



# SOC243H1F

## Sociology of Health and Illness

TUESDAY/THURSDAY 2PM-4PM SS1071

IN THIS SYLLABUS

## Course Description

This course examines (1) the social causes of illness and disease, (2) the experience of illness, and social processes that shape both of these issues, including medicalization. It focuses on population health, the relation between agency and structure, and macro-micro connections. Professional health care is discussed to the extent that it provides context for analyses of illness patterns and experiences.

The **prerequisite** to take SOC243 is 1.0 SOC FCE at the 100+ level. Students without this/these prerequisite/s will be removed at any time discovered and without notice.

**Exclusion:** SOC242Y1; SOC239H5

### Course Objectives

- To introduce students to the social context of health, illness and health care
- To encourage students to develop a critical awareness of factors affecting population health and wellbeing

-Understanding the illness experience from the perspective of patients/consumers

### Course Outcomes

- Students will understand how health is a social issue, both in terms of its outcomes and its antecedents
- Students will be able to articulate how the social determinants of health affect population health
- Students will develop an understanding of the relationship between social structure, health care delivery and individual health projects

### Course information

**Instructor:** Alexandra Rodney  
ali.rodney@mail.utoronto.ca

**TA:** Haosen Sun

haosen.sun@mail.utoronto.ca

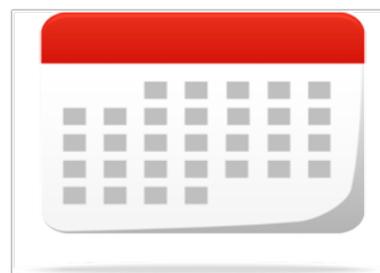
**Office Hours:** Tues/Thurs 4:30-6:30  
Sociology, 725 Spadina, Room 391



### Assignments

Evaluation components and assessment descriptions

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### Class Schedule

Class schedule and daily reading requirements

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## SOME FYIs

### Accessibility and Accommodation

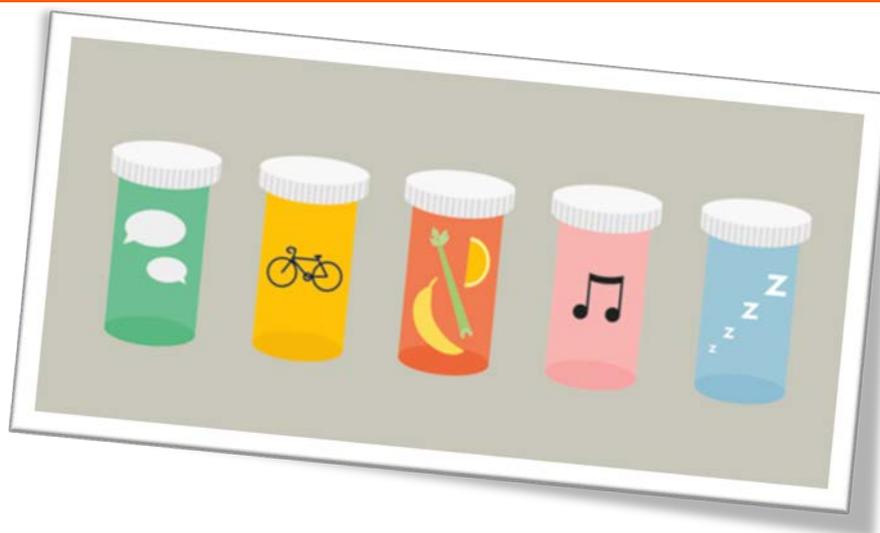
Students with diverse learning styles and needs are welcome in this course. The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. If you require accommodations or have any accessibility concerns, please visit <http://www.studentlife.utoronto.ca/as> as soon as possible.

### Attendance

Attendance is mandatory in order to achieve participation marks, as well as excel on tests. If you miss materials discussed in class, it is your responsibility to get this information from other students. While PowerPoint slides may be posted to the course web page, lecture notes will not be posted.

### Communication Policy

Email will be answered at least once every 48 hours. Please put the course number



(SOC243) in the subject line so that I will attend to these emails quickly. Please reserve email communication for questions that are not on the syllabus, nor related to lecture or reading material. If you have lecture comments or questions, please bring these up during or immediately following class time. If you have questions about the readings, please address those during office hours. Assignments must be submitted in HARD COPY in class on the due date. Research papers must also be submitted to turnitin.com prior to the start of the class. Assignments may NOT be submitted via email, fax or to the receptionist at the Department of Sociology.



## Required Reading

The following readings are required:

- *An Introduction to Health Sociology, Second Canadian Edition* by John Germov and Jennie Hornosty (2017). This book has been ordered in to the U of T Bookstore and has also been placed in the library's Course Reserves.
- Three additional chapters from the following book have been uploaded to the "Course Reserves" section of Blackboard (accessible from your Portal homepage): Lisa Strohschein and Rose Weitz. 2014. *The Sociology of Health, Illness and Health Care in Canada: A Critical Approach*. Toronto: Nelson Education.



## Supplementary Readings

If you're looking for suggestions for other readings related to the weekly topics, feel free to ask the instructor for a list!



## English Language Learners

Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>. The non-credit August course ELL010H will take enrolment via ACORN starting in mid to late July. Contact the ELL Coordinator Leora Freedman at [leora.freedman@utoronto.ca](mailto:leora.freedman@utoronto.ca)

## WRITING SUPPORT

All undergraduate students taking summer courses in the Faculty of Arts and Science are eligible to use any of the six college writing centres that remain open in the summer: Innis College, New College, University College, St. Michael's College, Victoria College, and Woodsworth College Writing Centres.

Students may book up to TWO appointments per week. For information about writing centre appointments in the summer session, visit <http://writing.utoronto.ca/news/writing-centre-summer-openings/>. To learn more about how writing centres work, visit <http://www.writing.utoronto.ca/writing-centres/learning>.

# Class Schedule (and reading schedule)

### 1. Tuesday May 16 Introduction to SOC243

### 2. Thursday May 18 What is Health? How is it a Social Issue?

- Germov and Hornosty: Chapter 1. Imagining Health Problems as Social Issues, John Germov & Jennie Hornosty
- Germov and Hornosty, Chapter 2. Theorizing Health: Major Theoretical Perspectives in Health Sociology, John Germov & Jennie Hornosty

### 3. Tuesday May 23 The Social Model of Health

- Strohschein and Weitz: Chapter 2 The Social Sources of Disease and Death
- Strohschein and Weitz: Chapter 3 The Social Determinants of Health and Illness: Age, Sex and Gender, and Race/Ethnicity

### 4. Thursday May 25 SDOH: Class and Gender

- Germov and Hornosty, Chapter 4. Class, Health Inequality, and Social Justice, Jennie Hornosty & John Germov
- Germov and Hornosty, Chapter 5. Women's Health in Context: Gender Issues, Pat Armstrong

### 5. Tuesday May 30 SDOH: Race, Ethnicity and Indigeneity

- Germov and Hornosty, Chapter 6. Racialization, Ethno-Cultural Diversity, and Health, Jennie Hornosty
- Germov and Hornosty, Chapter 7. Canada's Aboriginal Peoples and Health: The Perpetuation of Inequalities, Jennie Hornosty

### 6. Thursday June 1 Midterm test (in class)

### 7. Tuesday June 6 The Social Construction of Health

- Germov and Hornosty, Chapter 9. The Medicalization of Society, Sharyn L. Roach Anleu & Jennie Hornosty

- Germov and Hornosty, Chapter 11. Aging, Dying, and Death in the Twenty-First Century, Jennie Hornosty & Maureen Strazzari

### 8. Thursday June 8 Embodiment and Healthism

- Strohschein and Weitz: Chapter 9: The Body and the Pursuit of Health
- Germov and Hornosty, Chapter 10. Constructing Disability and Living with Illness, Jennie Hornosty

### 9. Tuesday June 13 The Health Care System and Health Care Professions

- Germov and Hornosty, Chapter 13. Power, Politics, and Values: The Canadian Health-Care System, Jennie Hornosty
- Germov and Hornosty, Chapter 15. Nursing in the Twenty-First Century, Jennie Hornosty & Deidre Wicks

### 10. Thursday June 15 Conventional and Alternative Health Care

- Germov and Hornosty, Chapter 12. Medicine, Medical Dominance, and Public Health, Jennie Hornosty & John Germov
- Germov and Hornosty, Chapter 16. Complementary and Alternative Health Care, Jennie Hornosty, Gary Easthope & Alex Broom

### 11. Tuesday June 20 Environmental and Pharmaceutical Impacts on Health

- Germov and Hornosty, Chapter 14. The Pharmaceutical Industry and Health Canada: Values in Conflict?, Joel Lexchin, MD

- Germov and Hornosty, Chapter 8. Environmental Links to Health, Zelda Abramson

### 12. Thursday June 22 Final test (in class)

## Creating a Safe Learning Environment

My role as instructor is to create a safe classroom environment open to the exchange of ideas and viewpoints. Our classroom will be a safe space for all individuals, regardless of culture, ethnicity, race, age, physical ability, gender, gender identity, and sexual orientation. I respect the varying viewpoints of each individual, and welcome the diversity of discussion this can create in keeping with the purposes of this course. I expect you to show similar

respect to both me and your peers. Discrimination against marginalized groups will not be tolerated (e.g., racism, sexism, homophobia and transphobia). In the event that discriminatory language is used, we will consider this a teachable moment to assist each other with finding appropriate methods for expressing views and learning about the experience of marginalized people. If you feel in any way threatened by activities in the classroom, I encourage you to bring it up immediately, or to discuss it with me outside of the classroom. Anyone who creates an

uncomfortable or openly hostile environment due to biased attitudes will be asked to leave the classroom.



## MORE FYIs

### Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, they must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

### Library

University of Toronto libraries provide access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, e-mail, chat, and in-person. For more information on

services and resources available, visit the Library website: University of Toronto Libraries: <https://onesearch.library.utoronto.ca/>



**Room 225** is open **M-F, 9-5**. Email the professor if you drop a paper. Make sure to

use the date/time stamp. ➡

### LATE SUBMISSION POLICY

Late assignments must be submitted in **HARD COPY** to the **2<sup>nd</sup> year drop box in Sociology, room 225**. Late assignments will incur a penalty of 5% per day (including weekend days). Due to the time-sensitive nature of submitting final grades for this course, assignments will not be accepted past 5 days following the due date.



# Assessments

## Participation

Participation marks will be given based on presence and engagement in classes. Each class will involve a variety of experiential learning activities designed to cement students' knowledge of the Sociology of Health and Illness. Students should come prepared to learn and contribute. Bringing a laptop or smartphone and the course texts is recommended in case activities require these materials. Participation will also be measured by the extent to which students conform to professional norms (e.g., listening, paying attention, not watching videos on their laptops during class; not Skyping during class). Students will be able to attain a high grade in this area even if they are not always the first to raise their hand for every question. The participation component of the course will be worth 15% of the final course grade.

## Midterm Test

The midterm test will consist of four (4) questions to which students must provide a written answer. These answers can be as long as students like. The questions will be taken from the "Further Investigation" section at the end of each of the chapters in the Germov and Hornosty text and the "Critical Thinking Questions" section at the end of each of the three chapters from the Strohschein and Weitz text. Questions from these sections will comprise a question bank that students can use for targeted studying. The midterm test will include material from weeks 2 through 5. The midterm test will be worth 30% of the final grade in the course.

## Final Test

The final test format will be the same as the midterm test. The test will consist of four (4) questions to which students must provide a written answer. These answers can be as long as students like. The questions will be taken from the "Further Investigation" section at the end of each of the chapters in the Germov and Hornosty text and the "Critical Thinking Questions" section at the end of each of the three chapters from the Strohschein and Weitz text. Questions from these sections comprise a question bank that students can use for targeted studying. The final test will include material from weeks 7 through 11. The final test will be worth 25% of the final grade in the course.

## Concept/Mind Maps

For their major assignment in this course, students may choose to create concept maps or mind maps for each of the readings (a total of 18). Concept and mind maps are a way to visually represent the main concepts in a reading and how they connect to each other. Both involve creating a highly visual, non-linear representation of a reading's content. The professor will explain what concept/mind maps are during the first class and students will get a chance to practice creating a concept/mind map. You can be as creative as you like with your maps – these can be hand drawn or constructed using a program like Google Docs or Microsoft Word. One resource that explains how to create concept maps and mind maps can be found here (the article is directed to teachers but it will give you the gist of what mind/concept maps look like): <https://goo.gl/IW3GRI>

## Research Essay

Alternatively, student may choose to write a research essay for their major assignment in the course. For this assignment, students will choose an illness/disease and address the following question: **What does the sociology of health bring to the project of understanding the role of this illness in society?** The course readings should provide examples of how to look at an illness through a sociological lens (e.g. social construction, inequality of outcomes). The essay must be a minimum of six pages (not including reference list and title page). It should be double-spaced and typed in Times New Roman, font size 12. A consistent citation style must be used (e.g., APA, ASA). The essay must be submitted to Turnitin AND a hard copy must be handed in during the final class.

## EVALUATION COMPONENTS

	WEIGHT
Participation	15%
Midterm Test	30%
Final Test	25%
Concept/Mind Maps OR Research Paper	30%
<b>TOTAL</b>	<b>100%</b>



## Get Involved on Campus!

Outside of academics, the university has a variety of programs and services to round out your experience, from athletics to volunteering to work-study. Check out Student Life's master calendar for all the details:

<https://sites.studentlife.utoronto.ca/slCalendar/slEventcalendar.aspx>



## Thinking About Life after Your Degree?

The Career Centre has programs and services to help you at every stage in your degree process. More info here:

<https://www.studentlife.utoronto.ca/work>

# Turnitin and Academic Integrity

## Turnitin

Turnitin is a tool that will assist in detecting textual similarities between compared works. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** for the detection of plagiarism. All submitted papers will be included as source documents in the **Turnitin.com** reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the **Turnitin.com** service are described on the **Turnitin.com** web site (<http://turnitin.com/>). Students must create a Turnitin account to be able to upload their essay. Information on how to do this can be found here:

<http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/guide-students.htm>

Assignments not submitted through *Turnitin* will receive a grade of zero (0%) **unless a student instead provides, along with their position paper, sufficient secondary material** (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

When you have successfully created a Turnitin account, you will need the following information to submit the assignment to SOC243

- **Class ID: 15250200**
- **Enrolment key: HEALTH**

## Academic Integrity and Plagiarism

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing property: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the Code of Behaviour on Academic Matters in the Calendar of the Faculty of Arts and Science (<http://www.artsci.utoronto.ca/osai/code>). This document outlines the behaviours that constitute academic dishonesty and the processes for addressing academic

offences. Potential offences include, but are not limited to the following:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement (e.g., quotations, citations).
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.
5. Paraphrasing too close to the original source.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

The University of Toronto treats cases of academic misconduct very seriously. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity please speak to me or use other institutional resources (see [www.utoronto.ca/academicintegrity/resourcesforstudents.html](http://www.utoronto.ca/academicintegrity/resourcesforstudents.html)). Another campus resource is the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.



## Missed Test Policy

A student who misses a test should email the instructor within 48 hours to inform them of an absence. Students who have a valid medical, personal, family or other unavoidable reason for missing a test should provide documentation in a sealed envelope directly to the instructor at the next class following the test. Students with a valid reason for missing a test will be granted permission to write a makeup test. The format of the makeup test may not be the same as the original test. Four types of official medical documentation are acceptable:

- i) ***UofT Verification of Illness or Injury Form***: This form is available to students online ([www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)) and is restricted to a select group of medical practitioners.
- ii) ***Student Health or Disability Related Certificate***: This is provided by U of T internal doctors
- iii) ***A College Registrar's Letter***
- iv) ***Accessibility Services Letter***

## Requests to Re-mark Assignments and Term Tests

For term work, the process for appealing a mark follows these channels:

- A student who believes an individual item of work has been incorrectly or unfairly marked may ask the person who marked it for re-evaluation (in writing or via email) and should justify the request for a re-mark by responding to comments on the work and/or the rubric.
- Students should make such requests as soon as reasonably possible after receiving the work back, but no later than 2 weeks after it was returned.
- If a TA originally marked the work, the remarking request should go first to the TA and any appeal of that should go to the course instructor.
- Such a request entails a remarking of the work. Hence, if a remarking is granted, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition.

