SOC 6022H Sociology of Health & Illness  Winter 2022 (January 10-April 8)
Fridays 10AM-1PM (with a break)       Room 240

Course Website on Quercus!

Instructor: William Magee, Associate Professor  Office: Room 384, 725 Spadina

Course Description & Goals

Research on the sociology of health and illness employs many different theoretical orientations and methodological approaches, and this course surveys some of that diversity. We will select from the reading list presented below, and students might read different material based on interests or practical considerations. There will be few core readings that everyone will do each week to provide some common basis for discussion. This is a seminar course, and marks will be given for weekly in-class presentations, so obviously the expectation is that all students will attend all classes.

Goals and intended outcomes include: Improved ability to integrate or shift between alternative theoretical perspectives or lenses when thinking about health and illness; Increased capability to understand and critique primary research on health and illness from substantive and methodological perspectives; Further the development of students’ capacity to build on knowledge about current & emerging issues in health; Increased knowledge of the major theories related to the social control of health and illness; Increased knowledge of major trends in epidemiological patterns and health illness behaviors; Support novel and creative thinking and the development of research plans and projects of students.

Summary of Evaluation (“Course Requirements”):

“Take Home” Test 1 - 14%  ( day window before/ during Reading Week TBD)

“Take Home” Test 2 - 14%  (2 day window after week 11 class TBD)

Reaction Papers & Presentation (3-4 pages, 5% each, for 2 weeks) 8%

In-class Presentation of Readings  3%/week, for 8 weeks 24%

Paper (20 pages) 28% Due last class, but extensions will be given

Attendance & Verbal Participation: 10%

Final Paper Presentation: 2% - Final Class

Penalties for “Lateness” / Missing a Course Requirement

There are different policies for lateness/ missingness for each evaluation component, so see each below.
Detailed Description of Evaluation

Attendance & Participation: In addition to presenting selected readings every week, it is also expected that you will be able to respond knowledgeably to questions about the assigned core readings that every is assigned, if asked, and participate in discussion of issues raised in readings you were not assigned (that others present). If you have to miss class it is good form to notify the instructor in advance. If you miss a more than one class due to illness, or if you miss any class when you are scheduled to present for that reason, you must follow whatever the current UofT procedures are at the time (as you know, procedures have been changing over time in response to COVID). Otherwise there will be a 1 point deduction for each class missed (or a proportional deduction from those enrolling late).

In-class Overview of Selected Readings & Issues (8 weeks): Outline the most important issues raised in (or by) selected readings for the week. This might include some review of research methods as well as finding and their theoretical implications. Although this will require some amount of review and descriptive summary, you should try to place issues raised in the readings in broader historical and theoretical context. Depending on enrolment presentations might be in groups. My grading policy will be that a very good presentation will get an A. A+ is reserved for presentation of novel insights about the material that go beyond the existing literature. Since this assignment and the following are almost weekly, there are limited opportunities to “make up” missing presentations. Thus, unless there is a formal (e.g., medical “excuse”), there will be no opportunity to recoup these marks. This with a valid formal excuse will have the credit shifted to the final paper or the take home test at the discretion of the instructor (this will depend on what is missed, and when).

Reaction Papers: For two of the 8 weeks that you do presentations you will do a bit more than present on a few of the readings in class; You will also write a 3-4 page paper that provides an analysis of a theoretically or methodologically relevant topic raised in the readings, and going beyond them. Some synthesis across readings is also encouraged. These will be made available to everyone before class (i.e. uploaded to the website). See also the above for penalties for “In-class Overview of Selected Readings & Issues”. The same applies here.

Paper (and Paper Presentation): This can be a research proposal or a secondary analysis of existing data. The topic must be approved after an individual meeting. Marking: Grading of papers and essays will be based on how well you draw on the literature. At minimum this requires logical coherence, but innovation and insight are of course encouraged. Part of the credit will be allocated on the basis of technical aspects of writing (i.e., grammar, sentence structure, references, etc.). Please submit both a hard copy and electronic version online. Extensions of up to 3 weeks will be given, though you will have to have something substantial concerning the paper to discuss by the final session to get that credit. Note that if you need a mark to graduate by a deadline you need to have the paper available for marking at least a
week in advance of when the mark would be due.

*Take Home Tests:* These might be structured to resemble comprehensive exam question in form, although an alternative approach involving shorter questions might be employed. All material that is presented in class will be subject for inclusion (i.e., not just material from the core readings). Answers should be 4-5 pages long in total, in any case, double-spaced, excluding references and cover page. As with a comp, there will be no extensions except in cases of serious illness, or serious personal problem. All students must take the test at the same time (no collaboration allowed, though). The enrolment will probably be small enough that we can find a time that suits everyone.

**Reading List & Course Schedule**

We will not all read all the items listed below, and some of additional items may be added. Depending on interests of students enrolled, we will decide as a group who will present what each week (if there are lumps or gaps, I will make assignments). In all cases everyone is expected to engage with multiple readings. For example, if you look at the readings listed for week 2, there are multiple readings on each of the following themes: face mask use, vaccine uptake, suicide, body tracking and self-monitoring. One person might do all the readings related face masks, another might do all related self-monitoring, etc. Some readings everyone will do (e.g. Cockerham; Salamonsen & Ahlzén) that week.

**Academic Integrity Clause**

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean’s office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: [http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere." By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the [Code of Behaviour on Academic Matters](http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters) and [Code of Student Conduct](http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto. “Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as
source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq) (Links to an external site.).

Accessibility Services
It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council “Statement of Commitment Regarding Persons with Disabilities” at http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at http://www.studentlife.utoronto.ca/as, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, http://www.studentlife.utoronto.ca/hwc, or Student Crisis Response, 416-946-7111.

Equity and Diversity Statement
The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.
Additional information and reports on Equity and Diversity at the University of Toronto is available at [http://equity.hrmandequity.utoronto.ca](http://equity.hrmandequity.utoronto.ca).

Note: The following code reflects are initial division of the material into core indicated by “*”, which everyone will read, and (1), (2) or (3), etc., for readings only one presenter or presenter group will read to present to the whole group.

**Classes 1 & 2: Action, Health & Illness: With an Illustrative Focus on Illness (i.e., Covid-related) Actions, and Health/ Fitness-Related Actions** (Jan 14 & Jan 21)


Additional Materials TBD
Class 3: Medicalization, Pharmaceuticalization & Biomedicalization (Jan 28)


Class 4: History, Culture & Trends and Transitions  (Feb 4)


Additional Materials TBD

Class 5: Environmental & Planetary Health  (Feb 11)


Additional Materials TBD

**Class 6: Broad Historical, Cohort Trends & Movements**  
(Feb 18)


Additional Materials TBD

**Class 7: Illness and Health Care Experiences**  
(March 4)


(2) Sarah L Bell, Jessica Tyrrell and Cassandra Phoenix (2016) "A Day in the Life of a Ménière’s Patient: Understanding the Lived Experiences and Mental Health Impacts of Ménière’s Disease." *Sociology of Health & Illness*:1-16


(3) Samardzic, T., Soucie, K., Schramer, K., & Katzman, R. (2021). "I didn’t feel normal": Young Canadian women’s experiences with polycystic ovary syndrome. *Feminism & Psychology*. 1-20.


**Class 8: Sex, Gender, Intersectionality & Related Issues** (March 11)


**Class 9: Some Additional Recent & Emergent Cohort-Related Issues** (March 18)


https://doi.org/10.17226/25976.


(2) Material Released on Instagram & Teen Mental Health (Facebook Scandal)

Additional Materials TBD
**Class 10: Lifecourse Trajectories & Health from Childhood to Adulthood**

(March 25)


Additional Materials TBD

**Class 11: Socioeconomic Inequality, Risk & Illness**

(April 1)


11


**Class 12:** Student Paper Presentations (April 8)