

HLTHAGE_4C03 REPRESENTATIONS OF HEALTH AND ILLNESS

Winter 2020

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Lecture: Fri 11:30-2:20 [ETB 230]

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Course Description

This course considers the effects and meanings generated by representations that speak for the body, particularly the impaired body of illness, the aging body, the body marked by disease and disability. We examine a number of disciplines including history of medicine, anthropology, aging studies, and sociology in order to examine how concepts of health, illness, and aging are shaped, circulated, and interpreted in contemporary Western society. Through weekly discussions, lectures, films, and in-class presentations, we explore the multiple meanings and theories assigned to health and illness and translate their visual and literary representations.

NB. A great class dynamic hinges entirely on students challenging various theories and assumptions, supporting their colleagues' discussions with questions, insights and comments, and lastly, contributing to resource material with film clips, images, and other references during their own presentations.



Course Objectives

By the end of the course students should be able to:

- Understand modes of communicating and representing illness vs health
- Define various theoretical frameworks
- Consider differences between the 'origins' of good/bad health
- Identify legal, political, and social frameworks that define and distribute healthcare
- Describe cultural practices that attempt to redefine illness and health

Required Materials and Texts

All Required Readings / Case Studies will be posted on Avenue to Learn

Course Evaluation – Overview

Participation/Attendance – 15%
Group Presentation – 15%
Ind Presentation – 20%
Tests (2) – 50%

Course Evaluation – Details

Participation/Attendance – 15%

Participation grades are based on in-class activities, Q+A, and discussions. It is vital that all students come prepared to discuss and answer questions pertaining to the weekly topics and readings.

Engaged, thoughtful reactions to the presentations and discussion starters are essential. Students who are not presenting will be expected to actively discuss or challenge the issues raised by their colleagues



Group Presentations – 15% [5-6 min per student]

Each group [3 to 5 students] will present their research based on chosen field sites within areas of healthcare, public health and/or total institutions.

Please refer to the grading rubric below for specific expectations. NB. There is no paper to hand-in, as students are graded as a *group* during the presentation itself. *More information will be provided in class with a specific lecture on the expectations and requirements.

Individual Presentations – 20% [10 minutes per student]

Each student will present a topic of their choice in a visual and/or auditory medium. It must integrate primary research data that the student has gathered with attention to the narrative of a particular illness, for example through collecting relevant visual references, film clips, informal interviews, advertisements, images, newspaper reports, etc. Topics can range from various diseases, mental illness, and depression, to suicide, and death. Students must integrate what they know and have learned through visual cues, literary strategies [rhetorical devices] and theories employed for specific effects.

Grades are based on the quality of the presentation, the materials used, and the level of interaction and engagement. Students may also opt to hand in a graphic novel in lieu of a presentation.

All topics and formats must be approved prior.

Please refer to the grading rubric below for specific expectations.

Group and Ind Presentation Evaluation Rubric

Clarity 1 2 3 4 5

Eye Contact 1 2 3 4 5

Engagement 1 2 3 4 5
References 1 2 3 4 5
Visuals 1 2 3 4 5

Tests (2) – 50%

Students are tested for their comprehension and grasp of the material covered in class as well as theoretical approaches discussed in lectures and assigned readings.

Weekly Course Schedule and Required Readings

Week 1 (Jan 10)

Introduction Course Overview + Quiz on TF

Lecture Representations of Health and Illness: Theoretical Frameworks incl. Common Sense Model / Shifting Perspectives Model

Readings *Kapstein et al (2010) vs Patterson (2003)*

Week 2 (Jan 17)

Topic World Health, World Illness

Lecture WHO Structure and Function

Readings *Brown et al (2011)*

Week 3 (Jan 24)

Topic The 'Origins' of Good Health/Bad Health

Lecture SDH vs FDHD

Readings *McMillen (2007)*

Week 4 (Jan 31)

Topic Constructing, Deconstructing the Body

Lecture What Does Health Look Like?

Q+A *Social & Mass Media*

TEST#1

Week 5 (Feb 7)

Topic Constructing Health and Illness

Lecture Hunting for Data

***Group Assignments**

Week 6 (Feb 14)

Topic Ethnophysiology

Lecture Cultural Dynamics of Health & Illness

Case Study *Quinlan et al (2002)*

Week 7 (Feb 21)

Reading Week



Week 8 (Feb 28)

**Group Presentations in class*

Week 9 (Mar 6)

Topic Mental Health and Illness

Lecture Total Institutions

**Group Presentations in class cont.*

Week 10 (Mar 13)

Topic Guest speaker

TEST#2

Week 11 (Mar 20)

Topic Threat-Isolation-Stigma

Lecture Infectious Bodies [Syphilis]

Readings *Burchell et al (2013)*

Singer et al (2006)

Week 12 (Mar 27)

Topic Marginalizing Health and Illness

Lecture Outsiders

**MultiMedia / Discussion*

Week 13 (Apr 3)

Topic Student Presentations

Week 14 (Apr 10)

Topic Student Presentations

Course Wrap-up



Course Policies

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Due to the presentation content and testing requirements of the course, all concerns and issues regarding lateness can be brought to my attention directly.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the 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 email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior 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 behavior 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](http://www.mcmaster.ca/academicintegrity), located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. [Student Accessibility Services](#) can be contacted by phone 905-525-9140 ext. 28652 or e-mail

sas@mcmaster.ca. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (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 an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.