

## **HLTH AGE 2BB3: Perspectives in Health Studies & Gerontology**

**Department of Health, Aging & Society  
McMaster University  
Winter 2014**

Instructor: Dr. Jessica A. Gish

Lectures: Monday, 17:30-18:30pm & Thursday, 17:30-18:30pm

Office Hours: Wednesday, 5:30-6:30pm & Thursday 12:30-1:30pm, or by appointment

Email: [gishje@mcmaster.ca](mailto:gishje@mcmaster.ca)

Office: KTH 231

Phone: (905) 525-9140 (ext. 27414)

### Course Description

Social scientists examine how variegated aspects of social life affect individual aging and health. Taking inspiration from social critic Charles W. Mills, this course is designed to develop your sociological imagination, which entails being able to explicate how personal biography or individual aging processes and health intersect with social structure and history. To further your sociological imagination, this course will introduce different theoretical approaches or perspectives used by scholars in health studies and gerontology to explore social aspects of health and aging. The first part of the course will examine what can be loosely defined as classical theoretical approaches (e.g., conflict theory, structural functionalism, symbolic interactionism, life course theory). The second part of the course will explore a selection of what are often called critical approaches (e.g., social constructionism, political economy, post-structuralism, feminism, and institutional ethnography). The following concepts will be introduced to elucidate how social processes shape experiences and understandings in relation to aging and health: cohorts, culture, discourse, generation, groups, hegemony, history, intersectionality, language, life course, life transition, medicalization, power, political economy, textual-mediated reality, social construction, social inequality, stigma, and symbols.

### Course Objectives

- Define and articulate the key elements of theory and how it differs from opinion.
- Introduce students to classical, influential, and emerging theoretical approaches used in the study of aging, health, and aging/health.
- Review and describe the key features of dominant and critical perspectives, including structural functionalism, conflict theory, symbolic interactionism, social constructionism, post-structuralism, feminism, and institutional ethnography.
- Understand how theories can be used to explore aspects of social inequality, identity, and intersectionality in the context of aging and health.
- Learn to use theory to think critically about the social origins of people's troubles.
- Gain experience reading primary source material and discuss the link between theory and research design in social science aging and health research.
- Advance written skills to reflect critically on complex social issues relating to health and aging.

## Course Materials

There is no assigned textbook for this course. Instead, we will be reviewing primary source material in the form of book chapters and journal articles. These course materials can be found at the book store and on Avenue to Learn. The **custom course pack** is available for purchase at Titles, the University Bookstore, which includes copies of all assigned book chapters. In addition, **persistent links** to assigned readings that are peer-reviewed journal articles are posted on Avenue to Learn. Reading materials are provided in these two ways to reduce the cost of your custom courseware. It is your responsibility to download all assigned readings from Avenue to Learn. You can find these articles using the McMaster University Library on-line catalogue. A list of bibliographic references is posted on Avenue to Learn to help you find the articles using the on-line catalogue if a persistent link breaks down.

## Course Style & Method of Instruction

This course involves lectures, in-class discussions, and tutorials that are run by a Teaching Assistant. It will be extremely difficult to do well in this course if you do not regularly attend lecture or keep up with assigned readings. It is strongly advised that assigned readings be completed *before* the class in which they are assigned. Lectures will not discuss in full the entire content of assigned readings. Assigned readings will complement and inform lectures by serving as a starting point for more advanced discussion. Powerpoint presentations will be posted on Avenue to Learn in the hours before lecture is scheduled to take place. Slides will be designed to facilitate note-taking during lecture; slides are not facsimiles or replicas of all that students are expected to know from lectures. You are unlikely to succeed in this course if you ignore the assigned readings and only attend the lectures or if you simply read the text and miss class. Teaching Assistants will very rarely spend time discussing course material that has already been reviewed during lecture. Instead, you will complete activities during tutorial sessions such as analyzing documentaries and newspaper articles to facilitate more advanced discussion of theoretical frameworks and concepts already introduced in lecture and/or assigned readings.

## Course Requirements & Important Dates

<b>Requirement</b>	<b>Weight</b>	<b>Date</b>
Midterm	30%	February 27
Integrative Paper Proposal	5%	Due in <i>tutorial</i> on either March 10, March 11, or March 14*
Integrative Paper	25%	Due in <i>lecture</i> on March 31
Tutorial Attendance & Participation	10%	N/A
Final Exam	30%	TBD by the Office of the Registrar

\* Your integrative paper proposal due date depends on your tutorial assignment.

**MIDTERM:** Your midterm will be based on all course material including lectures, tutorials, assigned readings, audio-visual materials (e.g., documentaries, video clips, images), and in-class discussions up until the scheduled date of the midterm. Your midterm will consist of

approximately 30-40 multiple-choice questions. Your midterm is scheduled to take place on February 27. You will have 50 minutes to write your exam.

**FINAL EXAM:** Your final exam will be *cumulative* and consist of both multiple-choice, short-answer, and small essay type questions. It will be very similar in format to the midterm except for the addition of written questions. It is very likely that you will be given study questions on or near the last day of class to facilitate study preparation for the final exam. Details about your final exam will be discussed further in class. The date of your final exam is to be determined by the Office of the Registrar but will take place between April 10 and April 29.

**INTEGRATIVE PAPER & PROPOSAL:** You will be required to write an integrative paper that demonstrates your ability use theory to explore a social issue on a topic related to aging, health, or aging/health. You will choose one or two theoretical frameworks studied in class and use theory to analyze a topic of interest.

The *proposal* will be 2 pages long and will clearly identify your topic of interest, the theory or theories that you will be using, the literature that you will be consulting, and some of the major arguments that you will be developing in your paper.

Your final *integrative paper* should be 6-8 pages long not including the title page. Your paper should reference course material (minimum of two assigned readings) and at least four articles published in academic peer-reviewed journals that you find through independent research. The quality of your references will be considered in the marking of your assignment. You will be penalized for using inappropriate references such as websites, papers posted on-line that are written by undergraduate or graduate students, or unpublished conference papers.

Further guidelines will be handed out and discussed in tutorial and posted on Avenue to Learn. Your integrative paper proposal is due in tutorial approximately three weeks before the final paper to allow your Teaching Assistant the opportunity to provide you with feedback. Your proposal is due in tutorial on March 10, March 11, or March 14 (depending on your tutorial assignment) and your final paper is due in lecture on March 31.

**TUTORIAL PARTICIPATION & ATTENDANCE:** Each student must attend regularly a weekly tutorial session run by a Teaching Assistant. Tutorials will provide you with the opportunity to discuss course material, complete small group activities and assignments to facilitate learning, participate in discussions about completed research studies using different theories and approaches discussed in lecture, and receive help with course assignments and exam preparation.

If you are unable to attend the tutorial section in which you are registered, you can request to be moved to another tutorial session. However, it may not be possible to grant all of these requests due to tutorial enrolment, room size, and fire code regulations. Please be mindful that it is *mandatory* that you attend all scheduled tutorial sessions; make-up assignments will not be prepared for conflicting schedules or other forms of competing obligations. Teaching Assistants are not responsible for informing individual students about material that was discussed during missed tutorial sessions.

Your tutorial participation grade will be assigned by your Teaching Assistant taking into consideration your attendance record and individual contributions to your tutorial session. *Tutorial attendance is worth 5% and tutorial participation is worth 5% for a total of 10%. You*

will be rewarded if you participate in tutorials in a relevant, respectful, and contributory manner on an on-going basis throughout the semester.

To assess tutorial attendance, roll call will be taken regularly by your Teaching Assistant. Tutorial participation will be assessed after each tutorial by your Teaching Assistant. You can also accumulate credit by completing small tasks assigned by the Teaching Assistant during or in advance of tutorial. These small assignments will not be assessed for accuracy but for completeness and will be used by your Teaching Assistant to provide general feedback to the class. The Teaching Assistant will look for evidence that you were intellectually and thoughtfully engaged with the tutorial assignment. Completed assignments will result in the accumulation of participation credit for this course.

Teaching Assistants reserve the right to downgrade your tutorial participation mark (a maximum of 5 points) for **negative class tutorial participation**. Activities considered negative class participation include: irregular class attendance, talking to classmates about material that is not related to the course, inappropriate use of computers or electronic devices (e.g., facebooking, twittering, texting, surfing the internet, playing games), sleeping, listening to ipods or mp3 players, coming to class late or leaving early, etcetera. Laptops should only be used to take notes; evidence of inappropriate computer usage or other behaviour may result in a Teaching Assistant asking you to leave tutorial.

### Tips and Suggestions for Succeeding in this Course

1. Attend lecture. It is my experience that students who come to class regularly do better in social science courses.
2. Keep up with assigned readings. Assigned readings will be the basis for lecture material, sometimes complementing readings and at times covering new ground. It is especially important to keep up with assigned readings because there will *not* be enough time in lecture to cover all of the content in the textbook. Some material you will be responsible for learning on your own through individual self-study.
3. When studying for exams remember that *all* lecture materials, including assigned readings, audio-visual materials (e.g., documentaries), and in-class discussions are considered testable materials on examinations.
4. Powerpoint presentations will be used during lecture but note-taking is crucial to doing well in this course. To the best of the Professor's ability, powerpoint presentations will be posted on Avenue to Learn in the hours *before* lecture is to take place. If you simply review powerpoint presentations in lieu of coming to class, you will not do well in this course. Powerpoint presentations will be designed to facilitate student note-taking and will not be a replica of all that was discussed during lecture. Taking notes in class is productive for two reasons. First, it ensures that you stay focused on course materials rather than distracted by facebook, twitter, or any other electronic mode of distraction. Second, it facilitates the learning process by giving you practice writing and thinking with new material, which in the process makes present material that is unclear. In this case you should ask a question of the Professor to obtain clarification and/or spend time outside of the classroom engaging with explanations presented in assigned readings.
5. Exchange contact information (e.g., e-mail address and/or phone number) with a classmate or "buddy" early in the semester. I will *not* provide lecture notes to students that miss class, thus your first point of contact should always be your "buddy." I will be

happy to discuss course material during office hours that you do not understand but only after you have reviewed lecture notes from a classmate.

### Grading

Grades for each course requirement will be added together at the end of the term. The final total will be translated into the following letter grade according to the grading system documented below:

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49

### University, Course & Instructor Policies

**Absences, Missed Work & Illness:** All excuses for illness, injury and family emergency must be addressed through the office of the Associate Dean of Social Sciences who will notify the Professor of your absence. The policy contains the following requirements:

1. If you are seeking relief for missed academic work because of an absence lasting less than five days in duration, you must use the McMaster Student Absence Form. The form can be accessed at: <https://pinjap01.mcmaster.ca/msaf/>
2. Absences lasting more than five days must be reported to the Associate Dean's Office (KTH/129) and appropriate documentation must be provided. For medical absences, the University reserves the right to require students to obtain medical documentation from the Campus Health Centre.
3. You should expect to have academic commitments Monday through Saturday but not on Sunday or statutory holidays. If you require an accommodation to meet a religious obligation or to celebrate an important religious holiday, you may use the McMaster Student Absence Form or contact the Associate Dean's Office.
4. In deciding whether or not to grant relief for missed work, factors such as the following may be taken into account: the timing in relation to the due date of the missed work and the degree of the student's incapacitation.
5. You may request relief of academic missed work ONCE using the McMaster Student Absence Form per academic term. Additional requests for relief of academic missed work must be reported to the Associate Dean's Office (KTH/129). Be prepared to submit appropriate documentation. Relief for missed academic work is not guaranteed.

6. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.
7. It is the prerogative of the Professor of the course to determine the appropriate relief for missed term work in his/her course.

***IMPORTANT NOTE:*** *In this course if you miss an exam or assignment due date because of an excused absence, it is the Professor's policy that **credit will not be transferred to another course assignment.** You must complete all exams and assignments in a timely manner in this course.*

**Academic Integrity:** You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

The following illustrates *only* three forms of academic dishonesty:

1. Plagiarism (e.g., the submission of work that is not one's own or for which other credit has been obtained).
2. Improper collaboration in group work.
3. Copying or using authorized aids in texts and examinations.

***IMPORTANT NOTE:*** *In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. **All of your assignments for this course should be uploaded in the appropriate digital drop-box on Avenue to Learn prior to the assignment due date to avoid late penalty.** From this location, students' assignments will be automatically forwarded to Turnitin.com to be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must notify the Professor prior to submitting their paper. No penalty will be assigned to a student who does not submit their work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etcetera). To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)*

**Avenue to Learn:** An on-line learning space has been developed for this course on Avenue to Learn. Avenue to Learn will be used by the Professor to post news updates about the course, grades, powerpoint presentations, and other useful resources about aging. Important information about the course will be posted on Avenue to Learn as a "news update" and will not be emailed to students directly. For this reason it is important to check Avenue to Learn regularly for important updates and information (e.g., change in assigned course reading).

Students should be aware that when they access Avenue to Learn private information such as first and last names, user names for McMaster email accounts, and program affiliation is

visible to other students in the course. Continuation in this course is considered consent to this disclosure.

Registered students are automatically enrolled in this space, which can be accessed at the following web address: <http://avenue.mcmaster.ca/> If you have registered late, you will need to wait until the Avenue to Learn student database has been updated from the Office of the Registrar. Keep in mind that it takes 24 hours (and sometimes longer) after you have registered for you to have access to Avenue to Learn. Please be patient while your name is being added.

To access Avenue to learn, go to the following web address: <http://avenue.mcmaster.ca/> Helpful user tips and suggestions can be found at: <http://avenue.mcmaster.ca/help/>

**Class Communication, Email & Office Hours:** Please do not e-mail your Professor using Avenue to Learn. The best way to contact your Professor is to e-mail directly using your McMaster University account. Unfortunately e-mails that are sent to Professors from Avenue to Learn are bounced back when they are replied to. For this reason it is most effective and efficient if you email your Professor regularly from your McMaster e-mail account and not from Avenue to Learn.

If you have a substantive question that comes out of lecture, you are welcome to e-mail me but I prefer to see students during office hours. It is much easier to provide clarification about substantive questions in person than it is over e-mail. If you send a question about course content using e-mail, be prepared that I may simply ask you to come see me in person if the answer requires extensive explanation. Please do not e-mail questions that can already be answered by information that has been given to you during lecture or is present on the course outline, documents posted on Avenue to Learn, or in university regulations (e.g., course calendar). There will be ample time to ask questions in class about course material, assignments, and exams, so please feel free to do so. E-mails to your Professor (and TA) should contain: **“HLTH AGE 2BB3”** in the subject line. Otherwise your e-mail may be deleted as spam or directed to a junk mail file.

**Computers & Cell Phones:** You are welcome to bring your laptops with you to class, but when in class you should only be using your word-processing program. Please keep all electronic social networking out of the classroom. This means absolutely no twittering, texting, or facebooking during class time. My concern lies in the potential that this behaviour has for disrupting the learning of others in the classroom not electing to participate in it. If necessary, I will ask those who are breaking this policy to leave the classroom.

**E-mail Communication from Non-McMaster University E-mail Accounts:** Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to Professors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If a Professor becomes aware that communication has come from an alternate address, the Professor may not reply at his or her discretion. For information about e-mail forwarding in MUGSI, please see: <http://www.mcmaster.ca/uts/emailforward/emailfoward.html> (forwarding will take effect 24-hours after students complete the process at the above link).

**Late Assignments:** All written work must be submitted in person on the due date as per the assignment instruction guidelines. *Assignments that are received by e-mail in electronic form in lieu of a hard-copy or under the Professor's door will NOT be accepted.* It is extremely timely consuming for your Professor and Teaching Assistants to print student assignments individually in a class of this size, thus it is absolutely mandatory that you submit paper copies of your assignment. Planning your work, scheduling time, and meeting deadlines can be especially challenging, but are important skills to develop and part of the reality of life outside of the university. As an incentive to develop this skill and to be fair and equitable to all students, *late assignments will be penalized at the rate of 5% per day that the assignment is late (including weekends).* If an assignment is due at the beginning of lecture or tutorial, it will be considered one day late at any time after the end of class. Late penalties will be waived if the office of the Associate Dean of Social Sciences notifies the Professor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

***IMPORTANT NOTE:*** *To avoid late marks, please ensure that both a hard copy is submitted along with an electronic copy on Avenue to Learn before the assignment due date.*

***IMPORTANT NOTE:*** *Please do NOT e-mail or approach the Professor before or after lecture to request an extension for an assignment. In general, I do not grant extensions for assignments outside of the academic missed work university policy. In the event that you would like to request an extension on your assignment, make arrangements to come see me during office hours to discuss the specific circumstances surrounding your request. All requests that come to me outside of office hours will be denied.*

**Return of Assignments:** In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers. Tests and assignments must be returned directly to the student. The Professor will make arrangements for you to pick up your assignments in person during scheduled office hours. You may also provide the Professor with a stamped, self-addressed envelope for the return of assignments by mail.

**Review of Marks:** A great deal of time and attention will be spent marking your assignments and effort will be made to provide feedback about your assignment. If you would like additional feedback about the grade you received, please book an appointment with your Teaching Assistant or attend their scheduled office hours. If you disagree with the mark you received for your assignment, please adhere to the following procedure:

1. Document in at least 2 to 3 paragraphs (1 full page, single-spaced, type-written) why you think you deserve an improved mark. Ensure that your comments address specifically your concerns about the marking and explain in detail why you think your assignment meets the expectations of the assignment as outlined in the grading rubric. Your response should reflect on *all* of the written feedback provided by the Teaching Assignment.
2. Submit your written commentary and original assignment to the Department of Health, Aging & Society (attention: the name of your TA). Then, book an appointment with your TA to discuss the marking of your assignment.



3. If the TA and you are unable to resolve the dispute, book an appointment with your Professor. Prior to the meeting ensure that your Professor has a copy of your written commentary as well as the original assignment.
4. Please note that your TA and Professor have the ability to *increase or decrease* the original assignment score.
5. All disputes involving the TA and Professor must be resolved *at least one month* within the date in which you received your mark.

**Special Needs:** Students with special needs (e.g., learning disabilities, hearing, sight or physical impairment) should let the Professor know how they can make the learning environment more comfortable for them. Please note that it is the student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation, please make arrangements with Student Accessibility Services. You can obtain information about Student Accessibility Services on-line at <http://sas.mcmaster.ca/> or in person at MUSC/B107.

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society at 905.525.9140 ext. 27227.

**Videos:** We will watch several documentaries in this course, which will be used to illustrate concepts from course material and to generate in-class discussion. These videos will be extremely difficult to obtain outside of class time, thus it is important that you are in class to see them. Exams will assess your understanding of the documentary as it relates to course material as well as your general knowledge about your viewing of the film.

### COURSE SCHEDULE & READING ASSIGNMENTS

WEEK	DATE	TOPIC	ASSIGNED READINGS: COURSE PACK	ASSIGNED READINGS: AVENUE TO LEARN	TUTORIAL ACTIVITY
1	Mon., January 6	Introduction			No tutorials this week
	Thurs., January 9	Thinking About the Social: The Need for Theory	Chappell et al. (2008) – Social Theory in Gerontology (pps. 55-63)  Lemert (2004) – Social Theory: It's Uses and Pleasures		
2	Mon., January 13	Thinking About the Social: The Need for Theory	Mills (1959) – The Promise of Sociology		Introduction to your TA; Review in brief Integrative Paper Assignment Instructions
	Thurs., January 16	Classical Gerontological Theories & Their Critique	Chappell et al. (2008) – Social Theory in Gerontology (pps. 63-66)	Boudiny (2013) – Active Ageing: From Empty Rhetoric to Effective Policy Tool	
3	Mon., January 20	Moving through Time: Age Stratification Theory	Chappell et al. (2008) – Social Theory in Gerontology (pps. 68-70)		In-class Exercise: Using a Sociological Imagination to Study Health & Aging
	Thurs., January 23	Moving through Time: Age Stratification Theory		Goodman (1996) – Culture, Cohort, and Cosmetic Surgery	
4	Mon., January 27	<b>No Class – Go to the Health, Aging and Society Undergraduate Symposium and Academic Assembly at McMaster Innovation Park, 4:30-7:30pm</b>			Watch Documentary: <i>49 UP</i>
	Thurs., January 30	Moving through Time: Life Course Theory	Chappell et al. (2008) – Social Theory in Gerontology (pps. 73-77)		

5	Mon., February 3	Moving through Time: Life Course Theory		Montes de Oca et al. (2011) – The Linkage of Life Course, Migration, and Aging: Health in Adults and Elderly Mexican Migrants	Discuss <i>49 Up</i> & Review Age Stratification Theory
	Thurs., February 6	Symbolic Interactionism	Allan (2006) – Symbols, Meaning, and the Social Self (Mead & Blumer)		
6	Mon., February 10	Symbolic Interactionism		Casper (1998) – Negotiations, Work Objects, and the Unborn Patient	Midterm Review
	Thurs., February 13	Dramaturgy	Allan (2006) – Performing the Self (Goffman)		
7	Mon., February 17	<b>READING BREAK</b>			
	Thurs., February 20				
8	Mon., February 24	Dramaturgy		Gamliel & Hazan (2006) – The Meaning of Stigma: Identity Construction in Two Old-Age Institutions	Review in depth Integrative Paper Assignment Instructions & do Academic Referencing Exercise
	Thurs., February 27	<b>MIDTERM</b>			
9	Mon., March 3	Gender & Aging	Calasanti & Slevin (2001) – Gender and the Study of Old Age		Conduct an Integrative Analysis Exercise
	Thurs., March 6	Gender & Aging	Lorber & Moore (2002) – Gender and the Social Construction of Illness		
10	Mon., March 10	Critical Perspectives on Health & Aging	Chappell et al. (2008) – Social Theory in Gerontology (pps. 79-81)  Estes (2001) – Critical Perspectives on Aging		<b>INTEGRATIVE PAPER PROPOSALS DUE IN TUTORIAL</b>

	Thurs., March 13	Political Economy	Estes (2001) – Political Economy of Aging		
11	Mon., March 17	Political Economy		McMullin & Marshall (2001) – Ageism, Age Relations, and Garment Industry Work in Montreal	TA provides collective feedback on Integrative Paper Proposals
	Thurs., March 20	Post-structuralism	McDonnell et al. (2009) – Poststructuralism, Health and Healthcare		
12	Mon., March 24	Post-structuralism		Paulson (2008) – Beauty is More Than Skin Deep: An Ethnographic Study of Beauty Therapists and Older Women	Contrast Political Economy Theory to Post-structuralism
	Thurs., March 27	Feminism & Institutional Ethnography	Allan (2006) – Gendered Consciousness (Dorothy Smith)		
13	Mon., March 31	Institutional Ethnography  <b>INTEGRATIVE ASSIGNMENT DUE IN CLASS</b>		McCoy (2005) – HIV-Positive Patients and the Doctor-Patient Relationship: Perspectives from the Margins	Final Exam Review
	Thurs., April 3	Institutional Ethnography		Rankin (2002) – ‘Patient Satisfaction’: Knowledge for Ruling Hospital Reform – An Institutional Ethnography	
14	Mon., April 7	Course Wrap-up			No tutorials this week

**IMPORTANT NOTE:** The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster e-mail and course websites weekly during the term and to note any changes.