceptional work, unusual and remarkable for an undergraduate student
A	80-89	Outstanding work, exceeds all or most requirements
B	70-79	Satisfactory, solid performance, meets all requirements
C	60-69	Competent work, meets most requirements
D	50-59	Fair work, meets some requirements, minimally acceptable
F	0-50	Unsatisfactory work, fails to meet requirements

Grade guidelines. Sociology courses at the 4400-level are required to have a mean grade in the range of 78-82%.

Reading assigned materials prior to class and active participation during class sessions are an important part of this seminar. All students are expected to contribute meaningfully to class discussions with meaningful comments and questions.

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

For work totaling 10% or more of the final course grade, students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible. The Poster and Final Paper assignments have a no-penalty grace period to handle absence or illness. The Exam will have one make-up opportunity. All assessments are considered essential requirements for the course. Thus, it is not possible to drop any of the assessments.

Note: missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

Contingency plan for an in-person class pivoting to 100% online learning:

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

IMPORTANT DATES

1	Monday Sept 12	First class, Introduction to Sociology of Health and Illness
2	Monday Sept 19	Class 2
3	Monday Sept 26	Class 3
4	Monday Oct 3	Class 4
		Thanksgiving October 10, no class
5	Monday Oct 17	Class 5

6	Monday Oct 24	Class 6 Research Poster Due at 9pm, upload pdf to OWL
		Reading week October 31, no class
7	Monday Nov 7	Class 7 Exam
8	Monday Nov 14	Class 8
9	Monday Nov 21	Class 9
10	Monday Nov 28	Class 10
11	Monday Dec 5	Last class, Final paper due at 9pm, upload pdf to OWL

Department Makeup exams:

- Midterm; Friday November 11 12:00-3:00pm Location TBA

Course Schedule and Readings.

Tentative, will be updated before first class and may be changed during the semester to improve learning experiences or in response to students' interests

CLASS 1 (September 12). INTRODUCTION TO SOCIOLOGY OF HEALTH

Who studies sociology of health and illness? How do we define and measure health?

Core readings

Weiss Gregory L, and Lynne E. Lonquist. 2012. "A Brief Introduction to the Sociology of Health, Healing, and Illness." *The Sociology of Health, Healing, and Illness (7th Edition)*. Upper Saddle River, NJ: Pearson; 2012. p. 1-11.

Saint Onge, Jarron M. and Patrick M. Krueger. 2021 "Health and Social Class." Pp. 215-36 in *The Wiley Blackwell Companion to Medical Sociology*, edited by W. C. Cockerham: John Wiley & Sons Inc.

Only read the one-page section "Conceptualizing health" on pages 219-220. How do we operationalize and measure health?

Strohschein, Lisa and Rose Weitz. 2014. "The Social Sources of Disease and Death." Pp. 16-43 in *The Sociology of Health, Illness, and Health Care in Canada: A Critical Approach*: Nelson.

Only read the two-page section "An Introduction to Epidemiology" pp 17-19 for health measurement

Skim

Mills, C.W. 1959. "The Promise." Excerpt from *The Sociological Imagination*: Oxford University Press.

What is the key idea here, and how is it connected to sociology of health and illness?
Journal of Health and Social Behavior, 62(3). <https://journals.sagepub.com/toc/hsbb/62/3>

Why have I asked you to read this Journal, and why this issue? Browse the titles of the articles, find a couple you find interesting and read the abstract only. What questions and topics sounds interesting for you, and why?

In the press/media

Ofri, Danielle. 2014. "Doctor Priorities Vs. Patient Priorities." in *The New York Times*.
<https://well.blogs.nytimes.com/2014/03/27/doctor-priorities-vs-patient-priorities/>

Optional readings

Germov, John and Jennie Hornosty. 2017. "Health Problems as Social Problems." Pp. 3-23 in *Second Opinion: An Introduction to Health Sociology (Second Canadian Edition)*, edited by J. Germov and J. Hornosty: Oxford University Press.

Cockerham, William C. and Graham Scambler. 2021. "Medical Sociology and Sociological Theory." Pp. 22-44 in *The Wiley Blackwell Companion to Medical Sociology*.
Read for nice detail on Parsons' role and especially key theoretical perspectives

PART I. SOCIAL DETERMINANTS OF HEALTH

CLASS 2 (September 19). SOCIAL FACTORS & POPULATION HEALTH: FOUNDATIONS

How can we think more deeply about social roots of health?

Core readings

McKinlay, John B. 1979. "A case for refocusing upstream: the political economy of illness." Pp. 9-25 in *Patients, physicians and illness: A sourcebook in behavioral science and health*. New York: Free Press.

Read closely. Who are manufacturers of disease, and what do they have to do with public health and population health?

Strohschein, Lisa and Rose Weitz. 2014. "The Social Sources of Disease and Death." Pp. 16-43 in *The Sociology of Health, Illness, and Health Care in Canada: A Critical Approach*: Nelson.

Skip the Health Belief Model, Health Lifestyles Theory, and the Stress Process (pp 28-34)

Saint Onge, Jarron M. and Patrick M. Krueger. 2021 "Health and Social Class." Pp. 215-36 in *The Wiley Blackwell Companion to Medical Sociology*, edited by W. C. Cockerham: John Wiley & Sons Inc.

Skip the section "Conceptualizing health" that you read last week.

In the press/media

Jacobs, Andrew, and Richtel, Matt. 2017. How Big Business Got Brazil Hooked on Junk Food. The New York Times, September 16, 2017.
<https://www.nytimes.com/interactive/2017/09/16/health/brazil-obesity-nestle.html? r=0>

Optional readings

- Omran, Abdel R. 1971. "The Epidemiologic Transition: A Theory of the Epidemiology of Population Change." *The Milbank Memorial Fund Quarterly* 49(4):509-38. Original formulation of the Transition.
Focusing on the ideas in the propositions, especially 2 and 4, summarize the process of epidemiological transition and its causes.
- 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.
- Lalonde, Marc. 1974. "A New Perspective on the Health of Canadians: A Working Document." Vol. Ottawa, ON: Ministry of National Health and Welfare.
Preface and introduction only. What was the position of the Canadian government on population health?
- McKinlay, John B. and Sonja M. McKinlay. 1977. "The Questionable Contribution of Medical Measures to the Decline of Mortality in the United States in the Twentieth Century." *The Milbank Memorial Fund Quarterly. Health and Society* 55(3):405-28.

CLASS 3 (September 26). DEMOGRAPHIC DETERMINANTS OF HEALTH: AGE, GENDER, MIGRATION, AND RACE/ETHNICITY/ABORIGINAL STATUS.

Core readings

- Cockerham, William C. 2021. "Health Lifestyles." Pp. 150-70 in *The Wiley Blackwell Companion to Medical Sociology*.
- Mikkonen, Juha, and Dennis Raphael. (2010). Social Determinants of Health: The Canadian Facts. York University School of Health Policy and Management. Chapters 1, 13-15.
- Courtenay, Will H. 2000. "Constructions of Masculinity and Their Influence on Men's Well-Being: A Theory of Gender and Health." *Social Science & Medicine* 50(10):1385-401.
Focus on the multiple links between masculinity and health (behaviors).

Precis readings

- Gough, Brenda, and Mark T. Conner. (2006). "Barriers to Healthy Eating amongst Men: A Qualitative Analysis." *Social Science & Medicine* 62:1-9.
- Dean, Jennifer Asanin and Kathi Wilson. 2010. "'My Health Has Improved Because I Always Have Everything I Need Here...': A Qualitative Exploration of Health Improvement and Decline among Immigrants." *Social Science & Medicine* 70(8):1219-28
Read the section on understanding health status among immigrant population closely; otherwise: what factors did the respondents perceive as influencing their health?

Optional readings

- Budrys, Grace. 2010. "Age and Sex." Pp. 45-60 in *Unequal Health: How Inequality Contributes to Health or Illness*: Rowman and Littlefield.
- Hayward, M.D. and B.K. Gorman. 2004. "The Long Arm of Childhood: The Influence of Early-Life Social Conditions on Men's Mortality." *Demography* 41(1):87-107.
- Elder, Glen H., Monica K. Johnson and Robert Crosnoe. 2003. "The Emergence and Development of Life Course Theory." Pp. 3-22 in *Handbook of the Life Course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Kluwer.
Focus on pages 9-13. How do the lifecourse principles relate to health?
- Morton Ninomiya, Melody E., Bryan Tanner, Laura J. Peach, Ningwakwe George, Sara Plain, Tracey George, Kathryn Graham, Sharon Bernards, Laura Jane Brubacher, and Samantha Wells. 2022. "Anishinabek sources of strength: Learning from First Nations people who have experienced mental health and substance use challenges." *Social Science & Medicine* 309:115197.
- Pampel, Fred C., Patrick M. Krueger and Justin T. Denney. 2010. "Socioeconomic Disparities in Health Behaviors." *Annual Review of Sociology* 36(1):349-70.

CLASS 4 (October 3).

Core readings

- Williams, David R. and Selina A. Mohammed. 2013. "Racism and Health I: Pathways and Scientific Evidence." *American Behavioral Scientist* 57(8):1152-73.

Precis readings

- Veenstra, Gerry. 2011. "Mismatched Racial Identities, Colourism, and Health in Toronto and Vancouver." *Social science & medicine* 73(8):1152-62
What was the aim of the study? What were the key findings? What do they tell us about the impact of different dimensions of racism on health of Canadian adults?
- Zajacova, Anna, Richard G. Rogers, Eric Grodsky, and Hanna Grol-Prokopczyk. (2020). "The Relationship between Education and Pain among Adults Aged 30-49 in the United States." Forthcoming in *Journal of Pain*.

From the press/media

- <https://www.npr.org/2017/12/07/568948782/black-mothers-keep-dying-after-giving-birth-shalon-irvings-story-explains-why>. Skim and/or listen to the 12-minute segment
- https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick?language=en David Williams on How Racism Makes Us Sick

Video assignment

Watch the segment “When the Bough Breaks” and “Not Just a Paycheck” from the series Unnatural Causes available via <https://uwo.kanopy.com/video/unnatural-causes-series>. Answer questions on the documentary guides posted under Resources Class 4; also take notes on other aspects of the two segments that interested you or where you had questions.

Optional readings

Clarke, Juane N. (2016). “Diversities and Health: Age, Gender, Sexualities, “Races,” and Aboriginal Peoples.” Chapter 5 in *Health, Illness, and Medicine in Canada*, 7th Edition. Oxford University Press.

Section on Aboriginal Health p. 133-145.

Christakis N.A. and Fowler J. 2007 . "The Spread of Obesity in a Large Social Network Over 32 Years," *New England Journal of Medicine* 357(4): 370-379.

The Inequality of Sleep. January 22, 2020. <https://www.tuck.com/the-inequality-of-sleep/>

CLASS 5 (October 17). EXPERIENCING ILLNESS, AGING, AND DYING

Parsons, Talcott. 1951. “Social Structure and Dynamic Process: The Case of Modern Medical Practice.” Pages 428-439 in *The Social System*. The Free Press.

How does Parsons conceptualize health and illness within the social system? What is the role of the physician?

Tufekci, Zeinep. 2022. "If You're Suffering After Being Sick with Covid, It's Not Just in Your Head." *The New York Times*, August 25, 2022.

<https://www.nytimes.com/2022/08/25/opinion/long-covid-pandemic.html?smid=nytcore-ios-share&referringSource=articleShare>

In class: video on stuttering. For DISABILITY discussion

<https://www.nytimes.com/2022/08/23/opinion/stutter-speech-listening.html?smid=nytcore-ios-share&referringSource=articleShare>

Roth, Phillip H. and Mariacarla Gadebusch-Bondio. 2022. "The Contested Meaning of “Long Covid” – Patients, Doctors, and the Politics of Subjective Evidence." *Social Science & Medicine* 292:114619.

Gawande, Atul (2014). *Being Mortal: Medicine and What Matters in the End*. Metropolitan Books.

https://www.ted.com/talks/jennifer_brea_what_happens_when_you_have_a_disease_doctors_can_t_diagnose?language=en What happens when you have a disease doctors can't diagnose, Jennifer Brea

CLASS 6 (October 24). AGING, DYING

Precis readings

Hornosty, Jennie. 2017. "Aging, Dying, and Death in the Twenty-First Century." Pp. 235-55 in *Second Opinion: An Introduction to Health Sociology (Second Canadian Edition)*, edited by J. Germov and J. Hornosty: Oxford University Press.
Skim most of the text, slow down for sections on aging as a socially-constructed process pp 237-238 and on death and dying pp 249-253.

Core readings

Weiss, Gregory L. and Lynne E. Lonnquist. 2012. "Social Stress." Pp. 94-115 in *The Sociology of Health, Healing, and Illness*: Prentice Hall.
Folkman, Susan. 2013. "Stress: Appraisal and Coping." in *Encyclopedia of Behavioral Medicine.*, edited by G. M.D. and J. R. Turner. New York, NY: Springer. A 3-page synopsis.

Precis readings

Umberson, Debra and Jennifer Karas Montez. 2010. "Social Relationships and Health: A Flashpoint for Health Policy." *Journal of Health and Social Behavior* 51(Suppl):S54-S66.
Using the headings and subheadings, summarize the main arguments.
Christakis, Nicholas A. and James H. Fowler. 2007. "The Spread of Obesity in a Large Social Network over 32 Years." *New England Journal of Medicine* 357(4):370-79.
What was the aim of the study? What are the main findings?

In the press/media

Parker-Pope, Tara. 2010. "Is Marriage Good for Your Health?" in *New York Times*.

Optional readings

Sapolsky, Robert M. (1998.) *Why Zebras Don't Get Ulcers*. W.H. Freeman and Co. Chapter 1 "Introduction," pages 1-18, and Chapter 15 "The View from the Bottom," pages 287-308.
Pearlin, Leonard I. (1989). "The Sociological Study of Stress." *Journal of Health and Social Behavior* 30:241-56.

CLASS 7 (November 7). EXAM

CLASS 8 (November 21). SOCIAL CONSTRUCTION OF HEALTH AND ILLNESS, MEDICALIZATION

Core readings

- Strohschein, Lisa and Rose Weitz. 2014. "The Social Meaning of Illness." Pp. 156-173 in *The Sociology of Health, Illness, and Health Care in Canada: A Critical Approach*: Nelson.
- Conrad, Peter and Kristin K. Barker. 2010. "The Social Construction of Illness: Key Insights and Policy Implications." *Journal of Health and Social Behavior* 51(1):S67-S79.
- Jennifer Brea video

Precis reading

In the press/media

- Miller. 2019. "Parents, it's okay to label kids with special needs. It may even be good for them," *The Washington Post*, https://www.washingtonpost.com/lifestyle/2019/02/25/parents-its-okay-label-your-kids-fact-it-may-be-good-them/?noredirect=on&utm_term=.fd3d5540ec31

Optional

- Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pages 428-465 in *The Social System*. The Free Press.
How does Parsons conceptualize health and illness within the social system? What is the role of the patient?
- Zola, Irving K. (1972.) "Medicine as an Institution of Social Control." *Sociological Review* 20:487-504.
- Bury Michael 1982. "Chronic illness as biographical disruption." *Sociology of Health & Illness*;4(2):167-82.
- Cockerham, William C. 2016. "The Sick Role." Pp 188-199 in *Medical Sociology (13th Edition)*. Pearson. Skim pages 188-196; focus on the Medicalization section on pages 197-199.
- Greil AL, Slauson-Blevins K, McQuillan J. The experience of infertility: a review of recent literature. *Sociology of Health & Illness*. 2010;32(1):140-62
- Charmaz Kathy. 1983. "Loss of self: a fundamental form of suffering in the chronically ill." *Sociology of Health & Illness*;5(2):168-95

CLASS 9 (November 21). PATIENTS, PHYSICIANS, POWER

Core readings

- Leventhal, H. (2001). "Illness Behavior and Care Seeking." Pp. 7185-7190 in *International Encyclopedia of the Social & Behavioral Sciences*. Editors-in-Chief: Neil J. Smelser and Paul B. Baltes
- Kaba, R. and P. Sooriakumaran. 2007. "The Evolution of the Doctor-Patient Relationship." *International Journal of Surgery* 5(1):57-65.

Precis readings – focus on gender

- Starr, P. 1982. *The Social Transformation of American Medicine*. Excerpt from Chapter 3 "The Consolidation of Professional Authority, 1850-1930," pages 81-92.
- Stein, Leonard I. 1967. "The Doctor-Nurse Game." *Archives of General Psychiatry* 16(6):699-703

In the press/media

- Miller, Tessa. 2019. "Five Things I Wish I'd Known Before My Chronic Illness." *The New York Times*, February 18, 2019.
- <https://www.youtube.com/watch?v=MSnvtj0G3cA> – amazing video "Trans and Native: Meet the Indigenous Doctor Giving Them Hope (8 minutes), or similar video <https://www.youtube.com/watch?v=4Hj-a5AE-VM> (12 minutes)
- <https://www.youtube.com/watch?v=0BmGw3a-JDQ> National Geographic. 2020. "In the 19th Century, Going to the Doctor Could Kill You." (7 minutes)

Optional readings

- Starr, P. 2004. "Precis of Paul Starr's *The Social Transformation of American Medicine*." *Journal of Health Politics, Policy and Law* 29(4):575-620.
- Anspach, Renee. 2010. "Gender and Health Care" excerpt p. 229-237 in *Handbook of Medical Sociology*, 6th Edition, Edited by Chloe Bird et al. Vanderbilt University Press.

CLASS 10 (November 28). HEALTH CARE SYSTEMS

Core readings

TBD

CLASS 11 (December 5). HEALTH CARE ISSUES IN CANADA

Core readings

Chung, Mimi. 2017. Health Care Reform: Learning from Other Major Health Care Systems. Princeton Public Health Review, December 2, 2017.

<https://pphr.princeton.edu/2017/12/02/unhealthy-health-care-a-cursory-overview-of-major-health-care-systems/>

Strohschein, Lisa and Rose Weitz. 2014. "Health Care in Other Countries." Pp. 258-277 in *The Sociology of Health, Illness, and Health Care in Canada: A Critical Approach*: Nelson.

Martin D, Miller AP, Quesnel-Vallée A, Caron NR, Vissandjée B, Marchildon GP. 2018.

Canada's universal health-care system: Achieving its potential. *The Lancet* 391:1718-1735.

Precis readings

Quinones, Carlos. 2013. "Why was Dental Care Excluded from Canadian Medicare?" NCOHR Working Paper Series 1:1. <http://www.ncohr-rcrsb.ca/knowledge-sharing/working-paper-series/content/quinonez.pdf>

Optional

Armstrong, Pat and Hugh Armstrong. 2016. *About Canada: Health Care (2nd Edition)*. Chapters 2 and 3. Fernwood.

European Observatory on Health, Systems, Policies, Gregory P. Marchildon, Sara Allin and Sherry Merkur. 2020. *Canada: Health System Review*, Vol. 22. Copenhagen: World Health Organization. Regional Office for Europe.

<https://apps.who.int/iris/bitstream/handle/10665/336311/HiT-22-3-2020-eng.pdf?sequence=1&isAllowed=y>

Government of Canada information about the [Health Care System](#) and [Medicare](#).

Important Policies

Academic Consideration for Missed Work: Students must provide valid medical or supporting documentation in order to receive accommodation for missed work worth 10% or more of the final grade in the course. All required documentation for absences must be submitted to the Academic Counselling office of a student's Home Faculty. Individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds or for other reasons.

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

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. The

student medical certificate is available at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation: When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work and are encouraged to make appropriate decisions based on their specific circumstances.

Accessibility Options: Students with disabilities or accessibility challenges should work with Accessible Education (formerly SSD

http://academicsupport.uwo.ca/accessible_education/index.html), which provides

recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#). Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/academics/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:

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

A Note on 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.

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 (<https://www.turnitin.com/>).

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

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](http://www.uwo.ca/academic_counselling/).

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca.