



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES  
*Te Kura Mahinga Tangata*

**Sociology and Social Policy**

**SOSC/SPOL 314**

**Sociology of Health and Illness**

**20 POINTS**

**TRIMESTER 2 2013**

**Important dates**

**Trimester dates:** 15 July to 17 November 2013

**Teaching dates:** 15 July to 18 October 2013

**Mid-trimester break:** 26 August to 8 September 2013

**Last assessment item due:** 16 October 2013 – In-Class Test

**Study period:** 21–25 October 2013

**Withdrawal dates:** Refer to [www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

## Class times and locations

Lectures: Wednesday 10-11.50      Murphy 632  
Tutorials: Friday 10-10.50      Murphy 632

## Names and contact details

### Course Coordinator

Kevin Dew  
Murphy Building, MY 1001  
Tel: 04 463 5291  
E-mail: [Kevin.Dew@vuw.ac.nz](mailto:Kevin.Dew@vuw.ac.nz)  
Office Hour: Friday 11am

## Communication of additional information

Additional information related to the course will be made available on BlackBoard. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use

## Prescription

The course introduces students to sociological approaches to health, illness, medicine and health care. A diversity of topics will be covered including health inequalities, health policy, health professions, the organisation of health care delivery, ethnicity and health, gender and health, mental health and the social construction of medical knowledge.

## Course content

July 17	Introduction Health inequalities I: Class
July 24	Health inequalities II: Ethnicity Health inequalities III: Gender
July 31	Structure and agency The social construction of medical knowledge
August 7	Foucault and the Discipline of Health Medicalization
August 14	The institutions of health care Rationing of health services
August 21	Health and the workplace Regulation of health practices
September 11	Alternative medicine and demarcating practices
September 18	Pharmaceuticals
September 25	Micro-sociology and health outcomes Legitimate knowledge in the consultation

October 2	Mental health Public health
October 9	Health controversies Technologies of health
October 16	<b>In-class test</b>

## Course learning objectives (CLOs)

This course aims to introduce you to sociological approaches to the study of health and illness. Students who pass this course should be able to:

1. Discuss patterns of health inequalities in Aotearoa New Zealand
2. Be familiar with a range sociological theories related to health and illness
3. Critically reflect on the place and role of medicine and public health in contemporary society and everyday life
4. Discuss the relationship between social organisation and health outcomes.

## Teaching format

Lectures and tutorials.

While attendance at lectures and tutorials is not compulsory, students are expected to regularly attend them, and will be advantaged if they do so.

There are ten tutorials for this course:

July 26

August 2, 9, 16 and 23

September 13, 20 and 27

October 4 and 11

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

- ▲ Submit essay 1 and essay 2
- ▲ Sit the in-class test.

## Workload

University guidelines stipulate that a 20-point course should require 13 hours per week, including class time, of student work.

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	2500 word essay	35	1, 2, 4	23 August
2	2500 word essay	35	2, 3	4 October
3	In-Class test	30	2, 3, 4	16 October

This course is 100% internally assessed and requires three pieces of work (two essays and one in-class test).

### Essay 1

**Weighting: 35%**

**Due: 4pm, Friday, August 23**

Write a 2500 word essay on one of the following (the starting point of your essay will be lectures 1-4 and readings 1-3 in the Student Notes).

1. Take an aspect of health inequalities (for example gender, age, ethnicity, socio-economic differences) and discuss how this can be understood sociologically. To do this you should draw on a theoretical tradition such as Marxism, feminism, Foucault, constructionism, colonialism etc.
2. Michael Marmot has argued that the relationship between class and health is the major unsolved public health problem in the industrialized world. Critically assess explanations for the relationship between social class and health outcomes.
3. Māori and Pacific children have higher hospitalisation rates for pneumonia than NZ Europeans and the pneumonia is more severe. Discuss how such an outcome could relate to discrimination or other social factors. (If you like – you can choose a different condition where there are disparities between ethnic groups to discuss)
4. It has been argued that women are more likely to be 'patients' than men but women live longer. Discuss the explanations for this?

Tutorial 1 on July 26th will be used to clarify ways of approaching this assignment.

**Essay2**

**Weighting: 35%**

**Due: 4pm, Friday, October 4**

For this assignment you are required to do one of the following:

**Either:** Produce a diary for a one-week period. In this diary you are to write on health and medical-related events, activities and representations that you encounter. These can include conversations, television programmes, advertising, purchases of health-related products and visits to health professionals. At the completion of the week you are to write a 2500 essay relating diary entries to a sociological understanding of health and illness. You can consider a wide range of concepts and approaches to this essay, for example, the sick role, medicalization and demedicalization, consumerism, stigma and medical dominance.

**Or:** Using a camera, take photos of medications, supplements and health-related paraphernalia in your household (without intruding on anyone's privacy). Also, construct a map of your household identifying where the photos were taken. At the completion of the photo-taking and map drawing you are to write a 2500 essay relating the photos and map to sociological understandings of health and illness. You can consider a wide range of concepts and approaches to this essay, for example, the sick role, medicalization and demedicalization, consumerism, stigma and medical dominance.

For this exercise you may need to obtain consent from householders. Information sheets and consent forms will be provided to you if this is the case.

**Or:** Select a health issue and consider the ways in which this issue can be understood sociologically and/or what policy responses can be made in relation to that issue.

Note: If you choose this latter option you are strongly advised to discuss this with Kevin Dew first.

**In-class test**

**Weighting: 30%**

**10-10.50 am Wednesday, 16 October**

A guidance statement on the test will be handed out at least two weeks before the date of the test.

## Submission and return of work

Assignments must be placed in the assignment box on level 9, Murphy Building, to the side of the lifts. The Assignment Box is cleared at 4pm on the due date, all work is date-stamped, its receipt recorded, and then handed on to the appropriate markers. Every effort will be made to return marked assignments within two-weeks of the due date. Marked assignments not collected in lectures or tutorials can be collected at the Murphy 9<sup>th</sup> floor reception desk, between **2.00 and 4.00 pm only** from Monday to Friday

The in-class test will be collected up at the end of the class on 16 October.

## Use of turnitin

Essay one and essay two must be submitted to Turnitin for checking academic integrity as well as in hard copy. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

To use Turnitin, go to [www.turnitin.com](http://www.turnitin.com), click on 'create a user profile' in the upper right corner. After creating an account, you can log in with your ID and password as with an e-mail account. Use the class ID and enrolment password to enrol in "Course ID"

Class ID: 6399568

Enrolment password: health

When uploading submissions, be sure to click the final 'submit' button. If you have taken all the steps you will receive a notification/receipt.

## Penalties

Late submissions for student assignments in all Sociology and Social Policy undergraduate courses are subject to a penalty. The exact deduction will be calculated on the basis of one half mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

*Note: assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements.*

## Materials and equipment and/or additional expenses

There are no additional materials required for this course with the exception of the course readings.

## Practicum/placement/field trip/internship arrangements

There are no other arrangements for this course.

## Set texts

Each student should buy the prepared book of Student Notes from VicBooks since ready access to and familiarity with its contents will be required throughout the course. Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz).

## Recommended reading

There are a number of excellent journals you can consult including:

*Sociology of Health and Illness*

*International Journal of Health Services*

*Social Science and Medicine*

*Critical Public Health*  
*Health*  
*Health Sociology Review*  
*Health Policy*

The following readings provide an overview of New Zealand material.

### **New Zealand**

Bryder, L. (ed.) 1991. *In a healthy country: essays on the social history of medicine in New Zealand*. Bridget Williams Books, Wellington

Dew, K. & Kirkman, A. 2002. *Sociology of health in New Zealand*. Oxford University Press: Melbourne.

Dew, K. & Davis, P. (eds.) 2005. *Health and society in Aotearoa New Zealand (2<sup>nd</sup> edition)*. Oxford University Press: Melbourne.

Laugesen, M. & Gauld, R. 2012. *Democratic governance and health: hospitals, politics and health policy in New Zealand*. Otago University Press: Dunedin

The following are more general readings in sociology of health and medical sociology.

### **General**

Barry, A. & Yuill, C. (2012) *Understanding the sociology of health*. Sage: London.

Blaxter, M. (2010) *Health*. Cambridge: Polity Press.

Cockerham, W.(ed) (2010) *The new Blackwell companion to medical sociology*. Malden: Wiley-Blackwell.

De Maio, F. (2010) *Health and social theory*. Palgrave: Basingstoke.

Dew, K. (2012) *The Cult and science of public health: A Sociological Investigation*. Berghahn, New York.

Germov, J. (ed.). (2005) *Second opinion (3<sup>rd</sup> edition)*. Oxford University Press: Melbourne.

Nettleton, S. (1995). *The sociology of health and illness*. Polity Press, Cambridge, UK.

Petersen, A. & Wilkinson, I. (2008) *Health, risk and vulnerability*. London: Routledge.

White, K. (2009) *An introduction to the sociology of health and illness*. Sage: London.

**Note that an extensive list of readings related to the course and assignments will be available on blackboard**

### **Class representative**

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:
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### **Student feedback**

In response to student feedback the essays topics have been written to give students more guidance and also to allow for more flexibility for students with a particular interest in a topic area to follow that up.

You will have an opportunity to participate in the evaluation of this course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/home/study/plagiarism](http://www.victoria.ac.nz/home/study/plagiarism)
- Aegrotats: [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)
- Academic Progress: [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/home/study/dates](http://www.victoria.ac.nz/home/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/home/study/exams-and-assessments/grades](http://www.victoria.ac.nz/home/study/exams-and-assessments/grades)
- Resolving academic issues: [www.victoria.ac.nz/home/about/avcacademic/publications2#grievances](http://www.victoria.ac.nz/home/about/avcacademic/publications2#grievances)
- Special passes: [www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass](http://www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy)
- Student support: [www.victoria.ac.nz/home/viclife/student-service](http://www.victoria.ac.nz/home/viclife/student-service)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/home/viclife/student-charter](http://www.victoria.ac.nz/home/viclife/student-charter)
- Student Contract: [www.victoria.ac.nz/home/admisenrol/enrol/studentcontract](http://www.victoria.ac.nz/home/admisenrol/enrol/studentcontract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/home/about](http://www.victoria.ac.nz/home/about)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## School Contact Information

Head of School: Dr Allison Kirkman, MY1013

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International Student Liaison: Dr Hal Levine MY1023

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Maori and Pacific Student Liaison: Dr Trevor Bradley, MY1101

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Students with Disabilities Liaison: Dr Russil Durrant, MY1120

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School of Social and Cultural Studies: [www.victoria.ac.nz/sacs/](http://www.victoria.ac.nz/sacs/)