Course Description: The sociology of medicine has developed into one of the largest and most important subdisciplines of sociology. Many sociology graduates are now partaking in work within the medical field, and sociological researchers are offering medical professionals a fresh perspective in all aspects of medicine and healthcare. This course is designed to develop a sociological foundation towards the evaluation, practice and study of medicine. This course primarily adopts a social constructionist and symbolic interactionist approach to the study of medicine. Students will learn how to develop a strong understanding of how intersectionality such as culture, history, economics, politics, ethnicity, gender, and religion influence the discourse, development and continuation of western medicine.

Course Pre-requisites: Level 4 & reg in SOCY MAJ or MED & (a min grade of C in SOCY210, SOCY211, SOCY226 & SOCY227) & (a min GPA of 2.60 in SOCY210, SOCY211, SOCY226, SOCY227 & (a min GPA of 2.60 in all units in SOCY).

Required Texts:


Recommended Texts: The following texts are not required for course discussion, although may help with furthering your knowledge and/or assist you with the final essay for this course.


Course Format:

Class: Tuesdays 8:30 – 11:30am in BIOSCI 2109

This course is seminar based, meaning it will not rely on the standard lecture format that students are more familiar with. Students are expected to come to class prepared for discussion focused learning by completing the required readings and preparing thoughts, comments, questions and connections to other related sources.

Learning Objectives:

1. Advance the critical knowledge, reasoning and writing of students.
2. Gather a foundation of sociological perspectives pertaining to the study of medicine.
3. Acquire methodological research skills necessary to critically observe and evaluate the various levels of medical practice and health care interactions.
4. Develop an understanding of the importance of social forces that influence and maintain the dominance of western medicine.
5. Become more aware and open to the various alternatives to medicine and the differences in illness that exist across communities, social groups, institutions and cultures.
6. Become aware of, and gain skills for, the various available jobs in medicine and health that can be achieved with a sociology degree.

Course Evaluation (Assignments will be discussed in class and handouts posted to OnQ):

20% Participation in discussions and attendance
20% Leading class discussion (Sign up sheet will be passed out in class)
20% Choice of Photovoice or Zine
40% Final Paper

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

Queen’s Official Grade Conversion Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C+</td>
<td>67-69</td>
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<td>C</td>
<td>63-66</td>
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<td>C-</td>
<td>60-62</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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<td>F</td>
<td>49 and below</td>
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</table>
**Course Expectations and Policies:** Students are expected to completely engage in all classroom activities, and to generate an attitude that encourages effective learning. Any behavior that disrupts the instructor or classmates, such as inappropriate talking, lateness, and the use of electronics for non-class activities, will not be tolerated and can affect your grades. You are expected to complete all assigned readings prior to class in order to be fully engaged in the discussions. Assignments are expected to be submitted on time, and failure to do so will result in a **5% penalty per day**. Extensions can be granted for legitimate reasons, must be discussed with the instructor, and may require documentation.

**Turnitin:**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through OnQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read [Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin’s Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

**Statement on Academic Integrity:**

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies senate/report-principles-and-priorities](http://www.queensu.ca/secretariat/policies senate/report-principles-and-priorities)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1...
http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Accommodations for Disabilities:**

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

**Academic Consideration for Students with Extenuating Circumstances:**

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.
Week-By-Week Schedule:

Sept 11: Introduction

No reading is required for the first class. This time will be used to introduce students to the instructor and fellow students, to review the syllabus and assignments, and to discuss the importance of medical sociology.

Sept 18: Medical Sociology

Read: Cockerham (2017) Chapter 1

Articles for discussion:

Sept 19: Epidemiology and the Stratification of Health
(last day to add courses, or drop without financial penalty)

Read: Chapter 2 and 3

Articles for discussion:

Sept 25: Social Demography of Health and Stress

Read Chapters 4 and 5

Articles for discussion:
Das, A. (2013). How does race get "under the skin"?: Inflammation, weathering, and metabolic problems in late life. Social Science & Medicine, 77, 75

Oct 2: Lifestyle Behaviours and Health

Read: Chapters 6 and 7
Articles for discussion:


**Oct 9: The Sick Role**

Read: Chapter 8

Articles for discussion:


**Oct 16: Doctor-Patient Interaction (Zine and Photovoice Projects are due!!!)**

Read: Chapter 9

Articles for discussion:


**Oct 23: Physicns Roles and Social Change**

Read: Chapters 10 and 11

Articles for discussion:

Stergiopoulos, E., Fernando, O., & Martimianakis, M. A. (2018). "being on both sides": Canadian medical students’ experiences with disability, the hidden curriculum, and professional identity construction. *Academic Medicine: Journal of the Association of American Medical Colleges*


**Oct 30: Nurses, Midwives and Assistants** (November 2nd last date to drop fall classes)

Read: Chapter 12
Articles for discussion:


**Nov 6: Complementary and Alternative Medicine**

Read: Chapter 13

Articles for discussion:


**Nov 13: The Hospital**

Read: Chapter 14

Articles for discussion:


**Nov 20: Healthcare Policy in Canada**


Articles for discussion:


**Nov 27: Global Healthcare (Final Class)**
Read: Chapter 16

Articles for discussion:


**Dec 14: Final Essay Due (Please submit through OnQ)**

We will review and discuss the contents of the course, and future directions in medical sociology. Zines and photovoice projects will be informally shared.

**NO EXAM! Enjoy the Break!**